

Highland Park Public School District

435 Mansfield Street
Highland Park, New Jersey 08904



**Curriculum Guide - Social Studies
Second Grade**

Mastery Skills

Students will be able to understand, explain, and apply the following concepts and skills upon completion of this course:

Skill (New Jersey Student Learning Standard)

6.1 U.S. History: America in the World

Civics, Government, and Human Rights:

- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

Geography, People, and the Environment:

- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation, and Technology:

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

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- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives:

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

6.3 Active Citizenship in the 21st Century

Geography, People and the Environment

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

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Allow time for extended research on background information and context ● Create choice boards made with advanced options to supplement the current curriculum 	<ul style="list-style-type: none"> ● Use wall space to broadcast key ideas for consistent exposure to academic language (CALP) ● Pre-teach concepts based upon students’ needs ● Adjust pacing to be natural, but appropriate 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> ● Breakdown tasks, assignments, directions, and assessments into smaller tasks ● Incorporate mini lessons based upon students’ needs ● Self-monitoring checklists 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice

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<ul style="list-style-type: none"> ● Require various types of autonomous research to synthesize (ex: interview, journals, data records) ● Have students ask questions to their own work and allow for higher-order thinking and metacognitive process ● Provide leadership and facilitator opportunities in class ● Modify rubrics for increased standards of work ● Accelerate deadlines to allow for more extensive analytical practice ● Encourage peer collaboration time ● Provide opportunities to further annotative skills and use ● Offer advanced level literature circles ● Find and utilize statewide and country-wide competitions and extracurricular activities to allow student to expand knowledge outside of the classroom ● Encourage independent study ● Avoid extra practice and drilling activities to reduce boredom 	<ul style="list-style-type: none"> ● Provide small group collaborative opportunities that allow students to interact and share ideas ● Encourage oral language discussions to produce ideas before writing (whole group, small group, pairs, etc.) ● Chunk big assignments into smaller parts to allow students to process all information ● Use color, highlighting, bold, italics, underlines, size differentiation, and fonts to emphasize ideas ● Ensure all fonts are standard and readable (avoid cursive) ● Breakdown large words to allow for word pattern connections (etymology) ● Use visuals such as pictures, videos, role plays, and example scenarios to enhance context ● Use routines and constant language ● Use pre-reading activities to give background information that will enhance understanding of text ● Rephrase and repeat oral language often ● Provide background information and contextual support to 	<ul style="list-style-type: none"> ● Reformat rubrics for readability ease ● Use color and highlighting on individual papers as needed to increase attention and emphasis ● Use short break breaks as needed to focus ● Integrate use of technology ● Enact 1:1 conferencing for individualized check-ins ● Remove distractions from the room, including superfluous decor unrelated to content if causing an attention issue ● Write or project directions on the board or in a visual place to be referred to in addition to their paper ● Multi-modal, multi-sensory, and multi-intelligence instruction ● Pair difficult opportunities with opportunities where students feel successful ● Relate topics to “real life” scenarios to create connections and meaning ● Implement the use of choice for assignments, essays, books, and projects ● Provide a flexible seating arrangement for independent and cooperative learning assignments 	<ul style="list-style-type: none"> ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Extra textbooks for home. <p>Build Students’ Strengths and Multiple Intelligences</p> <ul style="list-style-type: none"> ● Student may request books on tape / CD / digital media, as available and appropriate. ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/ school communication ● Teachers will check/sign student agenda daily
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<ul style="list-style-type: none"> ● Allow for increased exploration for creativity related to topics being studied ● Provide problem-solving opportunities ● Provide alternate, choice essay topics geared toward higher levels of thinking ● Utilize analysis, synthesis, and evaluation ● Encourage backwards design in thinking for ongoing projects ● Enhance text sets for further connection of theme to topic ● Allow students to add to the text sets or create their own ● Must use multimodal assignments to allow for complete mastery ● Student-created graphic organizers and outlines to study for tests, quizzes, assessments and to condense information ● Connect related topics of study to modern day ideals for further connection to big ideas ● Expand publication opportunities of final products ● Flexible seating 	<p>enhance understanding of culture and meaning behind ideas</p> <ul style="list-style-type: none"> ● Create and display anchor charts ● Model activities and provide hands-on practice ● Use read alouds and audiobooks paired with written language ● Create multiple reinforcement activities ● Present all concrete information before introducing more abstract information, as well as use simpler language before complex language ● Draw attention to synonyms for CALP growth ● Use gestures and body language to accompany oral language to enhance comprehension skills ● Be sure to explain idioms and slang when used ● Encourage student to connect learned concepts and big ideas to their own culture, background, and experiences ● Project important information and main ideas while teaching ● Allow student to preview vocabulary when needed ● Utilize manipulatives and props 	<ul style="list-style-type: none"> ● Utilize the school agenda ● Provide lines for handwriting assignments ● Avoid putting words in all capital letters ● Provide class notes, fill-in outlines, and PowerPoints if/when needed ● Allow for extended time and extended deadlines if needed ● Use a timeline to track progress and facilitate movement on assignments in conjunction with the use of audio timers/buzzers within class for time-management purposes ● Use pre-reading activities to give background information that will enhance understanding of text ● Have students ask questions about their own work to offer a self-reflecting technique ● Have a variety of graphic organizers and layouts to fit various ways of thinking ● Introduce a model, demonstration, or pre-made example of a completed assignment before students work on their own ● Encourage pre-writing, and track writing process 	<ul style="list-style-type: none"> ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments</p> <ul style="list-style-type: none"> ● Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. <p>Modifications for Assessments</p> <ul style="list-style-type: none"> ● Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests. ● Establish procedures for accommodations / modifications for assessments.
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<ul style="list-style-type: none">● One on one conferencing to aid in expanding and enhancing ideas● Provide higher-level supplemental readings● Focus on the use, analytics, addition and attention to details and reasons for them● Rephrase Socratic seminar questions many ways to reach various skill levels and elicit analytical skills from various students● Allow student to creatively represent analytical thinking process using technology and/or visuals● Allow student to make predictions about the novel using epigraphs and reanalyze their prediction as the novel continues● Allow for a fluid understanding of text sets to the mentor text and the world● Allow student to work through modeling and examples if appropriate● For debate assignments, challenge student to debate the opposing side to their opinion● Encourage emphasis on interpersonal feelings for	<ul style="list-style-type: none">● Create lessons that incorporate multimedia, are multi-sensory, and use multi-intelligences● When possible, do a demonstration either to the full class or team-based● Utilize one on one conferencing and check for understanding (especially helpful for writing)● Create a variety of graphic organizers to make all notes, discussions, and writing visual● Use guided notes when possible● Allow student to experience a success before a challenge● Use categories to relate and sort information● Provide summaries of readings and encourage paraphrasing● Provide notes and presentations when necessary for reference● Encourage storytelling● For large classes, host Socratic seminars in smaller, more personal groups (ex: half the class) to make the student more comfortable in a presentation situation● Set clear, community, ground rules to assure all students know proper etiquette for Socratic seminars, and refer to this often both orally and written	<ul style="list-style-type: none">● Utilize class-created anchor charts to display in the classroom● Turn on captioning when listening to videos and audio● Directly point out the connections between lessons so students clearly understand the flow of instruction● Parallel older-English texts with modern-day English when possible● Use small group instruction for enhancement of skills and knowledge when needed (ex: workshop)● Pace lessons appropriately gauged by class observation and data● Provide learning experiences outside the classroom when possible● Use role-plays, simulations, interactive games, and activities to promote engagement and practice● Create relevant and content-pertinent classroom decor● Make all expectations clear at the beginning of an assignment, and repeat often	
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<p>character analysis in diary entries</p> <ul style="list-style-type: none">• Assure attention to detail expectations are addressed in visual and poster assignments to guide the student's best work	<ul style="list-style-type: none">• Rephrase Socratic seminar questions many ways to reach various skill levels and elicit analytical skills from various students• Guide student when making character analysis and symbolism visual (ex: a representative timeline of inner character growth)• Use direct quotes and rephrasing when analyzing epigraphs• Create direct relations and connections to mentor text and text sets• Model an appropriate and thorough thinking practice by thinking out loud on the board using simple language• Walk around the room and ask class if they have questions, as to not single out the student, but assure they get clarification needed• Discuss and refer to healthy debating rules and guidelines, both written and orally, with key details highlighted• Give student an outline for diary writing with reminders of appropriate point of view• Review MLA for proper citations	<ul style="list-style-type: none">• Connect curriculum to personal interests and stories• Teach background information for context, and refer back to it often• Conduct ongoing and long projects throughout the semester for appropriate and manageable breakdown• Provide summaries for chapters read in and out of class• Conduct read-alouds in class• Use bigger fonts and background contrast when appropriate• Put fewer items on a page or a line• Provide cooperative learning experiences with heterogeneous groupings• Create multiple exam types and styles for students with various question types including a word bank, matching, multiple choice, and open ended• Condense information to what is needed only• Create multiple exam types with various test questions, including matching, multiple choice, open ended, etc.• Modify books and reading (including alternate options)	
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		<p>when necessary that fits the theme and essential question</p> <ul style="list-style-type: none">• Orally read worksheets aloud, and scribe responses when needed• Monitor group and jigsaw activities closely to allow all students to acquire all information before “expert groups” split• For large classes, host Socratic seminars in smaller, more personal groups (ex: half the class) to make the student more comfortable in a presentation situation• Set clear, community, ground rules to assure all students know proper etiquette for Socratic seminars, and refer to this often both orally and written• Rephrase Socratic seminar questions many ways to reach various skill levels and elicit analytical skills from various students• Guide student when making character analysis and symbolism visual (ex: a representative timeline of inner character growth)	
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		<ul style="list-style-type: none">● Assure all writing assignments are done using technology or with lined paper● Analyze the epigraph before and after reading using direct examples and quotations to build upon a deeper analysis of literary elements● Create direct relations and connections to mentor text and text sets● Use a visual guided outline or graphic organizer when comparing and contrasting● Model an appropriate and thorough thinking practice by thinking out loud on the board● Before students complete work individually, model some good examples to the class, using visuals if possible● Teach principles and basics of writing types before essay● Discuss and refer to healthy debating rules and guidelines, both written and orally, with key details highlighted● Before diary writing, teach background information on point of view, with added practice activities	
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		<ul style="list-style-type: none">• Give student an outline for diary writing with reminders of appropriate point of view• Provide ample references to MLA for proper citations	
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DEFENDING
EDUCATION

