

Fairfield Township School District

Curriculum Guide Grade 2

Subject: Social Studies	Grade Level: 2
Unit 1: Civics, Government, and Human Rights	Pacing: 10 weeks (September-November)
Essential Questions	Enduring Understandings
<p>What is the importance of following rules and working together?</p> <p>How can I be a good citizen?</p> <p>What are the characteristics of rural, suburban, and urban communities?</p>	<p>The importance of following rules and laws.</p> <p>The importance of working together in diverse groups, settings, and communities.</p>
NJSLS-SS	Classroom Applications
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.</p> <p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</p> <p>6.1.4.A.3 Determine how</p>	<p><u>Objectives:</u> Define what a group is, and identify several groups to which students belong. Recognize similarities and differences in groups. Explain sharing and working together are important to belonging to a group Discuss rules, what the role of rules are, how rules allow citizens to work together, as well as potential consequences of violating rules. Identify characteristics of bullies and upstanding citizens or students, focusing on rules, duties and responsibilities of citizenship Explain ways to limit or stop bullying as well as the value of being an upstanding citizen Diagram or illustrate how students interact or connect with the community where people live, work and play.</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer-based research, webquests, class presentation</p>

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<p>"fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of the United States government.</p> <p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact on policy decisions made at each level.</p> <p>6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<p>Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p> <p>List of books to be used:</p> <p><i>Being Fair</i> by Cassie Mayer</p> <p><i>Living in Urban Communities</i> by Kristin Sterling</p> <p><i>Citizenship</i> by Ann-Marie Kishel</p>	

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We the Kids; the preamble to the Constitution of the United States by David Catrow
The U.S. Constitution by Christine Peterson
Duck for President by Doreen Cronin

Websites

<http://constitutioncenter.org> -- United States Constitution Center website

<https://www.icivics.org/games> -- civics-themed games designed to teach different aspects of laws and government

<http://www.annenbergclassroom.org> -- Created by the Lenore Annenberg Institute for Civics at the University of Pennsylvania, website with lessons on civics and government

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

Journal Entries and Response Sheets

Observations, Questioning, and Discussions

Comprehension Checks in Literature

Class Webs

Presentations

Collaboration

Unit Test

Curriculum Guide

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Subject: Social Studies	Grade Level: 2
Unit 2: History, Culture, and Perspectives	Pacing: 10 weeks, Nov.-Feb
Essential Questions	Enduring Understandings
<p>Why do we study important people and cultures throughout history?</p> <p>What historical experiences helped shape our country?</p> <p>How have important decisions or events from the past had an effect on the present?</p>	<p>We remember the historical figures and events because of their contributions to history.</p>
NJSLS-SS	Classroom Applications
<p>6.1.4.D.1 Determine the impact of colonization on Native American populations, including the Lenni Lenape of New Jersey</p> <p>6.1.4.D.4 Explain how key events led to the creation of the United States and state of New Jersey.</p> <p>6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States constitution, and the Bill of Rights) to present date government and citizenship.</p> <p>6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.</p> <p>6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important</p>	<p>Objectives: Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. (6.1.4.D.1) Key historical events, documents, and individuals led to the development of our nation. (6.1.4.D.4, 6.1.4.D.5, 6.1.4.D.6) Personal, family, and community history is a source of information for individuals about the people and places around them. (6.1.4.D.10) Cultures include traditions, popular beliefs, and commonly help values, ideas, and assumptions that are generally accepted by a particular group of people. (6.1.4.D.13) Cultures struggle to maintain traditions in a changing society. (6.1.4.D.15) Prejudice and discrimination can be obstacles to understanding and evaluating our history. (6.1.4.D.17) People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view. (6.1.4.D.19, 6.1.4.D.20)</p> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Read Aloud, Think-Pair-Share, Jigsaw, Investigations, Guided explorations, Groups and individual projects</p> <p>Materials: mentor text, dvds, internet, supplemental books.</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 Teacher redirect/re-teach, peer helper Enrichment: computer based research, presentations Limited English Proficiency: Vocabulary support, word/picture association.</p>

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to understand the perspectives of other cultures in an interconnected world.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Connections to other content areas, including 21st Century Skills:

ELA/Literacy:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Mathematics:

CCSS.MATH.CONTENT.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively and with reason.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving problems.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

Little Firefly: an Algonquin Legend

Giving Thanks

Tepee

What is an American?

