

Somers Point School District

Curriculum

Social Studies

Grade 2

August 2008

Board Approved: November 2008

Table of Contents

Somers Point Schools Administration and Board of Education Members	Page 3
Acknowledgments	Page 4
District Mission Statement and Goals	Page 5
Philosophy/Educational Goals & Beliefs	Pages 6
National and State Standards	Page 7
Scope and Sequence	Page 8-9
Goals/Essential Questions/Objectives/Instructional Tools/Activities	Pages 10-47
Benchmarks	Page 48

Somers Point School District

BOARD OF EDUCATION

Mr. Walt Wilkins, President
Mr. William August, Vice President
Mrs. Karen Broomall
Mr. Joseph Hall
Mrs. Constance J. Hiles
Ms. Maureen Kern
Dr. Gregg Pfund
Mr. Joseph Toland
Mr. Jay Turcotte

Gerald V. Toscano, Superintendent
Suzanne Keller, Board Secretary

Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

Writers Names: Katie Schmid
 Robin Wolf-Smith
 Leslie Rutkowski
 Jeanette Cellucci
 Jill Shustock
 Mike Dalessio

Administrator: Jennifer Luff, Director of Curriculum

Secretarial Staff: Irene Burkhardt

Somers Point Schools

Mission and Beliefs

Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and to contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate, problem solvers across all disciplines.

Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations.
- Are aware of community issues and take part in activities to better their community.
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively.
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners that have an understanding of their own strengths and weaknesses.
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future.
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life.

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world.

Educational Goals & Beliefs

- All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.
- Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.
- Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.
- The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.
- We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.
- Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.
- The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.
- Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.
- Students are citizens of a connected, digital society. Therefore they will utilize technology as a tool to solve problems and build relationships.

New Jersey State Department of Education Core Curriculum Content Standards

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

To access the NJ Core Curriculum Content Standards go to: http://education.state.nj.us/cccs/?_standard_matrix;c=6

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

Social Studies/Second Grade

Scope and Sequence

Quarter I	
I. We Belong to Many Groups a. Learning Together at School b. Living Together at Home and in the Neighborhood c. In and Around the City d. Our Country of Many People	II. Where We Live a. Looking Around Communities b. Life in Different Places c. Using the Land d. Basic Needs e. Conservation
III. Calendar/Holidays/Traditions—Fall a. Significance of holidays b. Figures in American history	IV. Character Education—Responsibility, Respect
Quarter II	
I. We All Work Together a. Community Services b. People Make Goods c. Goods from Far and Near d. Goods and Services Meet Our Needs e. Wants versus Needs	II. Calendar/Holidays/Traditions—Fall a. Significance of holidays b. Figures in American history
III. Character Education—Friendship, Kindness, Self-Control	

Quarter III

I. People Make History a. American Indians b. We Remember the Past c. Communities Change and Grow d. People Lead the Way e. American Portraits	II. Being a Good Citizen a. Proud Americans b. Our Country's Government c. Community Government d. Our Freedoms
III. Character Education—Honesty, Perservance, Tolerance	IV. Calendar/Holidays/Traditions—Winter a. Significance of holidays b. Figures in American history

Quarter IV

I. People in Time and Place a. People on the Move b. A World of People c. A Global Community	II. Character Education—Appreciation
III. Calendar/Holidays/Traditions—Spring/Summer a. Significance of holidays b. Figures in American history	

Suggested blocks of Instruction	Grade Level/Subject: Social Studies/Second Grade	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Learning Together at School	
		Goal 1: The student will be able to identify appropriate classroom behavior and recognize and respect school workers	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.2 A.2 Give examples of authority and recognize the problems that might arise from lack of effective authority 6.2.2 D.1 Identify examples of responsible citizenship in the school setting	Essential Questions: <ul style="list-style-type: none"> • How can citizens and groups participate effectively in the democratic process? • Can the rights of American citizens ever cause conflict among them? Enduring Understandings: <ul style="list-style-type: none"> • Citizenship is a lifelong endeavor. • It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few. • Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 1, Lesson 1/Making a Difference • Making a Difference Activity page 1 • Create Class Rules Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Class rules Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 1 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Living Together at Home and in the Neighborhood	
		Goal 2: The student will be able to describe family roles and identify people and places in a neighborhood.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.A.3 Describe how American citizens can participate in community and political life	Essential Questions: <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? Enduring Understandings: <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 1, Lesson 2/Making a Difference • Making a Difference Activity page 4 • Create family mural Materials: <ul style="list-style-type: none"> • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 1 Test

