

Social Studies Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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Lower Township Elementary School District Social Studies Curriculum Pacing Guide	
Content Area: Social Studies	
Course Title:	Grade level: 2
Unit 1: Being a Good Citizen	September/October
Unit 2: Communities and the People Who Supply Goods and Services	November/December
Unit 3: Families Today and In the Past	January/February
Unit 4: Making A Difference	March/April
Unit 5: Our World and Working Together	May/June
Date Created: July 2019	Board Approved On: 9/24/19

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Unit Overview

Content Area: Social Studies

Unit Title: Being a Good Citizen

Unit: 1 (old unit 5)

Target Course/Grade Level: 2nd

Timeline: September/October

Unit Summary: This unit will help students realize what makes a community healthy and vibrant. They will delve into the concept of how communities vary and how they are interactive and governed by rules, laws, and leaders. This unit will explore the concept of being responsible citizens, respecting others and making contributions to our schools, community, state, and country.

Learning Targets

Standards

- **6.1 U.S History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people. Cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- In a representative democracy, individuals elect representatives to act on behalf of the people.
- The United States democratic system requires active participation of it's citizens.
- Key historical events, documents, and individuals led to the development of our nation.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Ethical behaviors support human rights and dignity in all aspects of life.
- Recognize that people have different perspectives based on their belief, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

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<ul style="list-style-type: none"> • Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. • Develop strategies to reach consensus and resolve conflict. • Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	
Indicator #	Indicator
<ul style="list-style-type: none"> • 6.1.4.A.7 • 6.1.4.A.11 • 6.1.4.A.12 • 6.1.4.D.17 • 6.3.4.A.1 • 6.3.4.A.2 • 6.3.4.A.3 	<ul style="list-style-type: none"> • 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. • Explain the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. • Explain the process of creating change at the local, state, or national level. • Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. • Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). • Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials. • Select a local issue and develop a group action plan to inform school and/or community members about the issue.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Who are some famous people in American history? • Why do we vote? • How does government work? • Can we live without rules? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Responsible citizens respect others and make contributions to their school, community, state and county. • The United State is founded on the principle that all citizens have

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common rights that are protected and guaranteed.

- The role of the government is to make and enforce laws and provide services for the common good.
- Our country's symbols, documents, and historical events reflect democratic values, principles and beliefs.
- People's rights come with responsibilities.
- The United States has three branches of government that make and review laws.
- The United States Constitution and the Bill of Rights are the foundation of American society.

Unit Learning Targets (Outcomes)-

Students will...

- 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.
- Define a government and describe how the Constitution has set up the United States government.
- Explain the roles and responsibilities of the president and Congress in the federal government.
- Identify characteristics of the Supreme Court and its role in our government and civil life.
- Describe America's colonial history and how the colonists fought for their freedom from British rule.
- Summarize the creation and content of the United States Constitution and the Bill of Rights.
- Identify the reasons military force is sometimes used in international conflict.

Integration of Technology:

- Create a document using a word processing application.
- Use digital tools and online resources to explore a problem or issue.

Technology Resources:

- www.brainpopjr.com
- www.ducksters.com

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Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X

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CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Discussions and observations throughout the chapter
- Identify sequence of events
- Cause and Effect

Summative Assessment:

- Writing Samples

Benchmark Assessment:

- NA

Alternative Assessment:

Example: Create a concept map or infographic

Activities	Materials
Lesson 1: Kick Off	Lesson 1: Read- “Recess Queen” -Worksheet
Lesson 2: Citizens Follow Rules/ Laws	Lesson 2: Citizens Follow Rules and Laws Read aloud and worksheet.
Lesson 3: Our Government Create 10 Amendments and a Preamble to a Class Constitution	Lesson 3: Our Government Read Aloud, Worksheet, 10 Amendments, Read- “We the Kids”
Lesson 4: Governments Around the World	Lesson 4: Governments Around the World, Worksheets
Lesson 5: Governments Working Together	Lesson 5: Governments Working together Read Aloud, Worksheets

Teacher Notes:

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Unit Overview	
Content Area: Social Studies	
Unit Title: Communities and the People Who Supply Goods and Services	Unit: 2 (old unit 1)
Target Course/Grade Level: 2	Timeline: November/December
<p>Unit Summary: This unit will help students realize what makes a community healthy and vibrant. They will delve into the concept of how people have to make choices about needs and wants because resources are limited. Students will learn about producers and consumers and the ways they are connected through the buying and selling of goods and services.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● 9.1 21st Century Life & Career Skills Income and Careers 	
Content Statements	
<ul style="list-style-type: none"> ● Personal, family, and community history is a source of information for individuals about the people and places around them. ● People make decisions based on their needs, wants, and the availability of resources. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. 	
Indicator #	Indicator
<ul style="list-style-type: none"> ● 6.1.4.D.11 ● 6.1.4.B.4 ● 6.1.4.B.5 	<ul style="list-style-type: none"> ● Determine how local and state communities have changed over time, and explain the reasons for change. ● 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. ● Describe how human interaction impacts the environment in New Jersey and the United States.