Sitting Bull

Native Americans

Northwest Coast Indians

Plateau Indians

Southeast Indians

Southwest Indians

Subarctic Indians

George Washington

The Thomas Jefferson Memorial

Thomas Jefferson

Meet Benjamin Franklin

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Websites:

<http://www.scholastic.com/teachers/unit/native-americans-everything-you-need>

<https://kidskonnnect.com/history/native-americans/>

<http://constitutioncenter.org/learn/educational-resources/we-the-civics-kids/>

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
- Observations, Questioning, and discussions
- Comprehension Checks in Literature
- Class Webs
- Presentations
- Collaboration
- Unit Test/Alternative Assessments

(Native American Game Day)

Curriculum Guide

Subject: Social Studies	Grade Level: 2
Unit 3: Geography, People and the Environment	Pacing: 10 weeks (mid-February-April)
Essential Questions	Enduring Understandings
Why is it important to take care of Earth?	The earth has a variety of landforms

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<p>How do the continents and oceans affect the lives of people who live near them? What can maps, globes, and other sources tell us about the world (land or water) and the characteristics of various areas? What is the difference between being a producer and a consumer? How can I be a good citizen or friend to the earth?</p>	<p>It is important and essential to know how to care for the earth</p> <p>Maps, globes and other sources allow us to locate and identify places in our region, our country, and our world.</p>
<p>Standards</p>	<p>Classroom Applications</p>
<p>Students who can demonstrate understanding can:</p> <p>6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community</p> <p>6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.</p> <p>6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</p> <p>6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.</p> <p>6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States and the world and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</p>	<p>Objectives:</p> <p>Locate New Jersey and bordering states on a map. Locate the United States, Canada, and Mexico on a map. Identify the seven continents. Identify and locate major landforms on Earth and relate the differences on a physical map for the various landforms. Explain the difference between different types of maps and what can be found on different types of maps. Identify and locate major bodies of water found on Earth, including oceans, seas, and lakes, such as the Great Lakes. Differentiate between the United States as a country and the 50 states that are a part of it. Identify ways people can conserve and replenish natural resources. Identify a compass rose as a geographic tool, explain its purpose, and use it to help locate places on a map. Distinguish between producing and consuming.</p> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-lesson, Small groups, Closure Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Groups and Individual Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Supplemental Books</p> <p>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer-based research, webquests, class presentation Limited English Proficiency: Vocabulary support, word/picture association</p>
<p>Connections to other content areas, including 21st Century Skills: 21st Century Themes - Global Awareness, Environmental Literacy, Civic Literacy</p>	

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21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

List of books to be used:

Green Earth: Variety Pack (*Water World, Our Organic Garden, What Does GREEN Mean?, Cleaning Up the Earth, Recycling Earth's Resources, Clean and Green Energy*)

Exploring Earth's Resources: Variety Pack (*Using Coal, Oil and Gas, Learning from Fossils, Using Rocks, Using Soil, Using Water*)

Ten Things I Can Do to Help My World by Melanie Wals

50 simple things kids can do to save the earth by the Earth Works Group

Earth Day by Linda Lowrey

Earth Day by Robin Nelson

Let's Celebrate Earth Day by Connie Roop

The Earth Book by Todd Parr

The Whole World in Your Hands -- a book about maps by Melvin and Gilda Berger

There's a Map on My Lap by Tish Rabe

Me on the Map by Joan Sweeney

Websites

<http://www.worldatlas.com>

<http://www.nationalgeographic.com/kids-world-atlas/maps.html>

<http://classroom.jc-schools.net/basic/ssmaps.html> (map games for kids)

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

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Curriculum Guide

Subject: Social Studies	Grade Level: 2
Unit 4: Economics, Innovation, & Technology	Pacing: 10 weeks, Apr.- June
Essential Questions	Enduring Understandings
Why is it important to work? How have innovations and inventions helped shape our lives today?	Working and practicing good citizenship allows people to contribute positively to their society. Inventions and innovations have helped shape our lives today.
NJSLS-SS	Classroom Applications

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<p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world.</p> <p>6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p> <p>6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p>	<p><u>Objectives:</u> Interactions among various institutions in the local, national, and global economies influence policy making and societal outcomes. (6.1.4.C.6) Availability of resources affects economic outcomes. (6.1.4.C.9) Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments. (6.1.4.C.10, 6.1.4.C.11) Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. (6.1.4.C.12) Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. (6.1.4.C.16)</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini lesson, small groups, closure Strategies: Read aloud, Think-pair-share, jigsaw, investigations, guided explorations, group and individual projects Materials: mentor texts, internet, supplemental books, invention supplies</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect/re-teach, peer helper Enrichment: computer based research, presentations Limited English Proficiency: Vocabulary support, word/picture association</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>ELA/Literacy: CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	

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Mathematics:

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have.

Career Ready Practices

CRP2 Apply appropriate academic and technical skills.

CRP3 Attend to personal health and financial well-being.

CRP6 Demonstrate creativity and innovation.

CRP10 Plan education and career paths aligned to personal goals.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Books to be read:

Jobs

The Post Office Book

Money Around the World: Variety pack

 Earning Money

 Saving Money

 What Is Money?

 Spending Money

Inventions and Discovery Through Time- Graphis History Variety Pack

Inventing things by Julie Brown

Imaginative Inventions by Charise Mericle Harper

Who Invented it & What makes it work? By Sarah Leslie

What's Next? By Lisa Thompson

Websites:

Inventions.org

<http://pbskids.org/itsmylife/money/managing/article6.html>

Amistad Curriculum:

<http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Unit Assessment Opportunities:

- Journal entries and response sheets
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- Collaboration
- Unit test/alternative assessments

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