Suggested blocks of Instruction	Grade Level/Subject: Social Studies/Second Grade	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: In and Around the City	
		Goal 3: The student will be able to define city, explain the need to follow rules, and describe goods and services people get in a city.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.A.1 Explain the need for rules, laws, and government 6.5.A.1 Identify the basic goods and services a family needs for everyday life	Essential Questions: <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? Enduring Understandings: <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 1, Lesson 3/Making a Difference • Making a Difference Activity page 4 • Make a City Skyline Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 1 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Our Country of Many People	
		Goal 4: The student will be able to identify the diversity of the American people.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.E.1 Explain the United States is a diverse national and one of many nations in the world.	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 1, Lesson 4/Making a Difference • Making a Difference Activity page 6 • I Am an American—Create student profile including interests, background, qualities and accomplishments <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 1 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.	
		Topic: Looking Around Communities	
		Goal 5: The student will be able to distinguish between city, suburban, and farm settings, recognize human-made features of land, identify landforms and bodies of water, and compare physical features of land.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.6.2 B.1 Describe the physical features of places and regions on a simple scale 6.6.2 B.2 Describe the physical and human characteristics of places	Essential Questions: <ul style="list-style-type: none"> • How does human migration affect a region? Enduring Understandings: <ul style="list-style-type: none"> • Both the physical characteristics and human inhabitants of regions change over time. • Regional geographic differences can result in social, economic and political differences. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 2, Lesson 1/Making a Difference • Making a Difference Activity page 7 • Create and write travel postcards that describe various physical features Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Index cards Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 2 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.	
		Topic: Life in Different Places	
		Goal 6: The student will be able to identify examples of how people live in different locations and how land and climate affect people's work and recreation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.6.2 A.3 Demonstrate basic globe and map skills 6.6.2 E.1 Describe the role of resources such as air, land, water, and plants in everyday life 6.6.2 E.2 Describe the impact of weather on everyday life	Essential Questions: <ul style="list-style-type: none"> • What are the potential limits of technology? • How do human activity and environment affect each other? • How big a threat is global warming? Enduring Understandings: <ul style="list-style-type: none"> • Innovations in technology have resulted in an interconnected world. • Technological changes impact the environment. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 2, Lesson 2/Making a Difference • Making a Difference Activity page 10 • Create job chart based on mountain, island and desert areas Materials: <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Chart Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 2 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.	
		Topic: Using the Land	
		Goal 7: The student will be able to describe how people depend on the land, identify ways people adapt to and change their environments to meet their needs, and recognize how seasonal changes can affect the land and land use.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.6.2 E.1 Describe the role of resources such as air, land, water, and plants in everyday life 6.6.2 E.2 Describe the impact of weather on everyday life	Essential Questions: <ul style="list-style-type: none"> • What are the potential limits of technology? • How do human activity and environment affect each other? • How big a threat is global warming? Enduring Understandings: <ul style="list-style-type: none"> • Innovations in technology have resulted in an interconnected world. • Technological changes impact the environment. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 2, Lesson 3/Making a Difference • Making a Difference Activity page 12 • In small groups create a “Before and After” picture illustrating an unpopulated area and then the land after it has been developed. Record changes on group chart. Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Chart Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 2 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
		Topic: Basic Needs	
		Goal 8: The student will be able to recognize people who work to supply our daily needs, explain steps in a flow chart, and describe jobs in food processing industry.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.1.2 A.4 Retail events or stories with accuracy and appropriate sequencing 6.6.2 D.1 Identify the types of transportation to move goods and people	Essential Questions: <ul style="list-style-type: none"> • Whose point of view matters? • How do you locate legitimate sources? • How are present events related to past events? Enduring Understandings: <ul style="list-style-type: none"> • There are varying perspectives on the meaning of historical events. • There are credible and questionable sources of information about historical and contemporary events. • Historians establish justifiable timelines to connect significant events. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 2, Lesson 4/Making a Difference • Making a Difference Activity page 13 • After reviewing newspaper want ads, write want ads for jobs in the food industry Materials: <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Newspapers Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 2 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.	
		Topic: Conservation	
		Goal 9: The student will be able to identify resources and define conservation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.6.E.1 Describe the role of resources such as air, land, water, and plants in everyday life	Essential Questions: <ul style="list-style-type: none"> • What are the potential limits of technology? • How do human activity and environment affect each other? • How big a threat is global warming? Enduring Understandings: <ul style="list-style-type: none"> • Innovations in technology have resulted in an interconnected world. • Technological changes impact the environment. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 2, Lesson 6/Making a Difference • Making a Difference Activity page 16 • Play Conservation Cube Game—Make conservation cube; roll cube and discuss ways to conserve each resource that comes up Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Game cube master Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 2 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Significance of Holidays	
		Goal 2: The student will understand and explain the significance of Fall holidays.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quarter 1	6.4.2 B.3 Explain the significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • View videos about beginning of school, Fall • Write and illustrate about beginning of school traditions • Create Fall art • Weekly Reader activities <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader • Arts and crafts materials <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Figures in History	
		Goal 2: The student will be able to identify figures in American history.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quarter 1	<p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> <p>6.4.2 B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read stories about Johnny Appleseed and Christopher Columbus • Video videos about Johnny Appleseed and Christopher Columbus • Read and complete Weekly Reader activities <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Character Education—Responsibility, Respect	
		Goal 10: The student will be able to discuss the importance of and identify the characteristics of responsibility and respect.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 1	<p>6.2.2 A.5 Explain that a responsibility means something you must or should do</p> <p>6.2.2 A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others</p> <p>6.2.2 D.1 Identify examples of citizenship in the school setting</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Discuss words of the month, Responsibility and Respect, and role play • Read stories • View videos • Weekly class meetings • Class chart <p>Materials:</p> <ul style="list-style-type: none"> • Library resources/books • United Streaming/EVAN <p>Assessment:</p> <ul style="list-style-type: none"> • Discussion • Teacher Observation • Class chart

