



Grade 2 Social Studies Curriculum

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Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 1: Civics
Time Frame	3 Weeks Daily/6 Weeks Alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World 6.3 Active Citizenship in the 21st Century	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Life Literacies and Key Skills	
New Jersey Student Learning Standards for English Language Arts, Grade 2 Anchor Standards for Reading: Range of Reading and Level of Text Complexity Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Comprehension and Collaboration	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will learn about local government leaders and how they work closely with community members to create a successful community. Students will learn about the different roles and responsibilities within the community and the importance of rules and laws to keep people safe. Students will examine their role within the community and how they can contribute.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Civics, Government, and Human Rights <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. • 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. • 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. • 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). • 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Critical Thinking and Problem-Solving <ul style="list-style-type: none"> • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. 	

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Digital Citizenship

- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Information and Media Literacy

- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

New Jersey Student Learning Standards for English Language Arts, Grade 2

Reading Information

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

- 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).

Speaking and Listening

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do the government and community helpers make a community successful?
- What role can you play in your community?

Enduring Understandings

- There are many components that make a community successful.
- We each have a role within the community.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.2.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: W.2.7. Students can use technology to research a relevant community topic.
- ELA: SL.2.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will ...

- learn about community norms in a classroom
- examine the role of government in a community
- describe the role of community helpers and how they support their towns
- describe the role of themselves in a community and the importance of recognizing personal and civic responsibilities
- employ their non-fiction reading skills to comprehend text
- learn how to format a letter and compose non-fiction text

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- Formative: Accountable talk, role playing, shared and independent reading and writing assignments, Kid Citizen Questions*

- **Summative:** Thank you, Community Helpers*, Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes
- **Benchmark:** Community Helper Benchmark*
- **Alternative:** Options may include graphic organizers, timelines, maps, charts, composing letters, and additional teacher created assignments.

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- Classroom and school rules and norms
 - Teachers can review their classroom and school rules as a means of showing how rules apply to both large and small groups
- Role of government in a community
 - Show the Purpose of Government
 - Show and discuss the video Brainpop Jr: Local and State Government and have students complete the Write a Letter to the Mayor activity
- Community helpers and how working together leads to a successful community
 - Show Brainpop Jr: Community Helpers and have students complete the Trading Cards Community Helpers activity
 - United Streaming: Who Keeps People Safe in a Community?
 - Read the Scholastic article Thank you, Community Workers, complete the student activities and Google Form
 - United Streaming: Social Studies Kids: Exploring Your Community and Its Workers
- Role of students within a community
 - Brainpop Jr: Rights and Responsibilities
 - Review Rights and Responsibilities Vocabulary presentation
 - Review Citizen Kid presentation and complete student activities
 - Use Pebble Go to access texts on being a good citizen—Responsibility, cooperation and volunteering

Differentiation Strategies

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504

Resources

- Grade 2 Teacher Resource Folder
- Scholastic Magazine and additional WTPS digital resources
- Community Helpers series

Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 2: Careers & Business
Time Frame	2.5 Weeks Daily/5 Weeks Alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Career Awareness, Exploration, Preparation, and Training	
New Jersey Student Learning Standards for English Language Arts, Grade 2 Anchor Standards for Reading: Range of Reading and Level of Text Complexity Anchor Standards for Writing: Production and Distribution of Writing Anchor Standards: Speaking and Listening: Comprehension and Collaboration	
New Jersey Student Learning Standards for Computer Science and Design Thinking Computer Science	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will learn about different skills that are required for specific careers. Students will learn about the risks and rewards of starting a business and how that business can impact the surrounding community and wider society	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Career Awareness and Planning <ul style="list-style-type: none"> • 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. • 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. • 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. • 9.1.2.CAP.4: List the potential rewards and risks to starting a business. 	
<u>New Jersey Student Learning Standards for English Language Arts, Grade 2</u> Reading Information <ul style="list-style-type: none"> • RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Writing <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). Speaking and Listening <ul style="list-style-type: none"> • SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
<u>New Jersey Student Learning Standards for Computer Science and Design Thinking</u> Algorithms and Programming <ul style="list-style-type: none"> • 8.1.2.AP.4: Break down a task into a sequence of steps. 	
<u>WIDA Standards</u> <ul style="list-style-type: none"> • Standard 1 – Social and Instructional Language 	

- Standard 5 – The Language of Social Studies

Essential Questions

- Why do people work?
- What skills do you need for certain jobs?