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<ul style="list-style-type: none"> ● 6.1.4.B.6 ● 6.1.4.B.7 ● 6.1.4.B.8 ● 6.1.4.C.1 ● 6.1.4.C.2 ● 6.1.4.C.3 ● 6.1.4.C.4 ● 6.1.4.C.5 ● 6.1.4.C.8 ● 9.2.4.A.1 	<ul style="list-style-type: none"> ● Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. ● Explain why some locations in New Jersey and the United States are more suited for settlement than others. ● Compare ways that people choose to use and distribute natural resources. ● Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. ● Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● Explain why incentives vary between and among producers and consumers. ● Describe how supply and demand influence price and output of products. ● Explain the role of specialization in the production of exchange of goods and services. ● Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. ● Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do people get what they need? ● How do farmers help people get what they need? ● How do people change the land? ● How to producers and consumers work together? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● A community is a group of people and things that assist a person in giving quality to their life. ● People live in cities, suburbs, or rural communities. ● Communities provide resources for basic living. ● Understand how producers and

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- consumers work together.
- Understand challenges producers face.

Unit Learning Targets (Outcomes)-

Students will...

- Define community, rules, laws, natural resources, disposable resources, goods, and services.
- List qualities of a healthy community.
- Sort places in community as a service provider or a goods provider.
- Explain how communities provide resources for living (goods and services).
- Describe the process of getting goods from farm to market.
- Identify the role of producers, distributors, and consumers providing and using goods and services.
- Understand how weather can challenge crop production.

Integration of Technology:

- Make a video of class teaching others about the school/rules.
- Create a document using a word processing application.
- Use digital tools and online resources to explore a problem or issue.

Technology Resources:

- Flipgrid
- Brainpop Junior

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

- Critical Thinking and Problem Solving
- Life and Career Skills
- Collaboration, Teamwork, and Leadership

Career Ready Practices

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CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Teacher Observation
- Discuss similarities in the Constitution and the class rules.
- Make a map of the classroom.
- Class jobs that contribute to the classroom community.
- Define themselves as citizens of the United States.
- Family Tree.

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Summative Assessment: <ul style="list-style-type: none"> • Writing Responses • Make a Venn-Diagram of the rules in a family and the rules in our classroom. 	
Benchmark Assessment: <ul style="list-style-type: none"> • NA 	
Alternative Assessment: <i>Example: Create a concept map or infographic</i>	
Activities	Materials
Lesson 1: Our Communities/Resources	Lesson 1: <i>Love the World</i> by Todd Parr. Unit reading and worksheets, Chrome Book
Lesson 2: Needs, Wants, Choices	Lesson 2: Unit reading and worksheet
Lesson 3: Food Producers	Lesson 3: Unit reading and worksheet
Lesson 4: Producing/Consuming Goods	Lesson 4: Unit reading and worksheet
Lesson 5: Challenges Producers Face	Lesson 5: Unit reading and worksheet
Teacher Notes:	

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Unit Overview	
Content Area: Social Studies	
Unit Title: Families Today and In the Past	Unit: 3 (old unit 2)
Target Course/Grade Level: 2	Timeline: January/February
<p>Unit Summary: Students will explore families and communities. They will learn that they are important because, in them, people care about each other. There are many types of families, and many have their own traditions. Family members have ancestors, whose lives show the past history of the family. People can learn about their family history through primary sources, such as letters, and secondary sources, such as artifacts.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● 9.2 21st-Century Life & Career Skills Career Awareness, Exploration, and Preparation 	
Content Statements	
<ul style="list-style-type: none"> ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state of the nation. ● Key historical events, documents, and individuals led to the development of our nation. ● Personal, family, and community history is a source of information for individuals about the people and places around them. ● The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. ● Brainstorming activities enhance and innovative thinking in individual and group goal setting and problem solving. ● Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. ● Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. 	
Indicator #	Indicator

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<ul style="list-style-type: none"> ● 6.1.4.D.2 ● 6.1.4.D.4 ● 6.1.4.D.5 ● 6.1.4.D.11 ● 6.1.4.D.12 ● 9.2.4.A.1 ● 9.2.4.A.2 	<ul style="list-style-type: none"> ● Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. ● Explain how key events led to the creation of the United States and the state of New Jersey. ● Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship. ● Determine how local and state communities have changed over time, and explain the reasons for changes. ● Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. ● Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● Identify various life roles and civic and work-related activities in the school, home, and community.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How did colonists adapt to their environment? ● How does life change throughout history? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Colonial America is the time period before the United States became an independent nation and its own government. ● Appreciate the differing viewpoints people hold by virtue of their knowledge, experience, and interpretation. ● The ideals that our government is based on were developed during the colonial period and are still in practice today.