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: We All Work Together: Community Services	
		Goal 11: The student will be able to describe how community services meet people’s need.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.5.2 B.1 Identify various jobs and explain how workers in these jobs receive income for their work	<p>Essential Questions:</p> <ul style="list-style-type: none"> • <i>How much</i> can business be regulated in a democratic government? • Why is the United States economically prosperous? • Are there limits to government activity in the economy? • How “free” should national and international trade be? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Regulation of business works better in a democracy than a dictatorship. • The rise of the standard of living in the United States is determined by a variety of factors. • Tax dollars are used by local, state, and national governments to provide goods and services. • Protecting homemade products can cause retaliation by other countries. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 3, Lesson 1/Making a Difference • Making a Difference Activity page 17 • Make a Community Directory <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 3 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: We All Work Together: People Make Goods	
		Goal 12: The student will be able to recognize how we depend on people who make goods and describe manufacturing jobs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.1.2 A.4 Retell events or stories with accuracy and appropriate sequencing 6.5.2 B.1 Identify various jobs and explain how workers in these jobs receive income for their work	Essential Questions: <ul style="list-style-type: none"> • <i>How much</i> can business be regulated in a democratic government? • Why is the United States economically prosperous? • Are there limits to government activity in the economy? • How “free” should national and international trade be? Enduring Understandings: <ul style="list-style-type: none"> • Regulation of business works better in a democracy than a dictatorship. • The rise of the standard of living in the United States is determined by a variety of factors. • Tax dollars are used by local, state, and national governments to provide goods and services. • Protecting homemade products can cause retaliation by other countries. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 3, Lesson 1/Making a Difference • Making a Difference Activity page 19 • The Story of a Shoe—students write a story of how a shoe is manufactured from the shoe's point of view Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 3 Test • Shoe story