Enduring Understandings

- People work for money and to help society.
- Different jobs require different skills and education.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.2.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: W.2.7. Students practice their speaking skills when working collaboratively with other students.
- ELA: SL.2.1. Students can use technology to research various careers.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- understand why people work
- outline different careers and the different skills and levels of education required
- define what entrepreneurship and social entrepreneurship is
- identify risks and rewards associated with starting a business
- employ their non-fiction reading and writing skills to complete a variety of activities.

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments, Why Do People Work Google Form*
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes, Business Planning Student Activity*
- *Benchmark:* Write about a job that you would like to do and list the skills a person needs.*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts, and additional teacher created assignments.

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- Understanding the many reasons people work
 - Show and discuss Why People Work video and have students complete the Google Form
- Different careers require different skills and levels of education
 - Show and discuss Jobs I Can Have When I Grow up video and complete the Jobs and Skills activity. Teachers can supplement with texts from Epic.
 - Have students complete the Career Interest Survey and have students select a career to conduct brief research to learn about the skills a person needs for it (benchmark).
- Types of entrepreneurship and the accompanying risks/rewards
 - Introduce entrepreneurship and social entrepreneurship by watching Do You Know What an Entrepreneur Is? & What is Social Entrepreneurship
 - Show Writing a Business Plan. Review the video using the Making a Business Plan presentation. Teachers can show 12 Easy Ways to Make

	<p><u>Money for Kids</u> if additional information is needed. Use the <u>Making a Business Plan Planning Sheet</u> to outline a plan.</p> <ul style="list-style-type: none">○ Teachers can also the following texts<ul style="list-style-type: none">■ Epic: <i>Jobs People Do</i>, <i>ABCs of Jobs</i>, <i>Jobs around Town</i>, <i>Oprah</i>, <i>Milton Hershey</i>, and <i>CJ Walker</i>■ Appropriate articles from <i>Scholastic Magazine</i>
Differentiation Strategies	<ul style="list-style-type: none">● Various leveled texts● Whole class, small group, and independent work● Anchor charts with discussion language● Flexible grouping● Visuals● Graphic organizers● Differentiation Strategies for Special Education Students● Differentiation Strategies for Gifted and Talented Students● Differentiation Strategies for ELL Students● Differentiation Strategies for At Risk Students● Differentiation Strategies for Students with a 504
Resources	
<ul style="list-style-type: none">● Grade 2 Teacher Resource Folder● <i>Scholastic Magazine</i> and additional WTPS digital resources	

Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 3: Geography & Environment
Time Frame	2.5 Weeks Daily/5 Weeks Alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Life Literacies and Key Skills	
New Jersey Student Learning Standards for English Language Arts, Grade 2 Anchor Standards for Reading: Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity Anchor Standards for Writing: Research to Build and Present Knowledge Anchor Standards for Speaking and Listening: Comprehension and Collaboration	
New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will learn about the different physical characteristics that certain regions share. They will discuss reasons why some people move to different areas in the world and the impact that it has. Students can identify how a community can affect the environment and devise potential solutions to address it.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Geography, People, and the Environment <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. 	
Geography, People, and the Environment <ul style="list-style-type: none"> • 6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. • 6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Critical Thinking and Problem-Solving <ul style="list-style-type: none"> • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). 	
<u>New Jersey Student Learning Standards for English Language Arts, Grade 2</u> Reading Information <ul style="list-style-type: none"> • RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. • RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. 	
Writing	

- 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).

Speaking and Listening

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Engineering Design

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interaction of Technology and Humans

- 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.

Effects of Technology on the Natural World

- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How and why are places connected?
- Do humans shape geography?

Enduring Understandings

- The geography of a region can affect its development.
- The human footprint impacts local geography and regions around the world.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.2.7, RI.2.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: W.2.7. Students can use technology to research a relevant community topic.
- ELA: SL.2.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- examine the physical characteristics of regions
- understand why and how people, goods, and ideas move from place to place
- synthesize how geography influences development and how development influences geography/environment
- analyze primary source documents to determine relationships
- understand that collaboration and working together leads to a successful community
- compare and contrast two different texts
- investigate how communities work together to solve problems
- employ non-fiction reading skills to comprehend text and analyze primary sources

Assessments

Required common assessments have an *

Assessments (some assessments can be in more than one category):

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments
- *Summative:* Comparing Two Articles: Problem & Solution*, Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes
- *Benchmark:* Analyzing Primary Sources activity*

- *Alternative:* Options may include graphic organizers, timelines, maps, charts, and additional teacher created assignments.

