

Lower Township School District
Cape May, New Jersey

Social Studies Instructional Units

2nd GRADE



SOCIAL STUDIES INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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Unit 1

Communities and Groups

Unit Overview	
Content Area: Social Studies	
Unit Title: Communities and Groups	Unit: 1
Target Course/Grade Level: Grade 2	Timeline: ongoing
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.	
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 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 in an interconnected world.
2.4	Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
9.1	21st-Century Life & Career Skills 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	
<ul style="list-style-type: none"> ♦ Rules and laws are developed to protect people’s rights and the security and welfare of society ♦ The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ♦ There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. ♦ Key historical events, documents, and individuals led to the development of our nation ♦ Recognize that people have different perspectives based on their beliefs, 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. ♦ 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. ♦ Ethical behaviors support human rights and dignity in all aspects of life ♦ 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 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good

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6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.3.4.A.1	Evaluate what makes a good rule or law.
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings
9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
2.4.2.A.2	Distinguish the roles and responsibilities of different family members

Unit Essential Questions

- ♦ What are the different groups that people belong to?
- ♦ Why is it necessary for groups to have law?
- ♦ How does the structure and well being of a community affect its interactions?

Unit Understandings

- ♦ A community is a group of people and things that assist a person in giving quality to their life
- ♦ A community can be healthy or unhealthy
- ♦ People live in cities, suburbs or rural communities
- ♦ Communities provide resources for basic living
- ♦ Rules and laws are needed for a community
- ♦ Community governing groups offer each community member a place to voice their opinions and views on community issues

Unit Learning Targets (Outcomes) –

Students will ...

- ♦ Define community, rules, laws, natural resources, disposable resource, goods, and services.
- ♦ List qualities of healthy community
- ♦ Expand concept of community to include family, neighborhood, town, county, state, country, and world
- ♦ Contrast city communities to suburb and rural communities
- ♦ Contrast rules versus laws, and explain why communities need them
- ♦ Explain job of mayor, town counsel, and school board
- ♦ Sort places in community as a service provider or a goods provider
- ♦ Explain how communities provide resources for living (goods and services)

Integration of Technology: Make a video of class teaching others about the school/rules

Technology Resources: Brainpop Junior

Opportunities for Differentiation: Draw a picture of you following the school rules

Enrichment: Search details about the constitution

Primary interdisciplinary connections: Language Arts, Art, Character Education

21st Century Themes:

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

Evidence of Learning

Summative Assessment	
<ul style="list-style-type: none"> ♦ Unit Tests ♦ Writing Samples 	<ul style="list-style-type: none"> ♦ Make a Venn-Diagram of the rules in a family and the rules in our classroom
<p>Teacher Instructional Resources: Various worksheets: I Help at Home by.....,</p> <ul style="list-style-type: none"> ♦ Helping Hands ♦ Towns States and Beyond: A Community Mini-Book ♦ Learning about Communities ♦ Certificates for our Community Helper ♦ Community Crossword Puzzle ♦ Where Oh Where ♦ My Trip to City ♦ Finish the Map ♦ Good Citizens 	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Discuss similarities in the constitution and the class rules ♦ Debate school related issue in a role play of school board meeting 	<ul style="list-style-type: none"> ♦ Make a map of the classroom ♦ Class Jobs worksheet ♦ Define themselves as citizens of the United States ♦ Family Tree or Picture Frame
Literature Resources	
<p>Big Book</p> <ul style="list-style-type: none"> ♦ One Afternoon- Yumi Heo <p>Library Titles</p> <ul style="list-style-type: none"> ♦ Miss Nelson is Missing- Harry Allard ♦ Miss Malarkey Doesn't Live in Room 10 – Judy Finchler ♦ Mrs. Katz and Tush- Patricia Polacco ♦ Ox-Cart Man- Donald Hall ♦ Abuela- Arthur Dorros ♦ School Rules- Larry Dane Brimner ♦ Following Rules- Robin Nelson ♦ Being Responsible- Robin Nelson ♦ Being Fair- Robin Nelson ♦ Respecting Others- Robin Nelson <p>Guided Reading Titles</p> <ul style="list-style-type: none"> ♦ Looking at Maps and Globes (J) ♦ Me on the Map (J) ♦ City Green (M) ♦ Fun Zone Maps (N) 	