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: We All Work Together: Goods from Far and Near	
		Goal 13: The student will be able to recognize that countries trade goods with on another and identify transportation links that bring goods to a community.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.2 E.1 Explain that the United States is a diverse nation and one of many nations in the world 6.5.2 A.1 Identify basic goods and services a family needs for everyday life.	Essential Questions: <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? Enduring Understandings: <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 3, Lesson 3/Making a Difference • Making a Difference Activity page 21 • Posters on the Move—students create posters showing different ways goods can be delivered to stores. • Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 3 Test • Posters on the Move

Sug rest	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of economics fosters an understanding of the management of resources in the global, public and private sectors and in individual decision making.	
		Topic: We All Work Together: Goods and Services Meet Our Needs	
		Goal 14: The student will be able to define producer and consumer, and describe how people trade money for goods.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.5.2 A.1 Identify the basic goods and services a family needs for everyday life 6.5.2 A.3 Identify various forms of currency (e.g., penny, nickel, quarter, dollar)	Essential Questions: <ul style="list-style-type: none"> • How is price determined? Enduring Understandings: <ul style="list-style-type: none"> • Supply and demand is a basic economic principle in a capitalist society. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 3, Lesson 4/Making a Difference • Making a Difference Activity page 23 • Create original T-shirts (paper) to be used in a class T-shirt shop. Take turns buying and selling shirts. Materials: <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 3 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: We All Work Together: Wants versus Needs	
		Goal 15: The student will be able to define income, explain the importance of saving money, and recognize wants versus needs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.5.2 A.4 Explain what it means to “save” money 6.5.2 B.1 Identify various jobs and explain how workers in these jobs receive income for their work.	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 3, Lesson 5/Making a Difference • Making a Difference Activity page 24 • Create “Save More Now” posters <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 3 Test • “Save More Now” posters

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Calendar/Holidays/Traditions-Fall/Winter – Significance of Holidays	
		Goal 2: The student will understand and explain the significance of Fall/Winter holidays.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quarter 2	<p>6.2.2 E.3 Participate in activities such as song, dance, and games that represent various cultures.</p> <p>6.4.2 B.3 Explain the significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superpower in the 21st century? Why or why not? How can a society as diverse as the United States ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America. Individual and group efforts have shaped the civil rights struggle in America. Wealthy nations have a responsibility to aid other countries The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> View videos about beginning of school, Fall/Winter Create Winter art Weekly Reader activities Integrated Arts Festival <p>Materials:</p> <ul style="list-style-type: none"> United Streaming/EVAN Library resources/books Weekly Reader Arts and crafts materials <p>Assessment:</p> <ul style="list-style-type: none"> Teacher Observation Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Calendar/Holidays/Traditions-Fall/Winter – Historical Figures	
		Goal 2: The student will be able to identify figures in American history.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 2	<p>6.2.2 E.3 Participate in activities such as song, dance, and games that represent various cultures.</p> <p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> <p>6.4.2 B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read stories about the life of Dr. Martin Luther King, Jr. • View videos about the life of Dr. Martin Luther King, Jr. • Read and complete Weekly Reader activities • Write “I Have a Dream...” essay • Integrated Arts Festival <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of	Grade Level/Subject: <u>Second Grade/Social Studies</u>	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Character Education—Friendship, Kindness, Self-Control	
		Goal 16: The student will be able to discuss the importance of and identify the characteristics of friendship, kindness, and self-control.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 2	6.2.2 A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others. 6.2.2 D.1 identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty	Essential Questions: <ul style="list-style-type: none"> • How can citizens and groups participate effectively in the democratic process? • Can the rights of American citizens ever cause conflict among them? Enduring Understandings: <ul style="list-style-type: none"> • Citizenship is a lifelong endeavor. • It is the responsibility of citizens to actively participate in government; otherwise, the country is run by a few for the few. • Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens. 	Learning Activities <ul style="list-style-type: none"> • Discuss words of the month, Friendship, Kindness, Self-Control, and role play • Read stories • View videos • Weekly class meetings • Class chart Materials: <ul style="list-style-type: none"> • Library resources/books • United Streaming/EVAN Assessment: <ul style="list-style-type: none"> • Discussion • Teacher Observation • Class chart