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- Understanding the United States
 - Watch United Streaming 5 Regions of the United States
 - Read Scholastic Magazine's America the Beautiful and complete the accompanying activity
- How people, goods, and ideas move from place to place
 - Show and discuss How Do People, Goods and Ideas Move presentation
 - Present How Does a Map Show a Relationship Between Humans and the Environment and complete the student activity
 - Use the presentation, Transportation Slide Presentation to show how transportation has changed and complete the analyzing primary sources activity
- People can work together to solve issues
 - Share the read aloud, Save the Arctic (Stahl, B) to investigate a global issue and complete the student activity
 - Compare and Contrast the information in two articles
 - Take Care of Our Planet passage and questions
 - A Plastic Straw Problem Scholastic Article
 - The Problem With Plastic Worksheet (use with the above 2 articles)

Differentiation Strategies

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- [Grade 2 Teacher Resource Folder](#)
- *Scholastic Magazine* and additional WTPS digital resources

Wayne School District
Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 4: History and Culture
Time Frame	4.5 Weeks Daily/9 Weeks Alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World Amistad Mandate Asian American Pacific Islander Mandate Holocaust Mandate	
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Life Literacies and Key Skills	
New Jersey Student Learning Standards for English Language Arts, Grade 2 Anchor Standards for Reading: Range of Reading and Level of Text Complexity Anchor Standards for Writing: Production and Distribution of Writing Anchor Standards: Speaking and Listening: Comprehension and Collaboration	
New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will learn about different groups of people, how they were treated and their impact on the community. Students will also learn to analyze primary sources to compare varying perspectives.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Interaction of Technology and Humans <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. • 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). • 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally). • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict. Civics, Government, and Human Rights <ul style="list-style-type: none"> • 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. • Amistad Mandate • Asian American Pacific Islander Mandate • Holocaust Mandate 	
<u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u> Creativity and Innovation	

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

Global and Cultural Awareness

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

New Jersey Student Learning Standards for English Language Arts, Grade 2

Reading Information

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Writing

- 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).

Speaking and Listening

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Interaction of Technology and Humans

- 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

Ethics and Culture

- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How can multiple people view the same event differently?
- How do communities change over time?

Enduring Understandings

- As people change laws, communities change as well
- People can view the same situation through different lenses

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.2.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: W.2.7. Students can use technology to research a relevant historical topic.
- ELA: SL.2.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- Understand how communities change over time
- 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
- Understand that people viewing the same situation can have different viewpoints by analyzing a variety of sources (photos, paintings, cartoons, newspapers, poetry, novels) describing the same event and make inferences about why the accounts are different.
- make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)
- employ their non-fiction reading skills to comprehend text and analyze primary sources

- learn how to compose short answer responses

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- *Formative:* Accountable talk, role playing, shared and independent reading and writing assignments
- *Summative:* Graphic organizers, independent reading and writing assignments, relevant Brain Pop quizzes
- *Benchmark:* Write an accomplishment from the scientists and inventor video*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts, and additional teacher created assignments.

Teaching and Learning Activities

All underlined resources can be found in the Grade 2 Teacher Resource folder:

Activities

- Communities change over time
 - Introduce Cesar Chavez by watching the Brainpop video
 - Show and discuss the Cesar Chavez Presentation and have students complete the accompanying activity about change
- People viewing the same situation can have different viewpoints
 - Introduce Ruby Bridges by watching Brainpop video and have students complete the accompanying worksheet
 - Show the Ruby Bridges Primary Source presentation and have students analyze the pictures to complete the accompanying activity
- Development of American Culture
 - Show the Tolerance Presentation to introduce concepts of: diversity, tolerance, fairness and respect
 - Introduce Chinese New Year by watching Brainpop Jr. Lunar New Year. Read aloud *Chelsea's Chinese New Year* (found on EPIC) and have students create their own paper lantern
 - Identify the changes in America over the course of time using the following resources
 - Harriet Tubman Scholastic article and student questions or "A Hero in Disguise" and student questions
 - Watch Black Scientists & Inventors and have students complete the written response
 - Watch Brainpop, Jr video and review the March on Washington presentation on Martin Luther King, Jr. Then have students complete the writing activity
 - Read aloud *Emma's Poem: The Voice of the Statue of Liberty* (openlibrary.org). Discuss how she communicated her beliefs for tolerance and acceptance of American immigrants (then and now) OR Read aloud *The Sneetches* (openlibrary.org) and complete the student activity
- Learning about American Folklore
 - Watch the Johnny Appleseed Brainpop video and have students complete both student activities to determine accuracy of the story and reflect on his peaceful message

