



# Somerville Public Schools

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Office of Curriculum and Instruction

## 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.



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 2

Pacing Guide Marking	September	October	November	December	January
<b>2014 New Jersey Student Learning Standards – Social Studies</b>	6.1.4.A.1, 6.1.4.A.3, 6.3.4.A.1	6.1.4.A.11-12	6.1.4.B.1, 6.1.4.B.4-5, 6.1.4.B.8, 6.1.4.B.10	6.1.4.D.8-11, 6.1.4.D.13-14	6.1.4.D.15-16, 6.1.4.D.18-20
<b>Essential Question:</b>	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?
<b>Content:</b>	Government	Citizenship	Maps/People and Their Environments	Development of American Culture	Diversity
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>recall the definitions of rule, law, and the common good</li> <li>collaborate to create classroom rules</li> <li>investigate New Jersey state laws that protect all citizens (e.g., law and traffic rules, anti-harassment and bullying laws)</li> <li>brainstorm methods to resolve interpersonal conflicts</li> <li>analyze how rules and laws aid to resolve conflicts</li> <li>determine how New Jersey laws have changed based on the common good</li> </ul>	<ul style="list-style-type: none"> <li>define responsibility</li> <li>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)</li> <li>analyze the steps necessary to create change locally and at the state level (e.g., letter writing campaigns, voting, demonstrations)</li> <li>investigate examples of citizens fulfilling their civic duties in the state of New Jersey</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast information found on a map of New Jersey and the United States (e.g., landforms, directionality, climate, weather, natural resources)</li> <li>assess the New Jersey natural resources and geography affecting settlement</li> <li>determine diverse methods for the use of natural resources</li> <li>analyze threats to the New Jersey and United States environments</li> <li>identify major cities and landmarks in New Jersey (e.g., Trenton, Princeton, Morristown, Washington’s Crossing, Statue of Liberty)</li> </ul>	<ul style="list-style-type: none"> <li>define culture</li> <li>investigate the early natives of New Jersey (e.g., Lenni Lenape)</li> <li>research the customs, traditions, and impact of Native Americans in New Jersey and the United States</li> <li>determine the changes in American identity over time</li> <li>assess the reasons for changes in local government over time</li> <li>dramatize special occasion customs celebrated by Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>recall the definitions of prejudice and conflict</li> <li>define stereotyping</li> <li>discuss the conflict caused by stereotyping</li> <li>explain how one’s unique cultural background influences beliefs, values, and traditions</li> <li>determine ways that diverse cultures deal with conflict</li> <li>analyze the contributions of global awareness and cooperation to the common good of American citizens</li> </ul>



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<b>Technology Standards and Platforms</b>	<p><b>Technology Standards:</b></p> <ul style="list-style-type: none"> <li>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.</li> <li>8.1.2.A.2 Create a document using a word processing application.</li> <li>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.</li> <li>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> </ul> <p>Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting</p>				
<b>Writing:</b>	Open-ended responses, conclusions and analysis of exploratory activities				
<b>Formative Assessments:</b>	Class discussions, student participation, teacher observation, self-assessment, verbalization, anecdotal notes, graphic organizers, learning stations, think-pair-share, benchmark assessments				
<b>Summative Assessments:</b>	Quizzes, end-of-unit tests, benchmark assessments				
<b>Performance Assessment</b>	Projects (school to home connections), hands-on activities, role-play, PBL's				
<b>Modifications/Accommodations</b>	<p><b>Intervention Students:</b> The following American Reading Company leveled texts, audio books, text-to-speech platforms (Google/MyOn/NewsELA/Wonderopolis), graphic novels, leveled 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.</p> <p><b>Enrichment/Gifted:</b> 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.</p> <p><b>ELL Students:</b> SIOP Strategies, Repeated Reading Strategy, Graphic Organizers, Background knowledge work, Vocabulary (Cognates) Work, Fluency Strategies. <a href="#">If/Then Resource</a></p> <p><b>Special Education:</b> 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</p>				

### Social Studies – Grade 2

<b>Interdisciplinary Connections:</b>	*ELA: RI.2.1-10, W.2.1-10 Science: 5.1.4.B.3-4, 5.1.4.C.1-3, 5.1.4.D.1-2 Arts: 1.3.2.D.1-2 Health/PE: 2.1.4.E.1-2, 2.2.4.A.2 21 <sup>st</sup> Century Life/Careers: 9.2.4.A.1, 2, 4	*ELA: RI.2.1-10, W.2.1-10 Science: 5.1.4.B.3-4, 5.1.4.C.1-3, 5.1.4.D.1-2 Arts: 1.3.2.D.1-2 Health/PE: 2.1.4.E.1-2, 2.2.4.A.2 21 <sup>st</sup> Century Life/Careers: 9.2.4.A.1, 2, 4	*ELA: RI.2.1-10, W.2.1-10 Science: 5.1.4.B.3-4, 5.1.4.C.1-3, 5.1.4.D.1-2 Arts: 1.3.2.D.1-2 Health/PE: 2.1.4.E.1-2, 2.2.4.A.2 21 <sup>st</sup> Century Life/Careers: 9.2.4.A.1, 2, 4	*ELA: RI.2.1-10, W.2.1-10 Science: 5.1.4.B.3-4, 5.1.4.C.1-3, 5.1.4.D.1-2 Arts: 1.3.2.D.1-2 Health/PE: 2.1.4.E.1-2, 2.2.4.A.2 21 <sup>st</sup> Century Life/Careers: 9.2.4.A.1, 2, 4	*ELA: RI.2.1-10, W.2.1-10 Science: 5.1.4.B.3-4, 5.1.4.C.1-3, 5.1.4.D.1-2 Arts: 1.3.2.D.1-2 Health/PE: 2.1.4.E.1-2, 2.2.4.A.2 21 <sup>st</sup> Century Life/Careers: 9.2.4.A.1, 2, 4
<b>21<sup>st</sup> Century Themes:</b>	<input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy <input checked="" type="checkbox"/> Health Literacy				
<b>21<sup>st</sup> Century Skills:</b>	<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input checked="" type="checkbox"/> Information and Communication Technologies Literacy <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Information Literacy				



