



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

Curriculum Development Timeline

School: All Elementary Schools

Course: Social Studies, Grade 2

Department: Social Studies

Board Approval	Supervisor	Notes
July 2007	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
December 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2021	Michelle Shappirio	Alignment to Standards & Revisions
August 2022	Rich Steckhahn	Incorporate State Mandate

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COURSE Social Studies, Grade 2

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch 1 Families Today and In the Past	21	Ch 3 Government
2	Ch 1 Families Today and In the Past	22	Ch 3 Government
3	Ch 1 Families Today and In the Past	23	Ch 3 Government Assessment and Quest Project
4	Ch 1 Families Today and In the Past	24	Ch 4 People Who Supply Our Goods and Services
5	Ch 1 Families Today and In the Past	25	Ch 4 People Who Supply Our Goods and Services
6	Ch 1 Families Today and In the Past	26	Ch 4 People Who Supply Our Goods and Services
7	Ch 1 Families Today and In the Past	27	Ch 4 People Who Supply Our Goods and Services
8	Ch 1 Families Today and In the Past Assessment and Quest Project	28	Ch 4 People Who Supply Our Goods and Services Assessment and Quest Project
9	Ch 2 People, Places, and Nature	29	Ch 5 Making a Difference
10	Ch 2 People, Places, and Nature	30	Ch 5 Making a Difference
Week	Marking Period 2	Week	Marking Period 4
11	Ch 2 People, Places and Nature	31	Ch 5 Making a Difference
12	Ch 2 People, Places and Nature	32	Ch 5 Making a Difference
13	Ch 2 People, Places and Nature	33	Ch 5 Making a Difference
14	Ch 2 People, Places and Nature	34	Ch 5 Making a Difference Assessment and Quest Project
15	Ch 2 People, Places and Nature	35	Ch 6 Our American Culture

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16	Ch 2 People, Places and Nature Assessment and Quest Project	36	Ch 6 Our American Culture
17	Ch 3 Government	37	Ch 6 Our American Culture
18	Ch 3 Government	38	Ch 6 Our American Culture
19	Ch 3 Government	39	Ch 6 Our American Culture
20	Ch 3 Government	40	Ch 6 Our American Culture Assessment and Quest Project

Holocaust

- **6.1.2.CivicsPR.4, 6.1.2.CivicsCM.3, 6.1.2.HistoryUP.2**
 - Ch. 3 Citizens Follow Rules and Laws
 - Ch. 4 Dolores Huerta
 - Ch. 6 Cultures in Our Country

Amistad

- **6.1.2.CivicsCM.2, 6.1.2.HistoryCC.3**
 - Ch. 2 Citizenship-George Washington Carver
 - Ch. 5 Heroes Who Inspire Change-Harriet Tubman, Dr. Martin Luther King, Jr.
 - Ch. 5 Primary Source-Rosa Parks: My Story
 - Ch. 6 American Holidays-Dr. Martin Luther King, Jr. Day
 - Ch. 6 Citizenship-Jackie Robinson

Diversity, Equity, Inclusion

- **6.1.2.CivicsPR.4, 6.1.2.CivicsCM.1, 6.1.2.CivicsCM.2, 6.1.2.CivicsCM.3**
 - Ch. 1 - Lesson 2: Different Kinds of Families
 - Ch. 6 - Lesson 2: Cultures in Our Country

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, McGraw Hill Reading Wonders, various trade books related to topics.

Time Frame

7 Weeks

Topic

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

Families Today and in The Past

Alignment to Standards

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence)

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.GeoSV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the 'big picture' of history.

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

Learning Objectives and Activities

Students will....

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience

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- establish meaning.
- explain what a family is and why families are important.
- describe a community and what makes up a community.
- compare a family to a community.
- explain how members of a family treat and help one another.
- identify ways that movies are different.
- discuss the different ways families may be organized.
- explain why immigrant families come to the United States and why many want to become citizens.
- define traditions and how they apply to families in the United States.
- analyze and use a timeline as a type of chronological organization.
- create and explain a personal timeline.
- explain that families have a history.
- discuss your own personal history.
- compare how things families did and family culture in the past are the same or similar to family culture today.
- contrast ways families fulfilled their needs and behaved in the past and how they do so today.
- define the word sequence and explain what a sequence is, and use words to denote it, such as first, next, and finally.
- relate the concept of sequence to events in a family's history.
- define and give examples of primary sources and secondary sources of historical information.
- explain what an artifact is, and give examples of some artifacts.
- discuss how an oral history is created and why it is historically important.
- write questions for an interview with an older family member.