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Scope and Sequence

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<i>Unit Description: SEL & Acceptance</i>	<i>Unit Description: Communities/Rules & Routines/ Government</i>	<i>Unit Description: Functions of Government & Civics</i>	<i>Unit Description: Families Past & Present</i>	<i>Unit Description: Making a Difference/Heroes</i>	<i>Unit Description: Goods & Services/Needs & Wants /Economic & Society</i>	<i>Unit Description: Geography / Climate & Weather</i>
<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● name the four themes of social justice ● identify ways to make everyone feel welcome in the classroom ● define “identity” ● celebrate and share their identity by creating a self-portrait. ● create a shared definition of “diversity.” ● identify ways that they are similar and 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● identify and describe rules and laws ● explain the reasons we need to follow rules and laws and why they must be fair. ● understand their roles in the community ● identify the characteristics of a good citizen. ● understand how citizens, government workers, and public service personnel help 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● identify responsibilities of the local, state, and national government. ● explain the voting process in the United States, including presidential elections. ● explain how individuals work with different levels of government to make rules. ● use evidence to describe how democratic principles such 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● explain how a community is like a family and how a family is like a community. ● understand the differences between the past and the present. ● use data to create a timeline using multiple sources. ● describe how and why our community has changed over time using the 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● identify a few figures from history that have had a positive impact. ● explain what character traits historical people possess to make them effective. ● give examples from a variety of sources to describe how certain characteristics can help individuals collaborate and 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● explain the difference between needs and wants, and identify examples ● give examples of choices people make when resources are scarce. ● describe how supply and demand influence price and output of products. ● identify the ways in which people exchange(d) 	<p><i>Unit Objectives:</i></p> <ul style="list-style-type: none"> ● use a globe/map to identify: oceans, continents, equator, Arctic and Antarctic Circles, lines of longitude and latitude, North and South poles. ● identify and locate their home on a map/globe. ● compare and contrast maps and globes. ● recognize the difference between weather, climate,

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<p>different from classmates.</p> <ul style="list-style-type: none"> ● identify if situations are equitable (fair) or not. ● identify ways to make situations fair. ● identify ways the character took action in a book. ● identify ways they can take action for themselves and/or others in and out of school. ● share what they've learned about the four themes of social justice. ● understand the effects of our words and actions on others. ● define bully, 	<p>our community.</p> <ul style="list-style-type: none"> ● compare and contrast the characteristics of the three types of communities. (Urban, Suburban, and Rural) and determine the type of community in which we live. ● expand the concept of community to include families, neighborhoods, towns, counties, states, and country. ● describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 	<p>as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <ul style="list-style-type: none"> ● explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. ● analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, 	<p>details from the timeline.</p> <ul style="list-style-type: none"> ● understand how our community developed from Native American homeland, to farmland, to a more populated area and then the community we are today. ● give an opinion on how and why communities change over time. 	<p>solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <ul style="list-style-type: none"> ● use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 	<p>goods and services today, and in the past (e.g., purchase, borrow, barter).</p> <ul style="list-style-type: none"> ● identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● give examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. ● explain why people in one country trade goods and services with people in other countries. 	<p>and seasons.</p> <ul style="list-style-type: none"> ● explain how natural resources meet our needs and affect how we live. ● identify examples of geospatial data. ● explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. ● identify cultural and environmental characteristics of different regions in New Jersey and the United States. ● use technology to understand the culture and
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<p>bystander, and upstander</p> <ul style="list-style-type: none">• understand that greatness isn't only for famous people or famous deeds.	<ul style="list-style-type: none">• identify and analyze classroom rules and routines and describe how they are designed to benefit the common good.• explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.• describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	<p>cartoons, newspapers, poetry, novels, plays).</p>				<p>physical characteristics of regions.</p> <ul style="list-style-type: none">• collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
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Unit Descriptions

Unit 1

SEL & Acceptance

Unit Summary

This unit will focus on the importance of accepting others who are different from you. Students will discover ways that they can stand up against prejudice and bullying. How can we address bullying by becoming “upstanders” who speak up for the rights of others?

