

East Newark Public School
Social Studies Curriculum
Grade 2



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Philosophy:

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

Introduction:

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

Current Events:

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

Writing Across the Curriculum:

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of Outlines, Captions, Summaries, Journal entries, Open-ended questions, and projects.

Best Practices:

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

Amistad Commission and Holocaust Education:

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this second grade course.

Heritage, History, and Awareness Months:

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

Month	Heritage, History, Awareness
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

Grade 2 Scope and Sequence:

Unit	Estimated Pacing
Civics and Government	14 weeks
Geography	8 weeks
Economics	5 weeks
History	5 weeks

Marking Period	Unit Title	Recommended Instructional Days
1	Civics and Government	14 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. 	
Rules for all to live by are a result of the actions of government, organizations, and individuals.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. 	
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.6: Explain what government is and its function. 	
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	<ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	
The democratic principles this country was founded upon guide the actions of local,	<ul style="list-style-type: none"> ● 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and 	
Essential Question/s: <ol style="list-style-type: none"> 1. What communities do I belong to? 2. What are my responsibilities in my community? 3. How can I make my community better? 4. What is the purpose of rules and laws? 5. How do my actions show I am following the rules? 6. Where do rules and laws apply? 7. How do I solve a problem? 8. What does it mean to be fair and equal? 9. What happens when I don’t get what I want? 10. How does our country’s government work? 11. What are my rights as a citizen? 12. What documents support our country's laws? 13. What is the purpose of the government? 14. Why is it important to vote? 15. Who are the people in charge of the government? 16. How does our community and government help people? 17. Where do taxes come from? 18. What services does the government provide and why? 19. What is a citizen? What are my responsibilities as a citizen? 20. How do I show that I am a member of a community? 21. What are the words to the Pledge of Allegiance? 22. What do the words of the pledge mean? 23. How do I show my patriotism? 24. How do we show and share our American identity? 25. What are our national symbols? 26. What is the meaning behind our national symbols? 27. How do we honor our American heritage? 28. Why do we honor people and events in American history? 		

<p>state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</p>	<p>principles.</p> <ul style="list-style-type: none"> ● 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. 	<ol style="list-style-type: none"> 29. How can I connect with the past? 30. What is the importance of our national holidays? 31. Who are the individuals behind our national holidays? 32. How do these celebrations impact me? 33. Can an individual make a difference in history? How have individuals influenced history? 34. Who are the founding fathers? Why are they important? 35. What is culture? 36. How does knowing about different cultures help us understand each other?
<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p>	<ul style="list-style-type: none"> ● 6.1.2.CivicsPR.1: Determine what makes a good rule or law. ● 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. ● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Discuss: What examples have you seen in your school of people being responsible citizens and treating others with respect? What is one way that you can be a responsible citizen this week?
<p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<ul style="list-style-type: none"> ● 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights. 	<ul style="list-style-type: none"> ● Writing prompt: Why is being part of a community important? ● “My Responsibilities” graphic organizer. ● Read a story to the class or lead the students in an activity that will help create a class community. Ask the students to write you a private letter telling you about someone they feel might be invisible. In the letter, encourage them to problem-solve a way they can help.
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> ● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 	<ul style="list-style-type: none"> ● Think-Pair-Share: Why is it important for just a few people to be in charge of making the rules or laws? ● Discuss: Can you think of a law that you are glad is in place? Why is this law one that is important to you? ● Writing prompt: What goal can you make this week to make better choices? ● Discuss: Does being fair mean you always treat people equally? Why? ● Think-Pair-Share: How do you think you would feel about school if you did not have the democratic principle of fairness or equality in place in your classroom or school? ● Discuss: If we did not have a set of rules or guidelines for the people of our country to follow, what would people do to maintain order?
<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> ● 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.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. 	<ul style="list-style-type: none"> ● Think-Pair-Share: Why do you think communities and countries should have laws? ● Writing prompt: Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.

NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		<ul style="list-style-type: none"> ● The Bill of Rights was created to protect the basic freedoms of our nation's peoples. In small groups, create a Bill of Rights for the classroom. ● Complete a graphic organizer of the branches of government. Explain why it is important to have different branches of government. ● Discuss: What could happen if a government did not have a system of checks and balances? ● Discuss: Why is it important for us to have places in a community for recreation? Have small groups come up with ideas for more recreational opportunities in their community. ● Writing prompt: Congratulations! You have just been voted mayor of your city. What is one thing you will do for schools and one thing you will do for your community? ● Discuss: How would your life change if you had limited or no rights as a citizen of the United States? What things would be difficult? Follow-up by reading stories about slavery and/or the Holocaust. Discuss the effect these situations had on the people who were involved, both directly and indirectly. ● Make a poster describing how to be a good citizen. ● Draw a picture to represent what patriotism means to you. ● Writing prompt: If making a pledge is making a promise, what pledge can you make to make your classroom a better place each day? ● As a class, create a book of primary sources about things that have happened at school. Choose an event that you saw and were part of. Write about the event. Be sure to include the beginning, the middle, and the end. If there was a problem, be sure to tell how the problem was solved. Encourage students to pick different events so that it becomes a collection of true stories. <p>Interdisciplinary Connections: Content: NJSLS#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RI.2.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. ● RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.	
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

- RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 - Describe how reasons support specific points the author makes in a text.
- RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards:

- W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Technology:

- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

		<ul style="list-style-type: none"> 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Participation in class discussions Exit tickets Quizzes In-class assignments/activities Map/Vocabulary Activity 		Benchmarks: <ul style="list-style-type: none"> Writing Prompts Summative Assessments: <ul style="list-style-type: none"> Unit tests Unit projects 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine (modified articles) Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine (translated articles) Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine Teacher created reading guides and presentations
Supplemental Resources			
Technology: <ul style="list-style-type: none"> Chromebooks SmartBoard IXL Teacher Online Resources Newsela.com Quizlet Kahoot Applicable educational videos Other: <ul style="list-style-type: none"> Glossary Map/Atlas of the World 			

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

<p align="center">NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p align="center">Disciplinary Concept: Career Awareness and Planning</p>	
	<p><i>Core Ideas:</i></p>	<p>There are actions an individual can take to help make this world a better place.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
	<p align="center">Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
2	Geography	8 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). 	
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> ● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). ● 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic). 	
Geographic data can be used to identify cultural and environmental characteristics of places.	<ul style="list-style-type: none"> ● 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). 	
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> ● 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 	
		Essential Question/s: <ol style="list-style-type: none"> 1. What tools can I use to tell me where I am? 2. Why are maps important? 3. Why is knowing how to read a map and use map tools important? 4. How does geography help me understand where I am? 5. How does geography help me understand my environment? 6. How does geography help me understand how and why people and ideas move? 7. How do maps tell us about a place? 8. How do I tell someone where I am? 9. Why is it important to know where things are located? 10. What are some of the reasons people choose to live in a place? 11. What makes places unique and different? 12. What is it like where I am? 13. How do people change their environment? 14. What are some examples of human characteristics? 15. What evidence do we have that people have changed the environment? 16. How do geography and climate affect the way people live? 17. Why do people choose to live where they do? 18. What natural resources do people use? How and why do they use them? 19. How do people change their environment? 20. Why do people move and migrate? 21. How has the movement of people changed our nation? 22. How do ideas move? 23. What story does a map or a globe tell me? 24. How does dividing up the map and organizing regions help me? 25. How do I identify different regions? 26. Why are climates and seasons different in different regions? 27. How are regions divided up around the world?