Activities

- The Big Question Video: How does life change throughout history?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! Our Family History
- Literacy Skill: Sequence
- Quest: Help Henry Uncover the Past
- Read and Respond
 - Lesson 1: Families
 - Lesson 2: Different Kinds Families
 - Map and Graph Skills: Interpret Timelines
 - Lesson 3: Life Then and Now
 - Literacy Skills: Sequence
 - Lesson 4: Family History
 - Primary Source: Photograph: Angel Island

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COURSE Social Studies, Grade 2

- Citizenship: James Oglethrope

Leveled Readers

- Below Level: *The Story of Me*
- On Level: *Learning About Ancestry*
- Advanced: *Remembering Our Past*

ELA Connections: Wonders

- Unit 1-Friends & Family: Week 1 Friends Help Friends
- Unit 1-Friends & Family: Week 2 Families Around the World

Literature Resources

- *Honoring Our Ancestors* by Harriet Rohmer
- *In Our Mothers' House* by Patricia Polacco
- *Their Great Gift* by John Coy
- *Watch the Stars Come Out* by Riki Levinson
- *Where Did Our Family Come From?* by Melvin Berger

Assessments

Formative:

- Lesson 1 Check #4, p7
- Lesson 2 Check #3, p13
- Lesson 3 Check #5, p21
- Lesson 4 Check #3, p27
- Online Quizzes

Summative:

- Chapter 1 Test

Benchmark:

- Social Studies Skills Pre-Test

Alternative:

- Quest Findings: Make a Poster

Interdisciplinary Connections

NJSLS English Language Arts:

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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COURSE Social Studies, Grade 2

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

Time Frame	8 Weeks
Topic	
People, Places, and Nature	
Alignment to Standards	
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority	
6.1.2.CivicsPI.6: Explain what government is and its function.	
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts,	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.GeoSV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.GeoSV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.GeoSV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).

6.1.2.GeoSV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

6.1.2.GeoHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.GeoHE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.GeoHE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.GeoGI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.GeoGI.2: Use technology to understand the culture and physical characteristics of regions.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

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COURSE Social Studies, Grade 2

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the 'big picture' of history.

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Learning Objectives and Activities

Students will....

- use prior knowledge to gain understanding.
- make meaningful connections to personal experiences
- establish meaning.
- apply the concepts in this chapter to prepare a presentation.
- discuss the compelling question “ What makes an environment a good place for you to live?” .
- demonstrate map skills by using absolute and relative locations.
- locate on a simple letter-number grid system local locations and geographic features.
- interpret map information by using a compass rose and map legend.
- create simple maps, with or without a grid.
- ask questions about locations and distances, and use a map scale to answer those questions.
- know how to approximate the distance between two map points on a map.
- describe Earth’s various types of landforms.
- explain the differences among Earth’s various water bodies.
- label from memory a simple map of the North American continent.
- describe the shape of Earth as a globe with continents and oceans.
- explain the reasons people migrate.
- analyze how a harbor benefits the people who live nearby.
- identify the different forms of transportation that people use to move from one place to another.
- discuss and compare the different kinds of evidence that show wehn, why, and how

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COURSE Social Studies, Grade 2

people moved from one place to another.

- understand that an interview is a primary source.
- learn about the experience of one immigrant to New York.
- identify and explain the elements of our environment.
- describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- explain how and why people change the land in their community.
- compare and contrast basic land use in urban, suburban, and rural environments in our country.
- identify the main idea and supporting details in a passage.
- write a summary of a passage using the main idea and supporting details.

Activities

- The Big Question Video: What is the world like?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! Places Where We Live
- Literacy Skill: Summarize
- Quest: Help a Geographer
- Read and Respond
 - Lesson 1: Use Maps to Locate Places
 - Lesson 2: Earth's Land and Water
 - Lesson 3: Where People Live
 - Primary Source: Morris Schneider on Traveling to America
 - Lesson 4: Our Communities and Resources
 - Literary Skills: Summarize
 - Citizenship: George Washington Carver

Leveled Readers

- Below Level: *Where Do You Live?*
- On Level: *The Land Around Us*
- Advanced: *This Land is Your Land: A Guide to California*

ELA Connections: Wonders

- Unit 4- Our Life, Our World: Week 1 Different Places
- Unit 4-Our Life, Our World: Week 2 How do people overcome obstacles?