Learning Objectives Based on Mastery Skills

Students will be able to:

- name the four themes of social justice
- identify ways to make everyone feel welcome in the classroom
- define “identity”
- celebrate and share their identity by creating a self-portrait.
- create a shared definition of “diversity.”
- identify ways that they are similar and different from classmates.
- identify if situations are equitable (fair) or not.
- identify ways to make situations fair.
- identify ways the character took action in a book.
- identify ways they can take action for themselves and/or others in and out of school.
- share what they’ve learned about the four themes of social justice.
- understand the effects of our words and actions on others.
- define bully, bystander, and upstander
- understand that greatness isn’t only for famous people or famous deeds.

Social Justice Standards

ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.
ID.K-2.4 I can feel good about myself without being mean or making other people feel bad.
DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.
JU.K-2.12 I know when people are treated unfairly.
JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.
AC.K-2.18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.
AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20 I will join with classmates to make our classroom fair for everyone.

Essential Questions

- What is identity?
- How can we be an upstander rather than a bystander?
- How do our words and actions affect others?

Evidence of Learning (Assessment)

Formative
Summative

Instructional Strategies (Learning Plan)

Lesson 1: Introduction to Social Justice/Creating a Safe, Welcoming Environment
SWBAT name the four themes of social justice. SWBAT identify ways to make everyone feel welcome in the classroom.

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TW explain that this year the class will be focusing on an idea called social justice. TW introduce the four themes of identity, diversity, justice, and action. TW explain that together they will watch a video to think more about how the classroom and school can be a welcoming place for all.

I Am More Video :

https://www.youtube.com/watch?v=MBMt0xatNeM&feature=emb_share&fbclid=IwAR3C10imTkbZWc11STUdKW3q5Hg7o96MjoNAPZ3S4GeI3BGY1j5yrosPvO0

Some potential discussion topics after this video are:

- What do you think was the main point of the video?
- Is there anything in the video you don't agree with? If so why?
- Has someone ever said a word to you that made you feel bad about yourself or called you a name?
- How do you feel when others call you names?

Possible activity: Create and illustrate an “All Are Welcome” banner to display classroom/hallway. Consider sharing out translated versions and ASL versions of this banner.

Lesson 2: Identity

SWBAT define “identity.”

1. Connect to the previous day’s activity: creating a welcoming environment. Explain that how we can begin to create a welcoming environment is by getting to know one another - what makes them similar and unique.
2. Engage students in class read aloud. Possible read aloud: The Day You Begin by Jacqueline Woodson
3. Introduce the word “identity.” Students will share what they believe the word means. Class will create a shared definition of “identity”

Lesson 3: Identity

SWBAT celebrate and share their identity by creating a self-portrait.

1. Review “identity” and read aloud from day before.
2. Students will celebrate their unique identities by creating a self-portrait.
3. Students will display their self-portraits and do a “gallery walk” of the portraits sharing what they notice about all of their self-portraits when displayed together.

Lesson 4: Diversity

SWBAT create a shared definition of “diversity.”

SWBAT identify ways that they are similar and different from classmates.

1. Connection: Yesterday by analyzing our self-portraits, we uncovered that our classroom is really diverse.

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2. SW share out what they believe “diverse” means. TW reinforce their thinking.
3. TW engage students in a read aloud of [Skin Like Mine](#) by LaTashia M. Perry

Optional read aloud:

[What Makes Us Unique? Our First Talk about Diversity](#)

By Dr. Jillian Roberts

Lesson 5: Diversity

SWBAT identify ways that they are similar and different from classmates.

1. Recall previous day’s book and what they learned about diversity.
2. Explain that today you’ll be learning about and celebrating each other’s diversity in a special way. Introduce activity: “Despite Our Differences” partnership activity. <https://strongluv.com/fun-way-help-children-appreciate-diversity/>
3. SW regroup as a class and share what they learned about their classmate.

Lesson 6: Justice

SWBAT identify if situations are equitable (fair) or not. SWBAT identify ways to make to make situations fair.

1. TW introduce the word “justice.” SW share out what they believe this word means.
2. TW explain other concepts such as:
Justice means trying to make your world more fair, and helping others get what they need in order to live a safe and healthy life.
When we work together as a team, we can better pursue justice.
Each of us has a responsibility to treat others fairly and to speak up and use our words when we hear or see others being treated unfairly
3. TW read [Click, Clack, Moo: Cows That Type](#) by Doreen Cronin.
Possible discussion questions:
 - What does the word “justice” mean?
 - What are ways in which we can make the world more fair, and help everyone get what they need to live a safe and healthy life?
 - How can working together help one pursue justice?

Lesson 7: Justice

SWBAT identify if situations are equitable (fair) or not. SWBAT identify ways to make to make situations fair.

1. Review discussion about justice and the read aloud from the day before.
2. Possible activity: Discuss injustices that students see in school or in the community. Together, select one injustice you have noticed in your own community. Compose a letter (this can be class shared writing) that describes the injustice. Include suggestions to help improve it and send the letter to the appropriate individual(s).

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Lesson 8: Action

SWBAT practice speaking and listening skills during a read aloud. SWBAT identify ways the character took action in a book.

1. Connection: Discuss previous learning about justice/equity and how sometimes we can take action to make situations more equitable.
2. Discuss how sometimes because of people's identities or differences, sometimes people are treated unfairly too. Sometimes we take action to fix an unfairness. Sometimes we take action to make the world a better place.
3. Read aloud: Have You Filled a Bucket Today? by Carol McLeod
4. Possible discussion questions:
How did characters in the book take action in a positive way?

Lesson 9: Action

SWBAT identify ways they can take action for themselves and/or others in and out of school.

1. Connection: Recall previous learning and text
2. Explain that sometimes, they may be faced with situations when they have to make a choice to possibly stand up for others when things are not fair.
3. TW model how to illustrate/write an example of an action that fills someone else's bucket.
4. SW complete activity: "I am a bucket filler when I..."
[7 Best Images Of Bucket Filler Printables Coloring Page - Bucket](#)
5. Reflection: Is it always easy to take action? Why or why not? Why is it important to take action?

Extra activity: [© Bucket Fillers, Inc. All rights reserved. | www.bucketfillers101.com](http://www.bucketfillers101.com)

Lesson 10: Wrap up

SWBAT share what they've learned about the four themes of social justice.