	<p>environmental characteristics of different regions in New Jersey and the United States.</p> <ul style="list-style-type: none"> ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. 	<p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Discuss: What would happen if we didn't have maps? What if we couldn't use directions when we travel? Why is it important to know where places are? Why does it matter? ● Imagine you are trying to tell your friend how to get to your house from school. Give them directions using cardinal directions. Use geographical locations they might see. Be descriptive. Be sure to include time order words like first, next, then, last. Describe what your house looks like so they know they have arrived. ● Discuss: What are some ways you are connected to other people? ● Your principal wants to create a new logo for your school. Using the Five Themes of Geography, design a new logo that represents your school and where it is located. Write a short speech convincing the principal that yours is the best choice and explaining why. ● Discuss: Do you know your address? Is that important? ● Imagine you are going on a trip to a faraway place. Plan your trip, using a map. Include the relative and absolute locations of your destination. Be sure to include directions on how to get there using words like latitude, longitude (use the grid map in the article), and hemisphere, and use cardinal directions to tell where the Equator is. ● Discuss: What physical features in your state make it easier for people to get enough food and water? ● Imagine you could travel to any place in the world. Where would you go? What would you do there? Write a story about your dream trip. Be sure to include details about the climate, the landforms, animals, and plants that you see. How would your life be different by moving to this place? What types of things would change? ● Think-Pair-Share: What would cause a map to change? ● Your town wants to build a new shopping mall, right in the middle of a big open field. The mall will bring new jobs for workers and provide stores where people can buy things. But building the mall will destroy animal habitats and grasslands. Make a poster sharing your opinion on whether this is a good or a bad idea. Can you come up with a solution? ● Discuss: What kind of community do you live in? If you could move and live anywhere, what kind of community would you want to live in? Why? ● Writing prompt: What kind of adaptations would you have to make if you suddenly lived in a snowy, cold environment? Or if you suddenly lived in a dry, hot climate?
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ● 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
Global interconnections occur between human and physical systems across different regions of the world.	6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.	
<p>Social Studies Practices</p>		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication 	

- Social Engagement
- Constructive Thinking
- Consequence Evaluation
- Respect for Self and Others
- Enthusiasm
- Initiative
- Resilience

- Think-Pair-Share: What challenges do people face when they move to a new place?
- Discuss: How do you think the world would be different if people never went exploring or ideas never moved?
- Writing prompt: While you are sleeping tonight, students on the other side of the world are sitting at their desks having school. Why is that? How are you and those students alike and different?
- Regions of the World Scavenger hunt

Interdisciplinary Connections: Content: NJSL#:

Reading Standards for Informational Text:

- RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 - Describe how reasons support specific points the author makes in a text.
- RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards:

- W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe

		<p>actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. 8.1.2.AP.4: Break down a task into a sequence of steps. 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> Participation in class discussions Exit tickets Quizzes In-class assignments/activities Map/Vocabulary Activity 	<p>Benchmarks:</p> <ul style="list-style-type: none"> Writing Prompts <p>Summative Assessments:</p> <ul style="list-style-type: none"> Unit tests Unit projects
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine (modified articles) 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine (translated articles) 	<ul style="list-style-type: none"> Connecting Communities Studies Weekly Student Magazine

<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations 	<ul style="list-style-type: none"> Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks SmartBoard IXL Teacher Online Resources Newsela.com Quizlet Kahoot Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> Glossary Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning	
	Core Ideas:	There are actions an individual can take to help make this world a better place.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3	Economics	6 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas:	Performance Expectation:	
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 	Essential Question/s: <ol style="list-style-type: none"> 1. How are economic resources distributed? 2. How do economic systems affect our lives? 3. How do I know if it's a need or a want?

Limited resources influence choices.	<ul style="list-style-type: none"> ● 6.1.2.EconET.3: Describe how supply and demand influence price and output of products 	<ol style="list-style-type: none"> 4. How do we use our resources? 5. What is the difference between a producer and a consumer? 6. What are goods and services? 7. Where do the things I need come from? 8. How are producers and consumers dependent on each other? 9. How does something acquire value? 10. How do businesses depend on each other? 11. Where do the things I need come from? 12. How does trade help people meet their needs? 13. What jobs are available for me? 14. What does it mean to be an entrepreneur? 15. How does every community get what they need? 16. What do we spend money on? 17. How do I earn money? 18. What are some things I can do with my money? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Discuss: Can we ever get everything we need and want? What happens when there isn't enough for everyone? ● Congratulations! You have won a \$30 shopping spree to your favorite store! You can buy one thing you need, one thing you want, and one thing to read. Write about your shopping trip. Tell about each item that you bought and why you chose each item. Create three columns, and make a list of the natural, human, and capital resources you encountered while on your shopping spree. ● Writing prompt: How does supply and demand affect what businesses provide for their communities? ● Discuss: What happens when a producer can't get to your community? ● You want to become a new business owner. What kind of business would you start? What goods and/or services would you provide? Based on the geography of the community, where would be the best location for your new business? Are there resources in your community that you could use to produce your goods? ● Discuss: What are some services that you can provide in your own classroom or home? ● Take a poll of students at your school to identify resources that are scarce or are in high demand within the school community. Decide if any of these resources are a need or a want. Which should be met first, needs or wants? Why? How do limited resources influence a classroom or a school?
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> ● 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. 	
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> ● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 	
The availability of resources influences current and future economic conditions.	<ul style="list-style-type: none"> ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. 	
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 	
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> ● 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. 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 	