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: People Make History: American Indians	
		Goal 17: The student will be able to define history as stories of the past, identify Indians as the first inhabitants of our country, and describe the food, shelter, and clothing of several Native American groups.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.1.2 A.2 Apply terms related to time including past, present, and future</p> <p>6.3.2 All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.</p> <p>6.5.2 A.1 Identify the basic goods and services a family need for everyday life.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 4, Lesson 1/Making a Difference • Making a Difference Activity page 26 • Speaker from the Somers Point Historical Society to discuss Indians that once lived in this area <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 4 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
		Topic: People Make History: We Remember the Past	
		Goal 18: The student will be able to describe the early history of our country, recognize the contributions of American settlers, and compare community life now and long ago.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.1.A.1 Explain the concepts of long ago and far away. 6.1.A.2 Apply terms related to time including past, present, and future	Essential Questions: <ul style="list-style-type: none"> • Whose point of view matters? • How do you locate legitimate sources? • How are present events related to past events? Enduring Understandings: <ul style="list-style-type: none"> • There are varying perspectives on the meaning of historical events. • There are credible and questionable sources of information about historical and contemporary events. • Historians establish justifiable timelines to connect significant events. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 4, Lesson 2/Making a Difference • Making a Difference Activity page 28 • Write an acrostic HISTORY poem Materials: <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 4 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: People Make History: Communities Change and Grow	
		Goal 19: The student will be able to identify the causes of change in a community.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.4.2 A.1 Recognize change and continuity in their lives	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have my family’s heritage and traditions influenced my current family life? • How am I connected to the past? • Why can traditions sometimes not be maintained? • What impact has New Jersey made on American history? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Many cultural traditions and heritages contribute to our state’s and nation’s diversity. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 4, Lesson 3/Making a Difference • Making a Difference Activity page 31 • Create a display “Our Community” using resources from organizations in the community <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Community resources (pamphlets, maps, brochures, photographs, newspaper articles) <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 4 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: People Make History: People Lead the Way	
		Goal 20: The student will be able to explore the county's history through its capital, define roles of such leaders as President and lawmakers, and name important national leaders.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.2.2 C.1 Identify community and government leaders (e.g., mayor, town council, President of the United States)</p> <p>6.2.2 D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizen ship and identify the characteristics that have made them good examples.</p> <p>6.4.2 B.4 Relate why important national buildings, statues, and monuments are associated with our national history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the government established by the Constitution embody the purposes, values and principles of the American dream? • How can a government decision be based on a Constitution that does not explicitly state the answer? • Why have the roles and responsibilities of U.S. citizens changed? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 4, Lesson 4/Making a Difference • Making a Difference Activity page 33 • Who's Who in the News?—Create a bulletin board display using pictures and labels of important American leaders. <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Newspapers, magazines <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 4 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: People Make History: American Portraits	
		Goal 21: The student will be able to describe contributions of famous artists, scientists, educators, and other achievers, and recognize that all citizens are capable of making contributions to society.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr. 6.4.2 B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.	Essential Questions: <ul style="list-style-type: none"> As a nation of immigrants, how should immigration best be regulated? Is it likely that the United States will remain world superpower in the 21st century? Why or why not? How can a society as diverse as the United States ever fairly balance majority rule with minority rights? Why does racial prejudice still exist? Are we ethically responsible for resolving global problems? Is America a land of opportunity? Enduring Understandings: <ul style="list-style-type: none"> The United States is a nation of immigrants. Natural resources, hard work and innovation have shaped America. Individual and group efforts have shaped the civil rights struggle in America. Wealthy nations have a responsibility to aid other countries The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	Learning Activities <ul style="list-style-type: none"> Read and discuss Unit 4, Lesson 5/Making a Difference Making a Difference Activity page 36 Portrait Chain—Draw pictures of famous people (from lesson or current events) Materials: <ul style="list-style-type: none"> Making a Difference Teacher’s Manual Making a Difference/2nd Grade Social Studies book Making a Difference Activity Workbook Portrait Chain pattern Assessment: <ul style="list-style-type: none"> Teacher Observation Class Discussion Unit 4 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Being a Good Citizen: Proud Americans	