Unit 2

People Make History

Unit Overview	
Content Area: Social Studies	
Unit Title: People Make History	Unit: 2
Target Course/Grade Level: Grade 2	Timeline: ongoing
<p>Unit Summary: Students will explore the people, places, events of life in the early settlements and colonies of the United States of America. Native Americans were proud people. They managed to live in the wilderness, survive hard times and make a good life for themselves. This unit of study will look into the daily life of Native Americans, along with their different tribes and locations within the United States. It will also examine the changes that took place once European settlers came to the new world.</p>	
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.
9.1	21st-Century Life & Career Skills 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	
<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 and 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 creative 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 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America and describe the challenges they encountered
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey
6.1.4.D.5	Relate key historical documents (i.e., the <i>Mayflower Compact</i> , the Declaration of Independence, and the Bill of Rights) to present day government and citizenship
6.1.4.D11	Determine how local and state communities have changed over time, and explain the reasons for change
6.1.4.D.12	Explain how folklore and actions of famous historical and fictional characters from New Jersey and United States of America contributed to our heritage
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

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9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1	Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.2	Express needs, wants, and feelings appropriately in various situations
<u>Unit Essential Questions</u>	<u>Unit Understandings</u>
<ul style="list-style-type: none"> ♦ How did the colonists adapt to their environment? ♦ Why do we learn about the Lenni Lenape? 	<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
Unit Learning Targets (Outcomes) –	
<i>Students will ...</i>	
<ul style="list-style-type: none"> ♦ Explore how colonists lived and worked in their communities ♦ Compare and contrast a colonial child's life with a modern child's life ♦ Describe the ways laws were enforced during colonial times ♦ Place key historical events and people in historical eras using timelines ♦ Identify the original 13 colonies on a map of the United States ♦ Analyze changes in government brought upon by a communities involvement in problem solving 	
Integration of Technology: Search information on the Lenne Lenape tribe, history, settling locations in New Jersey	
Technology Resources: www.brainpopjr.com	
Opportunities for Differentiation:	
<ul style="list-style-type: none"> ♦ Utilize pairing & grouping activities. ♦ Deliver instruction in a variety of modalities. ♦ Opportunities provided to express learning through the written assignments and through art. ♦ Express understanding through role playing scenarios. 	
Primary interdisciplinary connections: Language Arts	
21st century themes:	
<ul style="list-style-type: none"> ♦ usefulness of being an informed citizen ♦ understanding personal influence of democratic government ♦ critical thinking & problem solving ♦ creativity and innovation ♦ collaboration, teamwork, leadership ♦ cross-cultural understanding and interpersonal communication ♦ communication and media fluency 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ♦ Unit Tests ♦ Writing Samples 	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Teacher Observation ♦ Discussion ♦ Quiz 	<ul style="list-style-type: none"> ♦ Sequence main events ♦ Role Playing

Literature Resources

Big Book

- ♦ Abraham Lincoln: A Man For All People- Myra Cohn Livingston

Library Books

- ♦ Squanto and the First Thanksgiving- Joyce Kessel
- ♦ Gracias, The Thanks giving Turkey- Joy Cowley
- ♦ The Thanksgiving Story- Alice Dalgliesh
- ♦ Let's Be Early Settlers with Daniel Boone- Peggy Parish
- ♦ Settler Sayings, Pioneer Life from A to Z, Life in a Longhouse Village- Bobbie Kalman
- ♦ Pocahontas- Nancy Polette
- ♦ If You Lived With the Iroquois- Ellen Levine
- ♦ Who Came Down That Road? George Ella Ryan
- ♦ Going to School in Pioneer Times- Kerry A. Graves
- ♦ The House on Maple Street- Bonnie Pryor
- ♦ Heron Street- Ann Turner
- ♦ Many Nations, an Alphabet of Native America- Joseph Bruchac
- ♦ Presidents- James Barber
- ♦ So You Want To Be President- Judith St. George
- ♦ Celebrating President's Day- What is a President? - Kimberly Jordano and Trisha Callela- Jones
- ♦ The White House- Cass Sandak
- ♦ Young Abe Lincoln: The Frontier Days- Cheryl Harness
- ♦ A Picture Book of Louis Braille- David Adler
- ♦ A Weed is a Flower, The Life of George Washington Craver- Alike
- ♦ Tom Edison's Bright Ideas- Jack Keller
- ♦ Wilma Unlimited- Kathleen Krull