1. TW place emphasis on how this will be continuous and we will work on it all year; explored during learning and read alouds.
2. TW give each student one of the 4 themes and ask students to write and/or draw what it means to them. TW provide examples.

SW share out - TW post in classroom.

Read aloud & Writing: Students will be able to understand the idea of a hero in everyday life; the difference between celebrity and hero; using a book, New York's Bravest by Mary Pope Osborne about a fireman. [Youtube Read Aloud Video New York's Bravest Read Aloud](#). Students write a letter to their hero or to a fireman or police officer in town. Students can also draw a picture and describe a hero in everyday life – someone they know or the idea of a hero.

Discussion & read aloud: Acceptance means that you include and care about others no matter what they look like, where they are from or what they do. Read aloud, [Ugly Duckling](#). Hans Christian Andersen fairy tale, 'The Ugly Duckling' is a classic children's story about a young bird who is underestimated and not

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accepted by the other animals because he is ugly. But then something beautiful happens.

Discussion: What is a bully? How does a bully act? Have you ever seen someone being bullied? Have you ever been bullied? What should you do if you are being bullied? Who should you tell if you saw a friend being bullied at school? In your neighborhood? What kinds of things can you do to keep yourself safe from bullies? Why do you think some kids act like bullies?

- [Picture Prompts – Is it Bullying](#) – look at the pictures, discuss the scenarios – is it bullying?
- [Be an Up-stander – Prevent bullying](#): A NED short.
- Discuss the 4 ways to be an upstander.

Resources

Online Links:

- Youtube Read [Aloud Video New York's Bravest Read Aloud](#)
- Youtube [Read Aloud Ugly Duckling](#)
- Picture Prompts – [Is it Bullying](#) – look at the pictures, discuss the scenarios – is it bullying?
- YouTube [Be an Up-stander – Prevent bullying](#): A NED short
- [I am more video](#)
- [What Makes Us Unique?](#) Our First Talk about Diversity By Dr. Jillian Roberts
- [Fill your bucket coloring page](#)

Unit 2

Communities, Rules & Routines, & Government

Unit Summary

In this unit, students will identify community workers and explain their changing role in the community. Students will review why jobs are important to provide their families with needs/wants. This unit emphasizes the complex connections within a community. They will delve into the concept of how communities vary

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and how they are interactive and governed by rules, laws, and leaders. Rules help people work together more pleasantly and effectively. Communities are places where people live, work, and play.

Learning Objectives Based on Mastery Skills

Students will be able to:

- identify and describe rules and laws
- explain the reasons we need to follow rules and laws and why they must be fair.
- understand their roles in the community
- identify the characteristics of a good citizen.
- understand how citizens, government workers, and public service personnel help our community.
- compare and contrast the characteristics of the three types of communities. (Urban, Suburban, and Rural) and determine the type of community in which we live.
- expand the concept of community to include families, neighborhoods, towns, counties, states, and country.
- describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- identify and analyze classroom rules and routines and describe how they are designed to benefit the common good.
- explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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

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

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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

Social Studies Standards

ID.K-2.2 I can talk about interesting and healthy ways that some people who share my group identities live their lives.

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ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.
AC.K-2.17 I can and will do something when I see unfairness—this includes telling an adult.
AC.K-2.19 I will speak up or do something if people are being unfair, even if my friends do not.
AC.K-2.20 I will join with classmates to make our classroom fair for everyone.

Essential Questions

- Who is responsible for making and enforcing the rules?
- How can we be good citizens?
- What are my rights and responsibilities?
- How do our leaders help us?
- How does the government help us?
- How do we choose leaders?

Evidence of Learning (Assessment)

Formative
Summative

Instructional Strategies (Learning Plan)

Rules, Laws, Rights & Responsibilities. (6.1.2CivicsPR3/ 6.1.2CivicsPR4)

- Know your rights! Learn the difference between rights and responsibilities. [Rights and Responsibilities](#) In our communities, we have rules and laws. We have rules and laws so that everyone is safe and protected. It is our responsibility or job to follow the rules and laws (a rule that tells you how to behave) in the community. We also have rights or freedoms that are protected.
 - Cut and sort [Rules and Laws Sort](#)

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- As a class, brainstorm rules at home vs rules at school vs rules in the community.
- As a class, create classroom rules. What rules or laws should everyone follow? [Write a new set of laws](#)
- [Being a Good Citizen](#) As citizens in a community, we have needs and wants. Needs are things people must have to live such as: food, water, air, clothing, and a safe place to live. People also have wants. Wants are things people would like to have but they do not need them to live.

Being part of a community

- Families, schools, and neighborhoods
 - Do you live in a big city? Explore how populations differ across communities.
 - [Community](#) - reading
 - [Communities](#) - video
- Writing/Drawing - Create each type of community. Students place each community label next to their pictures.
 - Types of [Communities writing](#)
 - Discussion: There are three different types of communities: rural, urban and suburban.
 - What is your favorite place in our community?
 - How does this place help our community?
 - Draw a picture (or take a photo) of your favorite place and why you like it.
 - My favorite place is...
 - I like it because...
 - I can....
 - It helps my community because....
- Who's a community helper? Learn about people in your community. [Community Helpers](#) People who work in the community and help to keep us safe and healthy are called community workers. There are many different types of community workers and without them our community would not be able to run smoothly.

Government (6.1.2CivicsPI5 / 6.1.2CivicsCM1)

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- Discussion: A government is a group of people that sets rules and runs the community. The local government does things for the community it runs. It keeps everyone there safe, healthy, and protected. It takes care of places like schools, libraries, and parks. They pass laws to keep people safe.
 - In our community, the person that runs the local government is the Mayor. He or she works with the town council which is a group of people that helps the mayor.
 - Each state has its own government that sets laws. These people come from all over the state to help. They work with the person who runs our state, the Governor.
 - [Local and state government](#) - Learn how the leaders of towns, cities, and states help run our communities.
 - [Letter to the Mayor](#) What do you like about our town? What do you think should be changed?
- When our country was first established, the founding leaders did not want one person to have too much power, like a King. They created the Constitution which explains how they wanted the government to be run. This gave the government three branches: Legislative Branch, Executive Branch, and the Judicial Branch.
 - Let's watch this video to learn more about the different branches. [Branches of Government](#) Learn how the legislative, judicial, and executive branches work together.
- Discussion & Writing: The President of the United States has an important job.
 - Our current president is _____. He/she is the _____ the president of the United States.
 - The President lives in the White House in Washington D.C. The President has a very important job. He/she plays an important part in making laws and enforcing laws to make sure they are followed. He also leads all of our armed forces and works with other countries to keep the peace
 - [President](#) Here comes the chief! Learn about the executive branch of the government. Write a letter to the president.