		Goal 22: The student will be able to identify ways Americans honor their country, identify symbols of America, and recite the Pledge of Allegiance and national anthem.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.2.2 A.4 Explain that justice means fairness to all.</p> <p>6.2.2 B.1 Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty.</p> <p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King, Jr.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How have the basic values and principles of American democracy changed and in what ways have they been preserved? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Our government was founded on the principles of fairness, equality and respect for diversity. 	<p>Learning Activities</p> <ul style="list-style-type: none"> Read and discuss Unit 5, Lesson 1/Making a Difference Making a Difference Activity page 37 Research famous in cooperative groups and present findings <p>Materials:</p> <ul style="list-style-type: none"> Making a Difference Teacher’s Manual Making a Difference/2nd Grade Social Studies book Making a Difference Activity Workbook Internet Library resources <p>Assessment:</p> <ul style="list-style-type: none"> Teacher Observation Class Discussion Unit 5 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Being a Good Citizen: Our Country’s Government	
		Goal 23: The student will be able to identify the three branches of our government, list responsibilities of each branch, and describe the role of judges in problem solving	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.2 C.1 Identify community and government leaders (e.g., mayor, town council, President of the United States)	Essential Questions: <ul style="list-style-type: none"> • How does the government established by the Constitution embody the purposes, values and principles of the American dream? • How can a government decision be based on a Constitution that does not explicitly state the answer? • Why have the roles and responsibilities of U.S. citizens changed? Enduring Understandings: <ul style="list-style-type: none"> • The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 5, Lesson 2/Making a Difference • Making a Difference Activity page 39 • “You Be the Judge”—Recall story, “Goldilocks and the Three Bears.” Role play court scene (characters from story, judges) and decide whether Goldilocks broke any laws. Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 5 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Being a Good Citizen: Community Government	
		Goal 24: The student will be able to identify how governing bodies such as school boards and city councils affect our lives and describe the need for good government and the role citizens can play in achieving it.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.2.2A.1 Explain the need for rules, laws, and government.</p> <p>6.2.2 A.2 Give examples of authority and recognize problems that might arise from lack of effective authority.</p> <p>6.2.2 C.1 Identify community and government leaders (e.g., mayor, town council, President of the United States)</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 5, Lesson 3/Making a Difference • Making a Difference Activity page 41 • Create posters for potential candidates for mayor (include campaign promises) <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Poster board <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 5 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Being a Good Citizen: Our Freedoms	
		Goal 25: The student will be able to explore the idea of freedom in America, identify freedoms that United States citizens enjoy, identify people who have worked for freedoms, and recognize that people can use their freedoms to make a difference.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.2.2 A.1. Explain the need for rules, laws, and government.</p> <p>6.2.2 A.4 Explain the justice means fairness for all.</p> <p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> <p>6.4.B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 5, Lesson 4/Making a Difference • Making a Difference Activity page 43 • Create class newspaper (freedom of the press) • “Let Freedom Ring”—Create liberty bell pattern and invite children to write a freedom that they learned in this lesson on the bell <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Liberty bell pattern <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 5 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Character Education—Honesty, Perseverance, and Tolerance	
		Goal 26: The student will be able to discuss the importance of and identify the characteristics of honesty, perseverance, and tolerance.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 3	<p>6.2.2 A.5 Explain that a responsibility means something you must or should do</p> <p>6.2.2 A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others</p> <p>6.2.2 D.1 Identify examples of citizenship in the school setting</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Discuss words of the month, Honesty, Perseverance, and Tolerance , and role play • Read stories • View videos • Weekly class meetings • Class chart <p>Materials:</p> <ul style="list-style-type: none"> • Library resources/books • United Streaming/EVAN <p>Assessment:</p> <ul style="list-style-type: none"> • Discussion • Teacher Observation • Class chart