Social Studies Practices		<ul style="list-style-type: none"> ● Think-Pair-Share: How do you know a community is thriving or doing well? ● Create a poster explaining why it would be a great idea for someone to move to your community. Think about what makes your community a good place to live in and what kinds of jobs are there. Encourage people to come to your community and bring with them their special talents or jobs that they perform that your community might be in need of. ● Discuss: Why is it important to remember your basic needs when making economic choices? ● You have worked really hard and have earned \$10. How does it feel to have earned \$10? What do you think you should do with it? Is there anyone you could ask for advice? Write out the scenario of what happens to your \$10. What do you have to show for it when it's all gone? <p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ● RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ● RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe. ● RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ● RI.2.8 - Describe how reasons support specific points the author makes in a text. ● RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Persuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

		<p>connect opinion and reasons, and provide a concluding statement or section.</p> <ul style="list-style-type: none"> ● W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ● W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.2: Explain the purpose of a product and its value. ● 8.2.2.ITH.3: Identify how technology impacts or improves life. ● 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Participation in class discussions ● Exit tickets ● Quizzes ● In-class assignments/activities ● Map/Vocabulary Activity 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Writing Prompts <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Unit tests ● Unit projects
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine (modified articles) • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine (translated articles) • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine • Teacher created reading guides and presentations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • Teacher Online Resources • BrainPop • Kahoot • Applicable educational videos <p>Other:</p> <ul style="list-style-type: none"> • Glossary • Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> • Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions 	<ul style="list-style-type: none"> • Utilize visual supports and graphic organizers • Use prompts and model directions • Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions • Device used for translation purposes 	<ul style="list-style-type: none"> • Encourage students to explore concepts in depth and encourage independent studies or investigations. • Modeling or independent student-led research • Use of higher leveled text and/or writing assignments

	<ul style="list-style-type: none"> Extended time for revisions or opportunity to identify and develop areas of personal interest 		
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	Core Ideas:	There are actions an individual can take to help make this world a better place.	
	Performance Expectation/s:	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

Marking Period	Unit Title	Recommended Instructional Days
4	History	6 weeks
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit
Core Ideas:	Performance Expectation:	

<p>Historical timelines put events in chronological order to help people understand the past.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. ● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the “big picture” of history. 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. How do people and places change over time? 2. How can two people view the same event differently? 3. How do I put events in order? 4. What is chronological thinking? 5. How does a timeline help me learn about the past? 6. What causes change over time? 7. How do inventions and technology impact changes in our world? 8. What does it take to be an innovator? 9. What connections can I make between the past and the present? 10. Who has made significant contributions that have impacted me? 11. What can I learn from the past? 12. How do past contributions and inventions impact me today? 13. What impact can I have on my community right now? 14. How do I solve a problem? 15. Who do I go to for help if I need it? 16. Why should I be a problem solver? 17. How can prejudice lead to conflict? 18. How have I changed this year? 19. What do I take with me for next year? 20. How can social studies help me be a better person? <p>Activity Description:</p> <ul style="list-style-type: none"> ● Vocabulary activities ● Discuss: How does knowing about the past help me with the future? ● Discuss: How does understanding how a timeline works help you with your daily life? ● Consider your timeline for today. What is something you would go back in time to fix or change if you could? How would that change affect the rest of the events in your day? ● Conduct research about your community. Create a timeline about significant events that have occurred in the last 150 years. Write about how your community is different today than it was in the past and why. ● Dear Future Second Graders graphic organizer: You are about to finish second grade. You have learned about a lot of different things and have become an excellent second grader. What advice would you give to the first graders who will be coming into second grade next year? What should they know to be successful for the next year? What do you know now at the end of second grade that you wish someone had told you about at the beginning of second grade? ● Discuss: Why do things change? What kinds of things change? How does change affect me?
<p>Understanding the past helps to make sense of the present.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 	
<p>Two or more individuals can have a different understanding of the same event.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. 	
<p>The nature of history involves stories of the past preserved in a variety of sources.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture’s history. ● 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). 	
<p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of local community (e.g., origins of its name, originating members, important historical events and places). 	
<p>Historians create arguments outlining ideas or explanations based on evidence.</p>	<ul style="list-style-type: none"> ● 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). 	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		
<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<ul style="list-style-type: none"> ● 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 	