# SOMERVILLE PUBLIC SCHOOLS

## Social Studies – Grade 2

Pacing Guide Marking	September	October	November	December	January
<b>Instructional Materials</b>	Textbook, trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources				
<b>21<sup>st</sup> Century Life and Careers</b>	<p><b>CRP Standards:</b></p> <ul style="list-style-type: none"> <li>• CRP1. Act as a responsible and contributing citizen and employee.</li> <li>• CRP2. Apply appropriate academic and technical skills.</li> <li>• CRP3. Attend to personal health and financial well-being.</li> <li>• CRP4. Communicate clearly and effectively and with reason.</li> <li>• CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6. Demonstrate creativity and innovation.</li> <li>• CRP7. Employ valid and reliable research strategies.</li> <li>• CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9. Model integrity, ethical leadership and effective management.</li> <li>• CRP10. Plan education and career paths aligned to personal goals.</li> <li>• CRP11. Use technology to enhance productivity.</li> <li>• CRP12. Work productively in teams while using cultural global competence.</li> </ul> <p><b>21<sup>st</sup> Century Life and Careers:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 9.1.4.A.2 Identify potential sources of income.</li> <li>• 9.1.4.A.3 Explain how income affects spending and take-home pay</li> </ul> <p><b>Careers:</b> 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.</p>				



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<b>2014 New Jersey Student Learning Standards – Social Studies</b>	6.1.4.A.9-10, 6.1.4.A.13-15	6.1.4.A.14, 6.1.4.D.1-3, 6.1.8.D.2.b, 6.1.12.D.2.a	6.1.4.C.12-14, 6.1.4.D.1-3	6.1.4.D.4, 6.1.4.D.7-8	6.3.4.A.2-3
<b>Essential Question:</b>	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?	In what ways did New Jersey and its inhabitants play a role in the American Revolution?	How can a citizen serve his/her state?
<b>Content:</b>	Human Rights	Immigration	Economics, Science, and Technology	American Revolution	Active Citizenship
<b>Skills and Topics:</b>	<ul style="list-style-type: none"> <li>assess the impact of immigration on the settlement and establishment of the United States</li> <li>analyze the positive and negative outcomes of a society with a diverse population</li> <li>discuss basic human rights</li> <li>recall the definition of a violation of human rights</li> <li>determine how people of varied cultures can collaborate to address and eliminate violations of human rights</li> <li>investigate the lives and accomplishments of defenders of human rights (e.g., Martin Luther King, Jr., Paul Robeson, Harriet Tubman)</li> </ul>	<ul style="list-style-type: none"> <li>discuss voluntary versus involuntary immigration</li> <li>compare and contrast the United States and other nations in terms of government, culture, and economics</li> <li>determine the rationale for immigration to the United States and New Jersey</li> <li>assess the impact of immigration on the native American population and growth of New Jersey</li> <li>compare and contrast historic versus present immigration to the United States and New Jersey</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the impact of contributions of New Jerseyans (e.g., technology, transportation, the arts)</li> <li>discuss the role of technology in the growth of immigration in the United States and in New Jersey</li> <li>define entrepreneur and capitalism</li> <li>explain the role of an entrepreneur in the United States economy</li> <li>evaluate examples of entrepreneurship of early settlers of New Jersey and present citizens</li> </ul>	<ul style="list-style-type: none"> <li>investigate the early settlement of New Jersey</li> <li>discuss the colonization of New Jersey</li> <li>research prominent contributors to New Jersey colonization (e.g., Governor William Livingston)</li> <li>map noteworthy New Jersey landmarks, sites, and events of colonization using a multimedia approach</li> <li>create a timeline of the events in the colonization of New Jersey</li> </ul>	<ul style="list-style-type: none"> <li>brainstorm a challenge faced by New Jerseyans (e.g., the environment, jobs, transportation)</li> <li>collaborate to create possible solutions to the identified challenge</li> <li>communicate solutions to appropriate sources within the community and/or state</li> <li>assimilate findings in a multimedia presentation</li> </ul>



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