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Unit Learning Targets (Outcomes)-

Students will...

- Explain how colonists lived and worked in their communities.
- Place key historical events and people in historical eras using timelines.
- What a family is and why it is important.
- Explain how members of a family treat and help one another.
- 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.
- Compare and contrast how things families did and family cultures in the past are the same or similar to family culture today.
- Explain what an artifact is and give examples of artifacts.

Integration of Technology:

- Create a document using a word processing application.
- Use digital tools and online resources to explore a problem or issue.

Technology Resources:

- www.brainpopjr.com
- www.ducksters.com

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSLS 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X

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CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Teacher Observation
- Discussion
- Sequencing main events
- Role playing

Summative Assessment:

- Writing Samples

Benchmark Assessment:

- NA

Alternative Assessment:

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<i>Example: Create a concept map or infographic</i>	
Activities	Materials
Lesson 1: Families	Lesson 1:
Lesson 2: Different Kinds of Families	Lesson 2:
Lesson 3: Life Then and Now	Lesson 3:
Lesson 4: Family History	Lesson 4:
Teacher Notes:	

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Unit Overview	
Content Area: Social Studies	
Unit Title: Making a Difference	Unit: 4 (old unit 3)
Target Course/Grade Level:	Timeline: March/April
<p>Unit Summary: Through this unit, students will gain awareness that over time some things change and some stay the same and examine how technology affects the way people live. This unit of study will look at how communities grow and change and will explore how to use historical resources to understand the past.</p>	
Learning Targets	
Standards	
<ul style="list-style-type: none"> ● 6.1 United States History America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American Heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living an interconnected world. ● 9.2 21st Century Life & Career Skills Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. 	
Content Statements	
<ul style="list-style-type: none"> ● The examination of individual experiences, historical narratives, and events promotes and understanding of individual and community responses to the violation of fundamental rights. ● The world is comprised of nations that are similar to and different from the United States. ● Economics is a driving force for the occurrence of various events and phenomena in societies. ● Understanding of financial instruments and outcomes assets citizens in making world decisions about money, savings, spending, and investment. ● Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. ● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. 	

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- Prejudice and discrimination can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- 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.
- Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers.
- The family unit encompasses the diversity of family forms in contemporary society.

Indicator #	Indicator
<ul style="list-style-type: none"> ● 6.1.4.A.10 ● 6.1.4.A.14 ● 6.1.4.C.2 ● 6.1.4.C.4 ● 6.1.4.C.10 ● 6.1.4.C.15 ● 6.1.4.D.13 ● 6.1.4.D.15 ● 6.1.4.D.16 	<ul style="list-style-type: none"> ● 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. ● Describe how the world is divided into many nations that have their own governments, languages, customs, and laws. ● Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● Describe how supply and demand influence price and output of products. ● Explain the role of money, savings, debt, and investment in individuals' lives. ● Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. ● Describe how culture is expressed through and influenced by the behavior of people. ● Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. ● Describe how stereotyping and prejudice can lead to conflict, using

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<ul style="list-style-type: none"> ● 6.1.4.D.18 ● 6.1.4.D.19 ● 6.1.4.D.20 ● 9.2.4.A.1 ● 9.2.4.A.4 	<p>examples from the past and present.</p> <ul style="list-style-type: none"> ● Explain how an individual’s beliefs, values, and traditions may reflect more than one culture. ● Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. ● Describe why it is important to understand the perspectives of others. ● Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. ● Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What makes someone a hero? ● How should we honor heroes? ● Why do we need to value and understand other cultures? ● How do people in the community offer goods and services? ● How do people in a family depend on income? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Communities grow and change. ● Developments in technology affect the way people live. ● The actions of individuals can affect history. ● Explain why heroes of the past are important. ● Know the character traits of a hero.
<p>Unit Learning Targets (Outcomes)- <i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain what leaders do to encourage people to follow them. ● Discuss how the leaders become heroes to their people. ● Discuss heroes of the past such as Abraham Lincoln, Sitting Bull, and Martin Luther King, Jr. ● Identify civil rights activists who worked against racial inequality and women’s right’s activists and their individual contributions. ● Compare and contrast past life with today. ● Compare and contrast family life in the past with today. ● Identify historical figures who affected our nations’ history (e.g., Rosa Parks) 	
<p>Integration of Technology:</p> <ul style="list-style-type: none"> ● Create a document using a word processing application. ● Use digital tools and online resources to explore a problem or issue. 	