Resources

Online Links:

- [Brainpop Jr- Rights and Responsibilities Rules and Laws Sort](#)
- [Write a new set of laws](#)
- [what it means to be a good citizen](#)
- [Printable Community](#)
- [BrainpopJr. Communities](#)

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- [Types of Communities writing](#)
- [Brainpop Jr. Community Helpers](#)
- [BrainpopJr. Local and state Government](#)
- [Letter to the Mayor](#)
- [Brainpop Jr. Branches of Government](#)
- [BrainpopJr President](#)

Titles that could be used for background building, read alouds, independent reads, extension lessons, or station work if needed:

- Quinito's Neighborhood by Ina Cumpiano
- Green, Green: A Community Gardening Story by Marie Lamba
- It Takes a Village by Jane Cowen-Fletcher
- Sam and the Lucky Money by Karen Chinn
- Lakas and the Makibaka Hotel /Si Lakas at ang Makibaka Hotel by Anthony Robles
- It Takes a Village: Picture Book by Hillary Rodham Clinton

Urban communities.

- Tar Beach by Faith Ringgold
- The Promise by Nicola Davies
- Apt. 3 by Ezra Jack Keats

Rural Communities

- Barn Dance! By Bill Martin Jr.
- Bigmama’s by Donald Crews

Unit 3

Functions of Government / Civics

Unit Summary

In this unit, students will learn about voting and other aspects of United States culture including American symbols.

Learning Objectives Based on Mastery Skills

Student will be able to:

- identify responsibilities of the local, state, and national government.
- explain the voting process in the United States, including presidential elections.** This lesson(s) may be taught in November if in a presidential election year.**
- explain how individuals work with different levels of government to make rules.
- use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

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

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

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

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

Social Justice Standards

ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.

JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.

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AC.K-2.16 I care about those who are treated unfairly.
AC.K-2.20 I will join with classmates to make our classroom fair for everyone.

Essential Questions

- What does it mean to be American?
- What is an American symbol? Why is the Statue of Liberty important?
- Why are the Constitution and the Bill of Rights important American documents?

Evidence of Learning (Assessment)

Formative

Summative

Instructional Strategies (Learning Plan)

- Discussion: American citizens can participate in community life. You have rights and responsibilities as a citizen in your town, state, and country. The reason you have these citizen rights is because of something called the Constitution of the United States of America. The Bill of Rights is part of the Constitution of the United States. It is the first 10 amendments (small change to a document) to the constitution which is the highest law in the United States. These first 10 amendments clearly define our rights and freedoms as US citizens. Remember, that rights are the freedoms we deserve to be able to do, or enjoy or are protected by
 - Explain the purpose of the Constitution and why it is important [Constitution Power Point](#)
 - [Bill of Rights booklet](#) American Symbols are things that represent our country, The United States of America and the freedom we have as citizens.
- Discussion: A government is a group of people who work together to run a community, state or country.
 - Schools often have a student government to solve problems.
 - Communities have a mayor who helps run a city or town. Highland Park has Mayor _____.

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- A state has a governor to make decisions for the communities. New Jersey has Governor _____.
- Our country has a president to help make decisions for its citizens. The United States has President _____. The president suggests, signs, and approves new laws. They are in charge of the military. They have other leaders who give advice about important issues like education, health and safety. What are some specific things that the president might hear advice about?
- Citizens in the US vote and elect their leaders. These leaders follow the Constitution. (6.1.2CivicsPI3)
- [American Symbols](#) What are some objects and buildings that are symbols of the United States? What do they signify? (6.1.2CivicsDP3)
 - Statue of Liberty – two readings, pictures, video (6.1.2 HistorySE2)
 - Read Aloud - [Story of the Statue](#) The Statue of Liberty is the largest statue in the United States. It was a gift from France as a sign of friendship. It stands for freedom, hope, and friendship between countries.
 - Read Aloud [Her Right Foot](#) Help students understand what a symbol is. A symbol—an object or an image that stands for an idea—often stands for a big idea and how they work can be very powerful. Talk about the symbols found in the design of the Statue of Liberty and what they represent.
 - Video, [Statue of Liberty](#)
 - [Historical pictures of Statue of Liberty](#)
 - Do people know just by looking at a symbol what it represents?
 - Can symbols have different meanings?
 - Can the meaning of a symbol change?
 - Talk with students about other symbols of the United States.
 - Do they feel like those symbols represent what they know and understand about the U.S.?
- Learn about Malala: Malala Yousafzai is a Pakistani activist. When she was 11, the Taliban took control of her town and ordered girls not to go to school. Malala began speaking up for a woman’s right to get an education, even though it was dangerous to do so. In 2012, when she was 16, Malala was shot. Luckily, she made a full recovery and continues to advocate for women’s rights. Malala was awarded the Nobel Peace Prize in 2014, making her the youngest person to become a Nobel Laureate. (Talk about the different perspectives involved in this story).
 - Why would Malala stand up against people threatening to hurt her?
 - How do you think her dad felt when his daughter stood up for her rights?
 - What would you like to do to [change](#) the world for the better?
 - What can you do to stand up for others and make the world a better place like Malala? (6.1.2 HistorySE2)
 - [Malala’s Magic Pencil](#) read aloud

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- [Malala Magic Pencil](#) Activities
 - [Facts for kids](#)
 - [Biography for kids](#)
 - Video, [Malala Yousafzai](#)
 - Podcast with transcript, [Malala Yousafzai](#)

Resources

Online Links:

- [Constitution Power Point](#)
- [Bill of Rights booklet](#)
- [BrainpopJr American Symbols](#)
- Read Aloud - [Reading A -Z: Story of the Statue](#)
- Read Aloud [Her Right Foot](#)
- Video [Statue of Liberty](#) Homeschool pop
- [Historical pictures of Statue of Liberty](#)
- [Malala's Magic Pencil](#) read aloud
- [Malala Magic Pencil Pintables](#)
- [Kiddle facts for kids](#)
- [Ducksters facts for kids](#)
- Video [Malala Yousafzai](#)
- Podcast with transcript [Malala Yousafzai](#)

Titles that could be used for background building, read alouds, independent reads, extension lessons, or station work if needed:

- Coming to America, Betsy Maestro
- Life on a Famine Ship, Michael O'Connor
- The Story of the Statue of Liberty, Betsy and Guillo Maestro
- Liberty, Lynn Curlee
- If your Name was Changed at Ellis Island, Ellen Levine
- How People Immigrate, Sarah DeCapua
- Ellis Island, Patricia Ryan Quiri

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- Watch the Stars Come Out, Rikki Levinson

Unit 4

Families Past & Present

Unit Summary

In this unit, students will compare the past and present of their families, Highland Park, New Jersey and society. They will be able to articulate changes and the impacts of those changes.

Learning Objectives Based on Mastery Skills

Students will be able to:

- explain how a community is like a family and how a family is like a community.
- understand the differences between the past and the present.
- use data to create a timeline using multiple sources.
- describe how and why our community has changed over time using the details from the timeline.
- understand how our community developed from Native American homeland, to farmland, to a more populated area and then the community we are today.
- give an opinion on how and why communities change over time.