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Calendar/Holidays/Traditions-Spring: Significance of Holidays	
		Goal 2: The student will understand and explain the significance of Spring holidays.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quarter 3	6.2.2 E.3 Participate in activities such as song, dance, and games that represent various cultures. 6.4.2 B.3 Explain the significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.	Essential Questions: <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? Enduring Understandings: <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	Learning Activities <ul style="list-style-type: none"> • View videos about Spring • Create Spring art • Weekly Reader activities • Integrated Arts Festival Materials: <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader • Arts and crafts materials Assessment: <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Calendar/Holidays/Traditions-Spring: Historical Figures	
		Goal 2: The student will be able to identify figures in American history.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 3	<p>6.2.2 E.3 Participate in activities such as song, dance, and games that represent various cultures.</p> <p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> <p>6.4.2 B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and complete Weekly Reader activities • Resource Justices of the Peace • Integrated Arts Festival <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader • Internet • Library resources <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: People in Time and Place: People on the Move	
		Goal 27: The student will be able to describe the role of pioneers in the settlement and growth of our country, recognize that people came from many places to live in the United States, and identify types of transportation used to move people to and across the United States.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.2 E.1 Explain that the United States is a diverse nation and one of many nations in the world. 6.6.2 D.1 Describe the role of resources such as air, land, water, and plants in everyday life.	Essential Questions: <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? Enduring Understandings: <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 6, Lesson 1/Making a Difference • Making a Difference Activity page 44 • Pretend to be a pioneer and write a letter to someone “in their old home” describing the journey to their new home. Age paper by folding and wrinkling. Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Beige paper Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 6 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: People in Time and Place: A World of People	
		Goal 28: The student will be able to recognize that many Americans' ancestors came from other places and appreciate the diversity of a community's population.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	6.2.2 A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others. 6.2.2 E.1 Explain that the United States is a diverse nation and one of many nations in the world.	Essential Questions: <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? Enduring Understandings: <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	Learning Activities <ul style="list-style-type: none"> • Read and discuss Unit 6, Lesson 3/Making a Difference • Making a Difference Activity page 46 • Create a passport (include names, date, place of birth, names/pictures of places they “plan to visit” Materials: <ul style="list-style-type: none"> • Making a Difference Teacher’s Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Passport pattern Assessment: <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 6 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events.	
		Topic: People in Time and Place: A Global Community	
		Goal 29: The student will be able to recognize that people use communication to work together to create a safer, more healthful planet, describe ways people can protect the quality of life in their community, and explain how people around the world are connected.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
30 min	<p>6.1.2 A.3 Identify sources of information on local, national, international events (e.g., books, newspaper, TV, radio, Internet).</p> <p>6.1.2 A.5 Develop simple timelines</p> <p>6.6.2 D.2 Identify the modes of communication used to transmit ideas.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Whose point of view matters? • How do you locate legitimate sources? • How are present events related to past events? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • There are varying perspectives on the meaning of historical events. • There are credible and questionable sources of information about historical and contemporary events. • Historians establish justifiable timelines to connect significant events. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and discuss Unit 6, Lesson 6/Making a Difference • Making a Difference Activity page 51 • Create a Communications Time Line (include telegraph, telephone, radio, TV, home computer, internet) <p>Materials:</p> <ul style="list-style-type: none"> • Making a Difference Teacher's Manual • Making a Difference/2nd Grade Social Studies book • Making a Difference Activity Workbook • Library Resources • Internet <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Unit 6 Test