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Technology Resources:

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Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

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- Response to Intervention (www.help4teachers.com)
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Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X

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CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Discussion and observations

Summative Assessment:

- Writing samples

Benchmark Assessment:

- NA

Alternative Assessment:

Example: Create a concept map or infographic

Activities	Materials
Lesson 1: What Makes a Hero	Lesson 1:
Lesson 2: Heroic Leaders	Lesson 2:
Lesson 3: Heroes who Inspire Change	Lesson 3:
Lesson 4: Heroes in Science	Lesson 4:
Lesson 5: Heroic Helpers	Lesson 5:
Lesson 6: How Can We Make a Difference	Lesson 6:

Teacher Notes:

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Unit Overview

Content Area: Social Studies

Unit Title: Our World and Working Together

Unit: 5 (old unit 4/6)

Target Course/Grade Level: 2

Timeline: May/June

Unit Summary: This unit will explore different physical features such as landforms and bodies of water, and words that can be used to describe their relevant location.

Learning Targets

Standards

- **6.1 United States History America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American Heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- **6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living an interconnected world.

Content Statements

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns, and organization of people, places, and environments on earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Patterns of settlement across earth's surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals, and/or societies.
- Urban areas, worldwide, share common physical characteristics but may also have cultural differences.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotypes, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.

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<ul style="list-style-type: none"> ● Develop strategies to reach consensus and resolve conflict. ● Demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	
Indicator #	Indicator
<ul style="list-style-type: none"> ● 6.1.4.B.1 ● 6.1.4.B.4 ● 6.1.4.B.5 ● 6.1.4.B.8 ● 6.1.4.B.9 ● 6.1.4.B.10 ● 6.3.4.B.1 	<ul style="list-style-type: none"> ● Compare and contrast information that can be found on different types of maps and determine how the information may be useful. ● 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. ● Describe how human interaction impacts the environment in New Jersey and the United States. ● Compare ways people choose to use and distribute natural resources. ● Relate advances in science and technology to environmental concerns, and to actions taken to address them. ● 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 visualization) can be used to understand cultural differences. ● Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What is the world like? ● What is a continent? ● What are maps important? ● What are some important natural resources? ● How is culture shared? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> ● Physical features are located in specific places and words can be used to describe their relative locations. ● Maps and globes can be used to locate places and features. ● The world is made up of different physical features such as landforms, and bodies of water. ● Many different cultures are shared in

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the United States and they are passed down through generations.

- National holidays are an important way to honor people, religions, and heroes in our culture.

Unit Learning Targets (Outcomes)-

Students will...

- Describe relative and absolute location.
- Use different parts of the map to locate places and features.
- Identify the seven continents and four oceans on a map.
- Use geographical vocabulary such as latitude and longitude to describe location.
- Recognize the equator divides the earth into northern and southern hemispheres.
- Recognize the prime meridian divides the earth into eastern and western hemispheres.
- Recognize that the world is divided into different areas, politically such as states, countries, and continents.
- Recognize that areas can be divided into regions with unifying characteristics such as language, climate, and environment.
- Recognize how geographic characteristics such as weather, climate, and location can influence people's decisions about how, and where to live.
- Identify how music and food are so important to culture.
- Explain how there are many different cultures in the United States and how these cultures are passed down through generations.

Integration of Technology:

- Use Google maps to find your home, town, state, country, and continent.
- Create a document using a word processing application.
- Use digital tools and online resources to explore a problem or issue.

Technology Resources:

- Google maps

Opportunities for Differentiation (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Primary Interdisciplinary Connections: Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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Integration of 21st Century Skills through NJSL 9:

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

Evidence of Learning

Formative Assessment:

- Writing samples
- Label landforms and oceans on a map

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<ul style="list-style-type: none"> • Cause and Effect 	
Summative Assessment: <ul style="list-style-type: none"> • Writing samples 	
Benchmark Assessment: <ul style="list-style-type: none"> • NA 	
Alternative Assessment: <i>Example: Create a concept map or infographic</i>	
Activities	Materials
Lesson 1: Use Maps to Locate Places	Lesson 1:
Lesson 2: Earth's Land/Water	Lesson 2:
Lesson 3: American Holidays	Lesson 3:
Lesson 4: Cultures in Our Country	Lesson 4:
Teacher Notes:	

Differentiation Strategies	
<p>Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.</p>	
Low Prep Strategies (add to list as needed)	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively

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	engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require

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	students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or

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	<p>perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>
Tiered assignment/ product	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>
Independent studies	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>
4MAT	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
Jigsaw	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>
Multiple texts	<p>The teacher obtains or creates a variety of texts at different reading levels to assign</p>

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	strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow

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	<p>individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<p>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</p>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>