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time
6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

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Social Justice Standards

- ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.
- DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.
- DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.
- DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Essential Questions

- How does life change throughout history?
- How have families changed from the past to the present and how have they stayed the same?
- How has Highland Park and New Jersey changed throughout history?

Evidence of Learning (Assessment)

Formative
Summative

Instructional Strategies (Learning Plan)

- Discussion and picture prompt: What does family mean to you?
 - Look at the painting, [Tamalada](#) By Carmen Lomas Garza. Tamalada is a party where tamales are shared.
 - What is happening in this picture?
 - How are the family members helping one another?
 - What in this picture shows that they enjoy being together?
 - Could this picture be the past or present? Why?
 - Look at the painting, [Quality Time \(Family\)](#) - Arthello Beckjr ([secondary link](#))
 - What is happening in this picture?

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- How are the family members helping one another?
 - What in this picture shows that they enjoy being together?
 - Could this picture be the past or present? Why?
- You can learn about the past by interviewing an older family member or neighbor. Students will interview an older person about what life was like in the past.
 - As a class, create questions using 5W & H.
 - Create a poster with two columns or
 - Venn Diagram – “Then / Now”
 - Families celebrate special occasions in special ways. Write about something you celebrate with your family. Then create a timeline – list all the months and have students put in their birthday, the first and last day of school and then holidays and special days that they celebrate. (6.1.2HistoryCC1)
 - Create a timeline of **Highland Park** and/or NJ (**Nat Geo**) Perhaps provide pictures and statements) * Info from Hpboro.com, Wikipedia, hphistory.org More info available at https://kids.kiddle.co/Highland_Park,_New_Jersey (6.1.2HistoryCC1; 6.1.2 HistorySE3; 6.1.2 HistoryCA1)
 - Discuss the specific events.
 - How could they have led to the changes in our way of life?
 - HP =The native Lenape people inhabited this hilly land beside the gently flowing Raritan River and their trails crisscrossed the land.
 - HP= In the 1830s, both the Delaware and Raritan Canal and the New Jersey Railroad were constructed. Despite the canal and the railroad, Highland Park's land continued to be used for farming.
 - HP = In 1836, the New Jersey Railroad and Transportation Company built a rail line that terminated on the Highland Park side of the Raritan River at a station named East New Brunswick, a nickname that stuck for many decades.
 - HP = In 1870, changed names from East New Brunswick to Highland Park.
 - HP = 1899 the Fire Department formed.
 - HP = 1920 the band aid was developed in Highland Park by a Johnson & Johnson employee, Earle Dickson, for his wife Josephine, who frequently cut and burned herself while cooking.
 - HP =By 1930 most of the farm land had been subdivided and streets were mapped out.
 - NJ = Around 1524 Italian explorer Giovanni da Verrazzano became the first European to arrive in the region.
 - NJ = Colonists built settlements and fought over land until England took control of the region in 1664. New Jersey became one of 13 American colonies ruled by the British.

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- NJ = The American Revolution began in 1775. New Jersey was the site of more Revolutionary War battles than any other state.
 - NJ = In 1776 George Washington crossed the Delaware River into Trenton, New Jersey, where he defeated British forces. The battle was a turning point in the war, as one of the first major military victories in the Revolutionary War.
 - NJ = In 1787 New Jersey became the third U.S. state and the first to sign the Bill of Rights.
- Wrap Up Activity: We have looked at pictures of families and created a personal timeline and a town/state timeline. There have been several inventions that have made life easier. (Discuss/provide examples if necessary) How and why might communities change over time?

Resources

Online Links:

- [Tamalada](#)
- [Quality Time \(Family\)](#)
- [Highland Park](#)
- [National Geographic](#)
- https://kids.kiddle.co/Highland_Park,_New_Jersey

Unit 5

Making a Difference / Heroes

Unit Summary

This unit focuses on the contributions of important figures in history. Students realize how important it is to recognize influential leaders from all cultures, genders, and religions.

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Learning Objectives Based on Mastery Skills

Student will be able to:

- identify a few figures from history that have had a positive impact.
- explain what character traits historical people possess to make them effective.
- give examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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

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

Social Justice Standards

JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.

JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.

JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.

AC.K-2.18 I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.

Essential Questions

- What makes a hero?
- Which characteristics help people be a hero?
- Which characteristics help people solve problems?

Evidence of Learning (Assessment)

Formative

Summative

Instructional Strategies (Learning Plan)

- “Famous Faces” [Flashcards](#)
 - Look at the pictures & read the descriptions possibly as a gallery walk or whole class discussion.
 - Ask students, who else should be listed with these heroes?
 - Discuss what these people had in common.
 - What characteristics did they have that made them historically notable?
 - How did their bravery change the world?
 - Talk about the problems these heroes solved.
 - Have students create a flashcard for a person they think is worthwhile.
 - Have students put the flashcards in order on a timeline.
 - Suggestions:
 - Heroes are leaders
 - Sitting Bull – Sitting Bull was a leader of the Sioux nation. The Sioux nation is a group of American Indian tribes. They live in the North American Great Plains. He became known for his courage. At the Battle of Little Bighorn in 1876, he led his people to victory over US troops. The Sioux nation wanted the right to live freely on their land.
 - Abraham Lincoln – Lincoln was the 16th President of the United States. As a young boy he was poor. He liked to read books and tell stories. He became a lawyer and gave many speeches about justice.
 - Golda Meir – Golda Meir was one of Israel’s leaders. She believed in Israel’s independence. She worked hard for peace.
 - Heroes work for justice
 - Caesar Chavez & Dolores Huerta - Chavez and Huerta were heroes of farm workers. They fought to make the lives of these workers better. They saw the poor way these immigrants from Mexico and other Latin American countries were treated. They joined together and began the National Farm Workers Association. These leaders were able to get workers and consumers across the country to take part in a peaceful boycott.
 - Rosa Parks – On December 1, 1955, Rosa Parks refused to give up her bus seat to a white person. This was the law at the time. She was sent to jail. Her actions inspired many people to hold a bus boycott. This resulted in the laws being changed so seating on buses became fair.
 - Jackie Robinson – Robinson was the first African American to play Major League Baseball. People did not want African Americans to play baseball in the major leagues. He did not let these angry people stop him. He showed courage and stood up for his rights. He helped change people’s minds. He helped get equal rights for all Americans.