Video

- ♦ Early Settlers- American History for Children

Units 3 & 4

People in Time and Place & We All Work Together

Unit Overview	
Content Area: Social Studies	
Unit Title: People in Time and Place/We all Work Together	Units: 3 & 4
Target Course/Grade Level: Grade 2	Timeline: ongoing
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.	
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 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 in 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 an 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 assists citizens in making sound 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. • Cultures struggle to maintain traditions in a changing society • 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 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations
6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

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6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations
6.1.4.C.4	Describe how supply and demand influence price and output of products
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world
9.3.4.A.1	Identify reasons why people work and discuss how work can help a person achieve personal goals
9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
2.4.A.1	Compare and contrast different kinds of families locally and globally

Unit Essential Questions

- What are some family traditions?
- Why do we need to understand other cultures?
- How does life change throughout history
- How do people in a community offer goods and services?
- Identify different modes of transportation that are used to move goods from one area to another
- How do people in a family depend on income?
- How does America's heritage affect what America is all about?

Unit Understandings

- Over time some things will change, and some things will remain the same
- Over time, communities grow and change
- We can identify and use historical resources to understand the past
- Developments in technology affect the way people live
- The actions of individuals can affect history

Unit Learning Targets (Outcomes) –

Students will ...

- Compare and contrast life in the past with life today
- Compare and contrast family life in the past with life today
- Make predictions about changes in the future
- Use terms related to time to talk about events
- Describe events in chronological order
- Read and make a timeline
- Identify tools and resources used to learn about history
- Identify key people and events that shaped our nation
- Compare life in the past to life today
- Understand that some things change while others stay the same
- Identify the contributions of historical figures who affected our nations' history
- Identify historical figures who exemplify admirable character traits
- Sort places in community as a service provider or a goods provider.
- Explain how communities provide resources for living (goods & services).

Integration of Technology: Search the various salaries of future careers and compare amounts

Technology Resources: www.brainpopjr.com

Opportunities for Differentiation:

- ♦ Utilize pairing & grouping activities.
- ♦ Deliver instruction in a variety of modalities.
- ♦ Opportunities provided to express learning through the written assignments and through art.
- ♦ Express understanding through role-playing scenarios.
- ♦ Express understanding through the use of problem solving situations.
- ♦ Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently
- ♦ Using video & audio clips to teach.
- ♦ Using pre-assigned groups so students know by cue where to move in the room and who to sit with.
- ♦ Teaching with both part-to-whole and whole-to-part emphasis.
- ♦ Making connections with key ideas/skills and students' cultures and interests.
- ♦ Provide tiered practice & assessments.
- ♦ Encouraging student to work alone or with a peer.
- ♦ Using "expert groups" to help teach key ideas.
- ♦ Draw various modes of transportation and the foods they carry

Enrichment: Match current interests with a future career and write an action plan to become sp specific occupation

Primary interdisciplinary connections: Language Arts, Art, Character Education

21st Century Themes: Critical Thinking and Problem Solving; Life and Career Skills; Collaboration, Teamwork, and Leadership

Evidence of Learning

Summative Assessment

- ♦ Unit Tests
- ♦ Writing Samples

Teacher Instructional Resources:

Formative Assessments

- | | |
|--|---|
| <ul style="list-style-type: none"> ♦ Discussions & observations throughout the chapter ♦ Main Idea & Details | <ul style="list-style-type: none"> ♦ Cause & Effect ♦ Identify sequence of events |
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Literature Resources

We All Work Together

Big Book

- ♦ The Rolling Store- Angela Johnson
- ♦ How Goods are Moved- Carole Wicklander

Library Titles

- ♦ The Seven Gods of Luck- David Kudler
- ♦ A Chair for My Mother- Vera B. Williams
- ♦ Sam and the Lucky Money- Karen Chinn
- ♦ Market! - Ted Lewin
- ♦ Uncle Jed's Barber Shop- Margaree King Mitchell
- ♦ Galimoto- Karen Lynn Williams
- ♦ How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty- Nathan Zimelman
- ♦ What is a Community? - Bobbie Kalman
- ♦ Work- Nina Link
- ♦ A Working World, Unit 3- James Bank
- ♦ Communities- Lisa Trambauer