Literature Resources

- *Make Way for Ducklings* by Robert McCloskey
- *The Long Way to a New Land* by Joan Sandin
- *How I Learned Geography* by Uri Shulevitz

Assessments

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COURSE Social Studies, Grade 2

Formative:

- Lesson 1 Check #8, p43
- Lesson 2 Check #5-7, p51
- Lesson 3 Check #5, p55
- Lesson 4 Check #4, p63
- Online Quizzes

Summative:

- Chapter 2 Test

Benchmark:

- NA

Alternative:

- Quest Findings Give a Talk

Interdisciplinary Connections

NJSLS English Language Arts:

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

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COURSE Social Studies, Grade 2

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame	6 Weeks
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Topic

Government

Alignment to Standards

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a

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responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Learning Objectives and Activities

Students will....

- apply the concepts learned in this chapter to write and perform a skit.
- discuss the compelling question "Can we live without rules?" after completing the Quest.
- define a rule and explain why rules are important.
- describe important rules to follow at home and in school.
- identify some of the rights we have and explain why we need them.
- discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.

Activities

- The Big Question Video: How does the government work?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! Our Country Today
- Literacy Skill: Cause and Effect
- Quest: Help a School Leader

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- Read and Respond
 - Lesson 1: Citizens Follow Rules and Laws
 - Literacy Skills-Cause and Effect
 - Lesson 2: Our Government
 - Lesson 3: Government Around the World
 - Critical Thinking Skills-Solve a Problem
 - Lesson 4: Governments Work Together
 - Primary Source: Photograph: Panama Canal Treaty Signing
 - Citizenship: Eleanor Roosevelt

Leveled Readers

- Below Level: *Governments Large and Small*
- On Level: *A Day With the Mayor*
- Advanced: *So, Who's in Charge?*

ELA Connections: Wonders

- Unit 5: Let's Make a Difference: Week 1: Being a Good Citizen
- Unit 5: Let's Make a Difference: Week 2: Cooperation Works!

Literature Resources

- *Our Government: Three Branches* by Shelly Buchanan
- *House Mouse, Senate Mouse* by Cheryl Shaw Barnes and Peer W. Barnes
- *Marshall: The CourtHouse Mouse: A Tail of the U.S. Supreme Court* by Cheryl Shaw Barnes and Peter W. Barnes
- *Wodrow, the White House Mouse* by Cheryl Shaw Barnes and Peter W. Barnes

Assessments

Formative:

- Lesson 1 Check #4-6, p77
- Lesson 2 Check #8, p85
- Lesson 3 Check #4-6, p91
- Lesson 4 Check #4-6, p97
- Online Quizzes

Summative:

- Chapter 3 Test

Benchmark:

- NA

Alternative:

- Quest Findings Write a Skit

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Interdisciplinary Connections

NJSLS English Language Arts:

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

Time Frame

4 Weeks

Topic

People Who Supply Our Goods and Services

Alignment to Standards

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6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.GeoHE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.GeoGI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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COURSE Social Studies, Grade 2

Learning Objectives and Activities

Students will....

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish meaning.
- apply the concepts learned in this chapter to write an ad.
- discuss the compelling question “How do ads influence you?” after completing the Quest.
- identity needs and wants.
- explain the difference between a need and a want.
- understand basic economic concepts, such as money and trade.
- recognize that scarcity requires people to make choices.
- identify producers in communities.
- understand the role of farmers.
- compare farmers today with farmers in the past.
- understand how farmers use resources.
- identify a main idea in a print and oral paragraph.
- identify supporting details in a paragraph.
- identify the role of producers, distributors, and consumers providing and using goods and services.
- understand how producers and consumers work together.
- describe the process of getting goods from farm to market.
- understand how weather can challenge crop production.
- identify how farmers learned to grow productive crops in new climates.
- describe how farmers solve weather problems and grow productive crops.
- understand that a photograph is a primary source that can give information about a person, place, or event.
- understand how to analyze a photograph.