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- Heroes help people
 - Jane Adams – Adams spent her life helping families living in poverty. She worked to change laws unfair to children, workers, and women. She spoke up for peace and against war. She created Hull House in Chicago in 1889. She invited immigrants to live there and provided day care, schooling and help learning English and finding jobs.
 - Clara Barton – Barton was a nurse who established the Red Cross in America. She helped soldiers during the Civil War.
 - Florence Nightingale – Nightingale is the mother of nursing. She saw wounded soldiers die from poor care in the hospital during a war. She brought new clothing and healthy food for them. She made sure everything was clean. She started a school for nurses, too.
 - Sequoyah was a Cherokee Indian. He admired how many Americans could communicate through writing. Cherokee did not have a way to write in their language. He was determined to create something to help the Cherokee use writing to communicate. He created 85 different characters that stood for different parts of Cherokee words. He helped the Cherokee communicate through writing.
- Heroes look for answers
 - Thomas Edison – Thomas Edison was not afraid to ask questions and look for answers. He spent a lot of time taking things apart to learn how they worked. He began to use his ideas to make inventions. Edison invented the phonograph, the light bulb, and many more useful inventions.
 - Marie Curie- Curie discovered two elements that helped to treat cancer.
 - Albert Einstein – Einstein used science and math to form ideas about how objects moved in space.
 - Louis Pasteur – Pasteur made discoveries about germs. He found ways to make milk and other foods safer. His discoveries saved many lives.
- Martin Luther King Jr.
 - Read, Martin’s Big Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport.
 - BrainpopJr. Video “Martin Luther King Jr.”
 - Brainstorm adjectives to describe Dr. Martin Luther King Jr. and chart.
- All of these heroes are from different cultures. Culture is the way we live. It includes our food, music, language and religion. Culture is passed down through the generations and is part of our heritage (history). There are many cultures in our community. People celebrate different holidays in our schools and neighborhood.
 - What makes your culture special? People come to the US from all over the world. They bring their special culture and heritage with them. Our country is very diverse. People often like to share their culture. They enjoy learning about different food, music and celebrations. (Possibly discuss various cultural celebrations: Chinese New Year, Mardi Gras, etc)
- “What Would You Do?” - Read scenarios. Discuss a way to take action peacefully. If time allows, class can brainstorm additional conflicts that

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may arise in the classroom and ways to take action peacefully.

Resources

- [Flashcards](#)
- Martin's Big Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport
- Books on various heroes

Unit 6

Goods & Services/Needs & Wants /Economic & Society

Unit Summary

This unit helps students understand that the goods we use come from all over the world and the place in which something is created depends on the resources available in that region of the world.

Learning Objectives Based on Mastery Skills

Students will be able to:

- explain the difference between needs and wants, and identify examples
- give examples of choices people make when resources are scarce.
- describe how supply and demand influence price and output of products.
- identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- give examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- explain why people in one country trade goods and services with people in other countries.

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- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
- 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Social Justice Standards

- DI.K-2.10 I find it interesting that groups of people believe different things & live their daily lives in different ways.
- JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- JU.K-2.14 I know that life is easier for some people & harder for others & the reasons for that are not always fair.

Essential Questions

- How do people get what they need?
- What is the difference between a need and a want?
- How do producers and consumers work together?
- How do producers meet challenges?
- What can people do when resources are scarce?
- Why do people trade goods between countries?

Evidence of Learning (Assessment)

Formative

Summative

Instructional Strategies (Learning Plan)

Needs & Wants

- [Needs and Wants](#) - Learn about the things we need and the things we want.
- Determine if the picture is a want or a need [Needs and Wants Activity](#)
- Discussion/Writing: Needs are things we must have to live every day. Food, water, clothing, and shelter are needs. Wants are things that we would like to have but do not need to live. Games, computers, and toys are fun to have but are not things we need to live. In the past people grew food, made their clothing and built their shelter. They also bartered for goods. Bartering is trading. A carpenter could make furniture and trade it for food and clothes. People today can still grow their own food, make their own clothes and trade for goods but most people use money. Consider the idea of needs and wants.
 - How can we decide what to use our money on?
 - How can a coat be both a need and a want?

Goods & Services

- Discussion: Financial needs are food, shelter, clothing. Financial wants are games, toys, etc. Trade is sending goods to a country and then getting other goods back. Goods are things that are made or grown. Clothes, computers, cars are all goods that are made man made and manufactured in factories. Fruits and vegetables are goods that are grown on farms. Many goods come from our natural resources. A service is work that someone does for someone else. Teachers, firefighters, police officers are all examples of jobs that provide a service to the people.
- Explore how producers and consumers work with each other to do business.
 - [Goods & Services](#)
 - [3 Types of Resources](#)
 - Follow up with 3 types of resources [sort](#)
 - Goods vs Service [Video](#)
 - [Definition](#) of goods and services (6.1.2EconEM3)
- Producers are people who make or grow things that other people need and what. What are some things that can be produced (grown or made)? What goods are produced on a farm? What goods are produced in a factory?
- Consumers are people who buy and use goods and services. Services are the work done to help others. Doctors, store clerks, teachers, and police provide services. What are some services they provide? Producers can be consumers, too. A cook has to buy ingredients. What could a cook do if ingredients were not available? How do producers and consumers work together? When transportation took longer, we needed to get our goods from nearby. Now we can have items sent from further away.

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- Discussion: In the past, people bartered, grew foods or made what they needed. Is it the same or different today? What does it mean to be a consumer? What does it mean to be a producer?
- Import & Export: Why do we need to get food from outside the US? Why would we need to trade food overseas? What are some foods we import? What are some foods we export? Some foods we buy and eat are not grown here because of the physical geography. For example, tropical, exotic or out-of-season fruits, vegetables and spices must be imported from overseas. Also, some products such as wheat can be grown on a larger scale which reduces cost in countries with a greater land mass such as the USA. [Download section for food source](#) (6.1.2EconGE1/ 6.1.2 EconGE2)
- Read aloud, [Milk to Ice Cream](#) (Rookie Read-About Science: How Things Are Made) by Lisa M. Herrington
- From Milk to Ice Cream (Start to Finish, Second Series) by Stacy Taus-Bolstad
- How Did That Get in My Lunchbox?:
- The Story of Food (Exploring the Everyday) by Chris Butterworth

Economics & Society

- Discussion: People earn money from their jobs. Some people provide a service and other people make or grow goods to earn money. You might earn money by doing chores each week, an allowance. When we earn money, we can spend that money by buying things we need or want. A penny saved is a penny earned! Learn to be responsible with money. [Saving & Spending](#)
- Using scenarios, students decide if they should save or spend.
 - Drawing opportunity - [Saving and Spending practice](#)
 - [Spending Decisions](#)
- [Supply and Demand Explained](#) - Discuss the facts and how supply & demand influence price and products. (6.1.2 EconET3)
- [A New Coat for Anna](#) by Harriet Ziefert. In this book, the little girl, Anna, needs a coat. Her mother does not have the money to buy a coat so she barter in order to get the material for the new coat.
 - Provide students with cards labeled with the steps that were needed to make the coat – sewing, spinning, shearing, dyeing, weaving, coat.
 - Students illustrate the action words and put them in order.
 - Create a flow chart and on a sheet of paper and glue the cards from shearing to tailoring.
 - Discuss the choices people need to make when resources are scarce. (6.1.2EcoET2/6.1.2EconEM3)

Resources

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Online Links:

- [Needs and Wants](#)
- [Needs and Wants Activity](#)
- [Goods & Services](#)
- [Types of Resources](#) - Video
- [3 Types of Resources](#)
- [Goods and Services](#)
- [Simple definition](#)
- [Food Source](#)
- [Saving & Spending](#)
- [Saving and Spending practice](#)
- [Spending Decisions](#)
- [Supply and Demand Explained](#)
- [A New Coat for Anna Read aloud](#)

Titles that could be used for background building, read alouds, independent reads, extension lessons, or station work if needed:

- Saving Money by Mary Firestone
- How is a Crayon Made? By Oz Charles
- The Sign Painter's Dream by Roger Roth
- The Fabulous Firework Family by James Flora
- On Market Street by Arnold Lobel
- Market! By Ted Lewin

Unit 7

Geography/Climate & Weather

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Unit Summary

In this unit, students will learn basic map skills. They will learn about their city, state, and continent in the context of the world. Students will also discuss natural resources and why preserving them is important. Students will discuss ways to inform others of the importance of recycling and preserving natural resources.

