Social Studies

Grade 2

ABSTRACT

Students in grade two continue their examination of citizenship through the extended study of both local and state government. Students are introduced to the colonization of New Jersey and track the role that New Jersey played in the events leading to the American Revolution. The responsibilities of individuals to engage in active citizenship are addressed in a project-based learning experience while human rights and the interdependence of citizens in a global economy and society are discussed. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
### SOMERVILLE PUBLIC SCHOOLS

**Social Studies – Grade 2**

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**Essential Question:**
- In what ways does the government protect citizens?
- How are citizens responsible to their fellow citizens?
- What characteristics are unique to New Jersey geography?
- In what ways has the population of New Jersey changed over time?
- What can we learn from the study of diverse global cultures?

**Content:**
- Government
  - recall the definitions of rule, law, and the common good
  - collaborate to create classroom rules
  - investigate New Jersey state laws that protect all citizens (e.g., law and traffic rules, anti-harassment and bullying laws)
  - brainstorm methods to resolve interpersonal conflicts
  - analyze how rules and laws aid to resolve conflicts
  - determine how New Jersey laws have changed based on the common good
- Citizenship
  - define responsibility
  - assess the universal responsibilities of a citizen of the state of New Jersey, the United States, and the world (e.g., adhering to laws, maintaining the environment, respecting the rights of others)
  - analyze the steps necessary to create change locally and at the state level (e.g., letter writing campaigns, voting, demonstrations)
  - investigate examples of citizens fulfilling their civic duties in the state of New Jersey
- Maps/People and Their Environments
  - compare and contrast information found on a map of New Jersey and the United States (e.g., landforms, directionality, climate, weather, natural resources)
  - assess the New Jersey natural resources and geography affecting settlement
  - determine diverse methods for the use of natural resources
  - analyze threats to the New Jersey and United States environments
  - identify major cities and landmarks in New Jersey (e.g., Trenton, Princeton, Morristown, Washington’s Crossing, Statue of Liberty)
- Development of American Culture
  - define culture
  - investigate the early natives of New Jersey (e.g., Lenni Lenape)
  - research the customs, traditions, and impact of Native Americans in New Jersey and the United States
  - determine the changes in American identity over time
  - assess the reasons for changes in local government over time
  - dramatize special occasion customs celebrated by Native Americans
- Diversity
  - recall the definitions of prejudice and conflict
  - define stereotyping
  - discuss the conflict caused by stereotyping
  - explain how one’s unique cultural background influences beliefs, values, and traditions
  - determine ways that diverse cultures deal with conflict
  - analyze the contributions of global awareness and cooperation to the common good of American citizens
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- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.  
- 8.1.2.A.2 Create a document using a word processing application.  
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.  
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).  
Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting | | | | | |
| **Writing:** | Open-ended responses, conclusions and analysis of exploratory activities | | | | |
| **Formative Assessments:** | Class discussions, student participation, teacher observation, self-assessment, verbalization, anecdotal notes, graphic organizers, learning stations, think-pair-share, benchmark assessments | | | | |
| **Summative Assessments:** | Quizzes, end-of-unit tests, benchmark assessments | | | | |
| **Performance Assessment** | Projects (school to home connections), hands-on activities, role-play, PBL’s | | | | |
| **Modifications/Accommodations** | **Intervention Students:** The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, levels informational texts via Newsela, extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, verbalize before writing, make sure understands directions, copy of class notes, graphic organizer, read directions aloud. | | | | |
| | **Enrichment/Gifted:** Tiered graphic organizers to add complex layers, raise levels of intellectual demands, differentiate content, process, or product, according to student’s readiness, interests, and/or learning styles, expended open-ended abstract questions. | | | | |
| | **ELL Students:** SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. If/Then Resource | | | | |
| | **Special Education:** Students will be provided with all IEP accommodations and modifications, extra time as needed, repeated directions, graphic organizers, additional scaffolds as deemed necessary, modified assignments, additional vocabulary work, LLI kits, Jennifer Serravallo Strategies, Guided Reading | | | | |
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21st Century Life and Careers

CRP Standards:
- 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.
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- 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.

21st Century Life and Careers:
- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.1.4.A.2 Identify potential sources of income.
- 9.1.4.A.3 Explain how income affects spending and take-home pay

Careers: Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.
## Social Studies – Grade 2

### Essential Question:
- How do people around the world combat violations of human rights?
- In what ways has immigration affected life in New Jersey?
- How have the contributions of New Jerseyans impacted life in the United States?
- How did New Jersey play a role in the American Revolution?
- How can a citizen serve his/her state?

### Content:
- **Human Rights**
  - assess the impact of immigration on the settlement and establishment of the United States
  - analyze the positive and negative outcomes of a society with a diverse population
  - discuss basic human rights
  - recall the definition of a violation of human rights
  - determine how people of varied cultures can collaborate to address and eliminate violations of human rights
  - investigate the lives and accomplishments of defenders of human rights (e.g., Martin Luther King, Jr., Paul Robeson, Harriet Tubman)

- **Immigration**
  - discuss voluntary versus involuntary immigration
  - compare and contrast the United States and other nations in terms of government, culture, and economics
  - determine the rationale for immigration to the United States and New Jersey
  - assess the impact of immigration on the native American population and growth of New Jersey
  - compare and contrast historic versus present immigration to the United States and New Jersey

- **Economics, Science, and Technology**
  - evaluate the impact of contributions of New Jerseyans (e.g., technology, transportation, the arts)
  - discuss the role of technology in the growth of immigration in the United States and in New Jersey
  - define entrepreneur and capitalism
  - explain the role of an entrepreneur in the United States economy
  - evaluate examples of entrepreneurship of early settlers of New Jersey and present citizens

- **American Revolution**
  - investigate the early settlement of New Jersey
  - discuss the colonization of New Jersey
  - research prominent contributors to New Jersey colonization (e.g., Governor William Livingston)
  - map noteworthy New Jersey landmarks, sites, and events of colonization using a multimedia approach
  - create a timeline of the events in the colonization of New Jersey

- **Active Citizenship**
  - brainstorm a challenge faced by New Jerseyans (e.g., the environment, jobs, transportation)
  - collaborate to create possible solutions to the identified challenge
  - communicate solutions to appropriate sources within the community and/or state
  - assimilate findings in a multimedia presentation

### Skills and Topics:

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Arts: 1.1.2.C.3, 1.3.2.C.1, 1.3.2.D.1-2, 1.3.2.D.4  
Technology: 8.1.2.A.5  
21<sup>st</sup> Century Life/Careers: 9.2.4.A.1,2,4*  

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