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Topic: Character Education—Appreciation	
		Goal 30: The student will be able to discuss the importance of and identify the characteristics of appreciation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Q 4	<p>6.2.2 A.5 Explain that a responsibility means something you must or should do</p> <p>6.2.2 A.6 Explore basic concepts of diversity, tolerance, fairness, and respect for others</p> <p>6.2.2 D.1 Identify examples of citizenship in the school setting</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is government and what can it do? • Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Societies require rules, laws and government. • Governments can change based on the needs of people, their society and their culture. • Citizens can influence government in many ways if they choose to participate. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Discuss word of the month, Appreciation, and role play • Read stories • View videos • Weekly class meetings • Class chart <p>Materials:</p> <ul style="list-style-type: none"> • Library resources/books • United Streaming/EVAN <p>Assessment:</p> <ul style="list-style-type: none"> • Discussion • Teacher Observation • Class chart

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make infparticipation as citizens of the nation and the world.	
		Topic: Calendar/Holidays/Traditions-Spring: Significance of Holidays	
		Goal 2: The student will understand and explain the significance of Spring/Summer holidays.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quar ter 4	<p>6.2.2 E.3 Participate in activities such as song, dance, and games that represent various cultures.</p> <p>6.4.2B.3 Explain the significance of major national holidays (e.g. Independence Day, Labor Day) and American symbols.</p> <p>6.5.A.2 Explain how the products individuals eat, wear, and use impact their health and safety and the environment.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the formal and informal relationship of the United States to other nations? • What social, political, and economic opportunities and problems arise when cultures interact? • How do we affirm individual and group identities and at the same time learn to respect and appreciate the identities of others? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Nations interact with each other through trade, treaties and use of force. • The earth is a global community where the actions of one country can affect lives in other countries. • The U.S. view of global issues and challenges may not be the same as the views held by other countries and cultures. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • View videos Spring/Summer • Create Spring/Summer art (including patriotic Memorial Day symbols) • Discuss Earth Day • Create Earth Day posters • Weekly Reader activities <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader • Arts and crafts materials <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Suggested blocks of Instruction	Grade Level/Subject: Second Grade/Social Studies	Big Idea: The study of United States and New Jersey history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.	
		Topic: Calendar/Holidays/Traditions-Spring/Summer: Historical Figures	
		Goal 2: The student will be able to identify figures in American history.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions / Enduring Understandings	Learning Activities including technology integration, interdisciplinary activities, and differentiation methods / Materials / Assessment
Quarter 4	<p>6.4.2 B.1 Recognize the names of major figures in American history, including George Washington, Abraham Lincoln, Sacajawea, Harriet Tubman, Susan B. Anthony, and Martin Luther King Jr.</p> <p>6.4.2 B.2 Discuss the contributions of important women, African Americans, and Native Americans to United States and New Jersey history.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • As a nation of immigrants, how should immigration best be regulated? • Is it likely that the United States will remain world superpower in the 21st century? Why or why not? • How can a society as diverse as the United States ever fairly balance majority rule with minority rights? • Why does racial prejudice still exist? • Are we ethically responsible for resolving global problems? • Is America a land of opportunity? <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The United States is a nation of immigrants. • Natural resources, hard work and innovation have shaped America. • Individual and group efforts have shaped the civil rights struggle in America. • Wealthy nations have a responsibility to aid other countries • The American dream promotes the idea that anyone can achieve their goals with appropriate effort. 	<p>Learning Activities</p> <ul style="list-style-type: none"> • Read and complete Weekly Reader activities • Review discussion of veterans from Quarter 2 • Invite a veteran to speak to class • View videos about Memorial Day <p>Materials:</p> <ul style="list-style-type: none"> • United Streaming/EVAN • Library resources/books • Weekly Reader • Internet • Library resources <p>Assessment:</p> <ul style="list-style-type: none"> • Teacher Observation • Discussion

Second Grade/Social Studies COURSE BENCHMARKS

The student will be able to...

Quarter I
<ul style="list-style-type: none"> • Explain the need for rules • Describe family roles and places in a neighborhood • Describe goods and services • Demonstrate basic globe and map skills • Understand and explain significance of Fall holidays • Identify figures in American history • Identify the characteristics of responsibility and respect
Quarter II
<ul style="list-style-type: none"> • Identify jobs and explain how workers receive income • Identify basic goods and services a family needs for everyday life • Identify forms of currency • Understand and explain the significance of Winter holidays • Identify characteristics of friendship, kindness, and self-control • Identify figures in American history
Quarter III
<ul style="list-style-type: none"> • Demonstrate knowledge of work history and apply terms including past, present, and future • Identify community and government leaders • Recognize buildings, statues, monuments, and symbols associated with our national history • Understand and explain significance of Winter holidays • Identify characteristics of honesty, perseverance, and tolerance • Identify figures in American history
Quarter IV
<ul style="list-style-type: none"> • Explain that the United States is a diverse nation • Describe the role of resources in everyday life • Identify sources of information on local, national, and international events • Identify modes of communication • Understand and explain the significance of Spring/Summer holidays • Identify characteristics of appreciation