Social Studies Practices		<ul style="list-style-type: none"> ● Think-Pair-Share: What is something that you consider innovation that has occurred in your lifetime? How does time affect innovation? ● Writing prompt: How are you different today than you were when school started? OR What's something that's been hard for you that you're better at now? ● Discuss: Can a single individual make a significant difference? ● Choose a historical figure from a provided list and read their biography. Use a graphic organizer to write a full-page article about the figure. Then create a portrait of the individual to be used as a cover page. ● Discuss: Do I always have to have my way when I work with others? What are the advantages of facing challenges that involve others? ● Discuss: What do you do when you don't know how to solve a problem? ● Think-Pair-Share: How does collaboration impact a community's ability to solve problems? ● Come up with a definition for what a problem is. Summarize the six steps to solving a problem and describe what you do in each step and why each step is important. Create your own graphic of the six steps. Use images and words to help you remember each step. ● Writing prompt: What are some things you are proud of this year? What plans for improvement do you have for the next year? What are some things you want to improve with friends next year? ● Discuss: Who can you talk to if you have worries or need help over the summer? <p>Interdisciplinary Connections: Content: NJSL#:</p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> ● RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ● RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. ● RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	

		<ul style="list-style-type: none"> ● RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ● RI-2.8 - Describe how reasons support specific points the author makes in a text. ● RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic. <p>Writing Standards:</p> <ul style="list-style-type: none"> ● W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. ● W2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ● W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. ● W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ● W.2.8 - Recall information from experiences or gather information from provided sources to answer a question. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. ● 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. ● 8.1.2.AP.4: Break down a task into a sequence of steps. ● 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. ● 8.2.2.ITH.2: Explain the purpose of a product and its value. ● 8.2.2.ITH.3: Identify how technology impacts or improves life. ● 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks. ● 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
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Assessments (Formative)

Assessments (Summative)

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> • Participation in class discussions • Exit tickets • Quizzes • In-class assignments/activities • Map/Vocabulary Activity 		Benchmarks: <ul style="list-style-type: none"> • Writing Prompts Summative Assessments: <ul style="list-style-type: none"> • Unit tests • Unit projects 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine (modified articles) • Teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine (translated articles) • Translated teacher created reading guides and presentations 	<ul style="list-style-type: none"> • Connecting Communities Studies Weekly Student Magazine • Teacher created reading guides and presentations
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks • SmartBoard • IXL • Teacher Online Resources • Newsela.com • Quizlet • Kahoot • Applicable educational videos Other: <ul style="list-style-type: none"> • Glossary • Map/Atlas of the World 			
Differentiated Student Access to Content: Recommended Strategies & Techniques			
Core Resources	Alternate Core Resources	ELL Core Resources	Gifted & Talented Core

	<i>IEP/504/At-Risk/ESL</i>		
<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. 	<ul style="list-style-type: none"> Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge. Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Extended time for revisions or opportunity to identify and develop areas of personal interest 	<ul style="list-style-type: none"> Utilize visual supports and graphic organizers Use prompts and model directions Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions Device used for translation purposes 	<ul style="list-style-type: none"> Encourage students to explore concepts in depth and encourage independent studies or investigations. Modeling or independent student-led research Use of higher leveled text and/or writing assignments
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: Career Awareness and Planning		
	<i>Core Ideas:</i>	There are actions an individual can take to help make this world a better place.	
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> Act as a responsible and contributing community members and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management Plan education and career paths aligned to personal goals. Use technology to enhance productivity increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence. 		

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

x	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	x	Standards in Action: <i>Climate Change</i>
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