Learning Objectives Based on Mastery Skills

Students will be able to:

- use a globe/map to identify: oceans, continents, equator, Arctic and Antarctic Circles, lines of longitude and latitude, North and South poles
- identify and locate their home on a map/globe. (Planet/continent/country/state/city)
- compare and contrast maps and globes.
- recognize the difference between weather, climate, and seasons.
- explain how natural resources meet our needs and affect how we live.
- identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).
- explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- use technology to understand the culture and physical characteristics of regions.
- collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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

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

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

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

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

Social Justice Standards

ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

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DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.
DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

Essential Questions

- How do people live?
- How do maps help us?
- How do weather, location, and environment affect the way people live?

Evidence of Learning (Assessment)

Formative

Summative

Instructional Strategies (Learning Plan)

- Examine a globe and a map - A map is a flat model or two dimensional representations of one area or region. A globe is a three dimensional model (sphere) of the whole world. We usually use maps when we need to know the specific details of particular areas such as roads and highways. We use a globe when we want to see the whole world as it is shaped like the Earth (a sphere).
 - [Reading A Map](#) Which way is north? You can find out by reading a map!
 - [Map & Globe mini book](#)
 - Online experience [3D globe experience](#)
- Discussion - There are 7 continents or large land masses on Earth and 5 large bodies of water called oceans. The 7 continents are: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. The 5 oceans are: Atlantic Ocean, Pacific Ocean, Arctic Ocean, Southern Ocean, and the Indian Ocean. We live on the continent of North America.
 - [BrainpopJr – Oceans and Continents](#)
 - Where in the world do you live? Explore our planet's continents and oceans.
 - [Continents and Ocean cut and paste](#)

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- Discussion: When we read maps we can use a compass rose to help us locate specific places. A compass rose is a tool that shows the directions North, South, East and West on the map. It helps you find your way and understand directions. You can find the location of any place on the Earth by using the invisible lines on the map called latitude lines (side to side or east to west) and longitude lines (up and down or north and south).
 - [Compass Rose - Cardinal Directions](#)
 - [Longitude and Latitude by Learning Junction](#)
 - [Longitude and Latitude Song](#) - Sing-along to the tune of Wheels on the Bus
- Recycling - Parents and grandparents may have different experiences with reducing, reusing, and recycling than your students. A lot of things can change over the span of just a generation or two! Have your students interview older family members. Here are some questions to consider:
 - Were they taught about reducing, reusing, and recycling when they were younger?
 - If they recycle, why do they do it? Where did they learn to recycle? If they don't, why not?
 - How do they reduce, reuse, and recycle at their workplace? If they don't practice this at work, what are some ideas they might have to reduce, reuse, or recycle things at work?
 - Have they seen people reduce, reuse, and recycle more or less over the course of their lifetime? Why?
 - How do they reduce or reuse things around the house? How did their parents or grandparents reduce or reuse things around the house?
 - Do they know how to repair furniture, electronics, clothing, or anything else around the house? If so, how did they learn how to do this? Why do they do it – for fun, to save money, because they care about the environment, or for some other reason?
- Read aloud accompaniment:
 - Human Footprint: Everything You Will Eat, Use, Wear, Buy, and Throw Out in Your Lifetime (National Geographic Kids) by Ellen Kirk
 - What a Waste: Trash, Recycling, and Protecting our Planet by Jess French
- Climate Change: Watch the video and have students fill in a chart of what they know and what they still wonder. Look at the two information sources. Have students discuss how climate change impacts different regions.
 - Video - [What is the difference between weather and climate?](#)
 - [Poster & Transcript of video](#)
 - [How do we know that climate is changing?](#)
 - [Guide to climate change](#)

Resources

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[Map & Globe mini book](#)

[Online experience 3D globe experience](#)

[BrainpopJr – Oceans and Continents](#)

[Continents and Ocean cut and paste](#)

[YouTube: Compass Rose - Cardinal Directions](#)

[YouTube Longitude and Latitude by Learning Junction](#)

[Longitude and Latitude Song](#)

[Video - What is the difference between weather and climate?](#)

[Poster & Transcript of video](#)

[How do we know that climate is changing](#)

[Guide to climate change](#)

Titles that could be used for background building, read alouds, independent reads, extension lessons, or station work if needed:

North America:

- [Hello Neighbor: Mexico](#) by Jeri Cipriano
- [Canada](#) by Jessica Dean
- [Explore North America](#) by Veronica B. Wilkins
- Little House in the Big Woods Picture Book Series by Laura Ingalls Wilder
- [Dear Primo: A Letter to My Cousin](#) by Duncan Tonatiuh

South America:

- [Explore South America](#) by Veronica B. Wilkins
- [Chile](#) by Jennifer A. Miller
- The Great Kapok Tree by Lynne Cherry
- Waiting for the Biblioburro by John Parra
- [Colombia](#) by Julie Murray

Africa

- [Cultural Traditions in South Africa](#) by Molly Aloian
- I Lost my Tooth in Africa by Penda Diakite
- Why Mosquitoes Buzz in People's Ears by Verna Aardema

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- [Ghana](#) by Lynn Larson
- [Senegal](#) by Anna Obiols
- [Catch that Goat!: A Market Day in Nigeria](#) by: Polly Alakija
- [Sleep Well, Siba and Saba](#) by Nansubuga Nagadya Isdahl

Asia:

- [My Beijing: Four Stories of Everyday Wonder](#) by Nie Jun
- The Empty Pot by Demi
- The Librarian at Basra by Jeanette Winter
- The Story of Little Babaji by Helen Bannerman
- [India](#) by Joyce Markovics
- [Crane Boy](#) by Diana Cohn
- [China](#) by Joyce Markovics
- [All Around the World: Vietnam](#) by Kristine Spanier

Australia:

- Edward the Emu by Sheena Knowles
- Over in the Ocean by Marianne Berkes
- [Explore Australia](#) by Veronica B. Wilkins
- [D is for Down Under: An Australian Alphabet](#) by Devin Scillian



DEFENDING
EDUCATION

Appendix

<p>21st Century Themes and Skills</p>	<p>Standard 9.1 - 21st-Century Life and Career Skills: <i>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.</i></p> <p>Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
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