People in Time and Place

Big Book

- ♦ Homeplace- Anne Shelby

Library Titles

- ♦ Going to School in Pioneer Times- Kerry A. Graves
- ♦ A Child's Day- Bobbie Kalman
- ♦ Fort Life- Bobbie Kalman
- ♦ Customs and Traditions- Bobbie Kalman
- ♦ Let's Be Early Settlers with Daniel Boone- Peggy Parish
- ♦ The Wagon Train- Bobbie Kalman
- ♦ Kente Colors- Debbi Chocolate
- ♦ Yonder- Arthur Dorros
- ♦ Dumpling Soup- Tony Johnston
- ♦ When I was Young in the Mountains- Cynthia Rylant
- ♦ How My Parents Learned to Eat- Ina R. Friedman
- ♦ The Keeping Quilt- Patricia Polacco

<ul style="list-style-type: none">• Communities- Gail Saunders- Smith• Grandpa’s Corner Store- Dyanne DiSalvo- Ryan <p>Guided Reading Titles</p> <ul style="list-style-type: none">• Look What Came From Mexico (O)	<ul style="list-style-type: none">• Lion Dancer: Ernie Wan’s Chinese New Year- Kate Waters and Madeline Slovenz-Low• Jalapeño Bagel’s- Natasha Wing• Coming to America, the Story of Immigration- Betsey Maestro
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Unit 5

Being a Good Citizen

Unit Overview	
Content Area: Social Studies	
Unit Title: Being a good citizen	Unit: 5
Target Course/Grade Level: Grade 2	Timeline: ongoing
<p>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.</p>	
Learning Targets	
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
9.1	21st Century Life & Career Skills: 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	
<ul style="list-style-type: none"> ♦ 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 ♦ Brainstorming activities enhance creative 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 ♦ Ethical behaviors support human rights and dignity in all aspects of life. ♦ Recognize that people have different perspectives based on their beliefs, 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. ♦ 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 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.A.7	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state and national levels
6.1.4.A.11	Explain how 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

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6.1.4.A.12	Explain the process of creating change at local, state and national level		
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson and Benjamin Franklin toward the development of the United States government		
6.1.4.D.17	Explain the role of historical symbols, monuments and holidays and how they affect the American identity		
6.3.4.A.1	Evaluate what makes a good rule or law		
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues		
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue		
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions		
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.		
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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 the structure and well-being of a community affect its interactions? </td> <td style="width: 50%; vertical-align: top;"> <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 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 </td> </tr> </table>		<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 the structure and well-being of a community affect its interactions? 	<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 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
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Unit Learning Targets (Outcomes) –			
<i>Students will ...</i>			
<ul style="list-style-type: none"> ♦ Identify and describe characteristics of good citizenship ♦ Describe way in which citizens make positive contributions to their school and community ♦ Demonstrate good citizenship by taking responsibility for personal actions, respecting and being fair with others, and being honest ♦ Understand how citizens take action to improve their communities ♦ Identify way to take action to improve your community ♦ Identify and describe the rights that citizens have in the United States ♦ Identify documents in which the rights of citizens are guaranteed ♦ Identify rules and laws and describe their purpose in school, community and society ♦ Explain the consequences of an absence or violation of rules and laws ♦ Define government and describe its purpose 			
Integration of Technology: watch a video of a president being sworn into office			
Technology Resources: www.brainpopjr.com			
<p>Opportunities for Differentiation:</p> <ul style="list-style-type: none"> ♦ Utilize pairing & grouping activities. ♦ Deliver instruction in a variety of modalities. ♦ Opportunities provided to express learning through the written assignments and through art. ♦ Express understanding through role playing scenarios. ♦ Express understanding through the use of problem solving situations. ♦ Use necessary practice, anchor tasks, personal agendas, centers, contracts, and other strategies that students use to learn routinely and independently. ♦ Using video & audio clips to teach. 			

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<ul style="list-style-type: none"> ♦ Using pre-assigned groups so students know by cue where to move in the room and who to sit with. ♦ Teaching with both part-to-whole and whole-to-part emphasis. ♦ Making connections with key ideas/skills and students’ cultures and interests. ♦ Provide tiered practice & assessments. ♦ Encouraging student to work alone or with a peer. ♦ Using “expert groups” to help teach key ideas. ♦ Draw various modes of transportation and the foods they carry ♦ Modification: Draw a picture of a famous American figure ♦ Enrichment: Label pictures of famous American figures and tell what they did for our country 	
Primary interdisciplinary connections: Language arts, art, computer education and character education	
21st century themes: <ul style="list-style-type: none"> ♦ Environmental responsibilities ♦ Civic resources and solutions ♦ Usefulness of being an informed citizen ♦ Understanding personal influence on democratic government 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> ♦ Unit Tests ♦ Writing Samples 	
Equipment needed:	
Teacher Instructional Resources:	
Formative Assessments	
<ul style="list-style-type: none"> ♦ Main Idea & Details ♦ Discussions & observations throughout the chapter 	<ul style="list-style-type: none"> ♦ Identify sequence of events ♦ Cause & Effect ♦ Exit/Admit Slips