Activities

- The Big Question Video: How do people get what they need?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! What We Buy
- Quest: Lend a Hand to Farmer Fran
- Read and Respond
 - Lesson 1: Needs, Wants, and Choices
 - Critical Thinking Skills: Analyze Costs and Benefits
 - Lesson 2: Food Producers

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COURSE Social Studies, Grade 2

- Literacy Skills: Identify Main Idea and Details
- Lesson 3: Producing and Consuming Goods
- Lesson 4: Challenges Producers Face
- Primary Sources: Photograph: Dairy Farm
- Citizenship: Dolores Huerta

Leveled Readers

- Below Level: *Our Food: From Farm to Table*
- On Level: *How Does My Food Move?*
- Advanced: *From Seed to Store: How Our Food Travels*

ELA Connections: Wonders

- Unit 1: Friends & Family: Week 4: Animals Need Our Care
- Unit 2: Animal Discoveries: Week 3: Animal Habitats
- Unit 2: Animal Discoveries: Week 4: Baby Animals
- Unit 2: Animal Discoveries: Week 5: Animals in Poems
- Unit 3: Live & Learn: Week 4: Weather Alert!
- Unit 3: Live & Learn: Week 5: Express Yourself
- Unit 6: How On Earth: Week 4: Money Matters

Literature Resources

- *At the Supermarket* by David Hautzig
- *Bread, Bread, Bread* by Ann Morris
- *Farming* by Gail Gibbons
- *Ox-Cart Man* by Donald Hall

Assessments

Formative:

- Lesson 1 Check #6, p111
- Lesson 2 Check #6, p117
- Lesson 3 Check #5, p123
- Lesson 4 Check #6, p127
- Online Quizzes

Summative:

- Chapter 4 Test

Benchmark:

- NA

Alternative:

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

- Quest Findings Write Your Ad

Interdisciplinary Connections

NJSLS English Language Arts:

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.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

Time Frame	6 Weeks
Topic	
Making a Difference	
Alignment to Standards	
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

community

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Learning Objectives and Activities

Students will....

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish meaning.
- apply the concepts learned in this chapter to create a book cover.
- discuss the compelling question "How should we honor heroes?" after completing the Quest.
- recognize the character traits of a hero.
- know what a hero does.
- understand a hero's motivations.
- explain why heroes of the past are important
- explain what leaders do to encourage their people to follow them.
- discuss how leaders become heroes to their people.
- identify Abraham Lincoln and what he did that makes him an American hero.
- explain why Sitting Bull and Golda Meir are heroes to their people.
- know some historic examples of civil rights activists and the rights for which they fought.

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

- identify civil rights activists who worked against racial inequality.
- identify women's rights activists and their individual contributions.
- recognize the need for worker's rights and activists who fought for them.
- identify Rosa Parks and her act of protest.
- explain how Rosa Parks' action makes her a Civil Rights hero.
- explain what an invention is and how inventions benefit the world.
- identify Thomas Edison, Marie Curie, Albert Einstein, Louis Pasteur, and other important inventors and scientists.
- recognize some life-saving advances in medical science.
- discuss how heroes inspire others to achieve similar things.
- discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.
- understand what it means to compare things and to contrast things.
- apply compare-and-contrast skills to both images and text.
- explain how and why some heroes help those in need.
- identify Jane Addams and what she did to help others in need.
- summarize the history and mission of the Red Cross.
- discuss who Florence Nightingale was and how she influenced the field of nursing.
- identify forms of images.
- understand how to analyze an image.
- recognize that ordinary people who help others can be heroes.
- identify community members, such as artists and service workers, who help others in need.
- discuss ways you can be a hero who helps people in your community.

Activities

- The Big Question Video: What makes someone a hero?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! Make a Difference
- Quest: Help Honor Our Heroes
- Read and Respond
 - Lesson 1: What makes a hero?
 - Lesson 2: Heroic Leaders
 - Lesson 3: Heroes Who Inspire Change
 - Primary Source: Rosa Parks
 - Lesson 4: Heroes in Science
 - Literacy Skills: Compare and Contrast
 - Lesson 5: Heroic Helpers
 - Critical Thinking Skills: Analyze Images
 - Lesson 6: How We Can Make a Difference
 - Citizenship: Sequoyah

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

Leveled Readers

- Below Level: *Everyday Heroes*
- On Level: *Making a Difference*
- Advanced: *Tales of Triumph*

ELA Connections: Wonders

- Unit 5: Let's Make a Difference: Week 3 Our Heroes
- Unit 5: Let's Make a Difference: Week 5 Rights and Rules
- Unit 6: How on Earth: Week 3: Team Up to Explore
- Unit 6: How on Earth: Week 5: The WORLD of Ideas

Literature Resources

- *Rosa* by Nikki Giovanni
- *Ida M. Tarbell* by Emily McCully
- *The Taste of Freedom: Gandhi and the Great Salt March* by Elizabeth Cody Kimmel
- *I am Malala* by Malala Yousafzai with Patricia McCormick

Assessments

Formative:

- Lesson 1 Check #6, p141
- Lesson 2 Check #6, p145
- Lesson 3 Check #6, p151
- Lesson 4 Check #4-6, p159
- Lesson 5 Check #5, p165
- Lesson 6 Check #6, p171
- Online Quizzes

Summative:

- Chapter 5 Test

Benchmark:

- NA

Alternative:

- Quest Findings: Draw a Book Cover

Interdisciplinary Connections

NJSLS English Language Arts:

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Time Frame	5 Weeks
Topic	
Our American Culture	
Alignment to Standards	
<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.</p> <p>6.1.2.GeoHE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p>	

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

6.1.2.GeoGI.2: Use technology to understand the culture and physical characteristics of regions.

6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Learning Objectives and Activities

Students will....

- use prior knowledge to gain understanding.
- make meaningful connections to personal experience.
- establish meaning.
- apply concepts learned in this chapter to plan a shared discussion about an artifact from children's cultures.
- discuss the compelling question, "What can you learn from primary sources and artifacts?" after completing the Quest.
- understand what makes up a person's culture.
- explain how culture is passed down.
- identify how music and food are important to culture.
- identify and compare points of view.
- express individual opinions about their own point of view.
- understand why there are many cultures in the United States.
- describe how people share cultures in our country.
- explain how adults pass culture down to their children.
- understand the importance of telling stories from the past.
- distinguish fact from fiction in stories about the past.
- compare and contrast folktales and tall tales.
- identify facts and fiction.
- understand how facts and fiction differ, and how they can be related.
- recognize the different reasons for celebrations.
- identify holidays that honor American heroes.
- understand why we celebrate important people.
- understand how heroes have made a difference in people's lives.
- understand that traditional clothing is a primary source that can give information about a person, place, or thing.

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

- understand how the physical characteristics of a place form its unique character.

Activities

- The Big Question Video: How is culture shared?
 - Chapter Jumpstart Activity
- Vocabulary
 - Sing About It! Festival Time
- Quest: Amazing Artifacts
- Read and Respond
 - Lesson 1: Culture is Our Way of Life
 - Lesson 2: Culture in Our Country
 - Lesson 3: American Stories
 - Lesson 4: American Holidays
 - Literacy Skills: Distinguish Fact from Fiction
 - Critical Thinking Skills: Comparing Points of View
 - Primary SOURCE: Filipino American Traditional Dress
 - Citizenship: Jackie Robinson

Leveled Readers

- Below Level: *California Cultures*
- On Level: *The Worlds Around Us*
- Advanced: *One World*

ELA Connections: Wonders

- Unit 4: Our Life, Our World: Week 3: How do animals adapt to survive?
- Unit 4: Our Life, Our World: Week 4: How do people adapt to new places?

Literature Resources

- *When I Was Little* by Toyomi Igus
- *Dear Juno* by Soyung Park
- *The Boy with Long Hair* by Pushpinder (Kaur) Singh

Assessments

Formative:

- Lesson 1 Check #5, p183
- Lesson 2 Check #7, p191
- Lesson 3 Check #3, p195
- Lesson 4 Check #7, p203
- Online Quizzes

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

Summative:

- Chapter 6 Test

Benchmark:

- NA

Alternative:

- Quest Findings: Show Off Your Artifact

Interdisciplinary Connections

NJSLS English Language Arts:

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT Social Studies

COURSE Social Studies, Grade 2

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

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COURSE Social Studies, Grade 2

- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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