Unit 6

Where We Live

Unit Overview	
Content Area: Social Studies	
Unit Title: Where We Live	Unit: 6
Target Course/Grade Level: Grade 2	Timeline: ongoing
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. This unit will look at maps and globes and how communication and transportation connect people, products, and ideas.	
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
9.1	21st Century Life & Career Skills: 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	
<ul style="list-style-type: none"> ♦ 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 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. ♦ 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 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful
6.1.4.B.4	Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States

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6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States
6.1.4.B.8	Compare ways people choose to use and divide natural resources
6.1.4.B.9	Relate advances in science, and technology to environmental concerns, and to actions taken to address them
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes and demographic tools can be used to understand tangible, and intangible cultural differences
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions
9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community

Unit Essential Questions

- ♦ What is a continent?
- ♦ Why are maps important?
- ♦ What are some important natural resources?

Unit Understandings

- ♦ Physical features are located in specific places and words can be used to describe their relative locations
- ♦ Maps and globes can be used to located places and features
- ♦ The world is made up of different physical features such as landforms, and bodies of water
- ♦ Communication and transportation connect people, products and ideas

Unit Learning Targets (Outcomes) –
Students will ...

- ♦ Describe a relative location
- ♦ Describe an absolute location
- ♦ Use a map to locate places and features
- ♦ Identify the different uses for maps
- ♦ Use the different parts of a map
- ♦ Identify locations on a map using cardinal and intermediate directions
- ♦ Use a map scale
- ♦ Evaluate the size of your home state
- ♦ Identify the seven continents, and four oceans on a map and globe
- ♦ Use maps and globes to identify landforms and bodies of water
- ♦ Use geographical vocabulary such as latitude, and longitude to describe location
- ♦ Recognize that the equator divides the world into northern and southern hemispheres
- ♦ Recognize that the prime meridian divides the world into eastern and western hemispheres
- ♦ Identify physical features such as landforms and bodies of water
- ♦ Describe how the location of landforms, and bodies of water are shown on physical maps
- ♦ 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 urban, suburban and rural areas and describe their differences

Integration of Technology: Use google maps to find your home, town, state and the United States

Technology Resources: google maps

<p>Opportunities for Differentiation:</p> <ul style="list-style-type: none"> ♦ Modification: Point to a landform and an ocean on a map or globe ♦ Enrichment: Write about the ways we can address environmental concerns at school 	
<p>Primary interdisciplinary connections: Language arts, art, science, computer education and character education</p>	
<p>21st century themes: Environmental responsibilities, civic resources and solutions, usefulness of being an informed citizen, understanding personal influence on democratic government</p>	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p>	
<ul style="list-style-type: none"> ♦ Unit Tests ♦ Writing Samples 	
<p>Formative Assessments</p>	
<ul style="list-style-type: none"> ♦ Main Idea & Details ♦ Discussions & observations throughout the chapter ♦ Writing Samples ♦ Label landforms and oceans on a map or globe 	<ul style="list-style-type: none"> ♦ Identify sequence of events ♦ Cause & Effect ♦ Exit/Admit Slips ♦ Sort Recyclable materials
<p>Literature Resources</p>	
<p>Big Book</p> <ul style="list-style-type: none"> ♦ Bread is for Eating- David and Phillis Gershator ♦ What Changes Our Earth? Carole Wicklander 	
<p>Library Titles</p> <ul style="list-style-type: none"> ♦ All the Places to Love- Patricia MacLachlan ♦ Stringbean’s Trip to the Shining Sea- Vera B. Williams ♦ Miss Rumphius- Barbara Cooney ♦ The Legend of the Indian Paintbrush- Tomie dePaola ♦ Johnny Appleseed- Steven Kellogg ♦ A new Coat for Anna- Harriet Ziefert ♦ The Forgotten Forest- Laurence Anholt ♦ The Great Kapok Tree- Lynne Cherry 	
<p>Video</p> <ul style="list-style-type: none"> ♦ The Carrot Highway 	
<p>Guided Reading Titles</p> <ul style="list-style-type: none"> ♦ Our Changing Earth (M) 	