Differentiation Strategies

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students

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| | <ul style="list-style-type: none">• Differentiation Strategies for ELL Students• Differentiation Strategies for At Risk Students• Differentiation Strategies for Students with a 504 |
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Resources

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| <ul style="list-style-type: none">• Grade 2 Teacher Resource Folder• <i>Scholastic Magazine</i> and additional WTPS digital resources• Book Titles: <i>Emma's Poem: The Voice of the Statue of Liberty</i> by Linda Glaser and <i>The Sneetches</i> by Dr. Suess |
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Wayne School District

Social Studies Curriculum

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 5: Economy & Markets
Time Frame	4.5 Weeks Daily/9 Weeks Alternating with Science
Anchor Standards/Domain	
New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World	
New Jersey Student Learning Standards for English Language Arts, Grade 2 Anchor Standards for Reading: Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity Anchor Standards for Speaking and Listening: Comprehension and Collaboration	
New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking	
New Jersey Student Learning Standards for Mathematics, Grade 2 Measurement and Data	
WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5	
Unit Summary	
In this unit, students will learn to distinguish between “needs” and “wants.” Students will also learn what happens when an item or resource is scarce and how that affects the supply and demand. They will also learn about personal finances, including: saving and spending money, creating a budget and managing finances. Additionally, students will learn how natural, human and capital resources impact our economy in the United States and abroad.	
Standard Numbers and Mandates	
<u>New Jersey Student Learning Standards for Social Studies</u> Economics, Innovation, and Technology <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. • 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. • 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. • 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.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. • 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. • 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. 	
<u>New Jersey Student Learning Standards for English Language Arts, Grade 2</u> Reading Information <ul style="list-style-type: none"> • RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. 	
Speaking and Listening	

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

New Jersey Student Learning Standards for Computer Science and Design Thinking

Interaction of Technology and Humans

- 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.

Effects of Technology on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

New Jersey Student Learning Standards for Mathematics

Measurement and Data

- 2.MD.C.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

WIDA Standards

- Standard 1 – Social and Instructional Language
- Standard 5 – The Language of Social Studies

Essential Questions

- How do the prices of goods and services change the way people spend money?
- What types of goods do local businesses and governments provide for our community?
- How can we get goods we need that are not made in our community?

Enduring Understandings

- Needs and wants are not the same.
- An imbalance in supply and demand has an immediate impact on a community.
- It is important to participate in the global economy for the well-being of citizens.

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text.

- ELA: RI.2.7, RI.2.10. Students can utilize their skills for reading and writing non-fiction text.
- ELA: SL.2.1. Students practice their speaking skills when working collaboratively with other students.

Student Learning Targets/Objectives (Students will know/Students will understand)

Students will...

- determine the difference between needs and wants
- understand how supply and demand influence price and output of products
- understand what a budget is and the value of saving and spending money
- describe how local and state governments make decisions that affect individuals and the community
- understand that their own community can provide many goods and services
- identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions
- understand that some goods and services must come from outside the community and give examples of these goods and services
- learn how the United States participates in the global economy by importing and exporting goods
- employ their non-fiction reading skills to comprehend text

- use mathematical skills to create a budget using economic principles and explain it in writing

Assessments

Required common assessments have an *

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- *Formative:* Goods and Services Organizer* and/or Needs and Wants Formative Assessment, role playing, shared and independent reading and writing assignments
- *Summative:* International Trading Google Form* and/or Goods and Services Quiz*, independent reading and writing assignments, relevant Brain Pop quizzes
- *Benchmark:* Building a Business Plan*
- *Alternative:* Options may include graphic organizers, timelines, maps, charts, and additional teacher created assignments.

Teaching and Learning Activities

Activities

All underlined resources can be found in the Grade 2 Teacher Resource folder:

- Develop an understanding that money can be earned, spent or saved
 - Saving Money Game
 - Read aloud *Alexander Who Used to be Rich Last Sunday* (can be found on openlibrary.org) and complete the Earning and Saving Money activity
- Learn how needs and wants affect spending habits
 - BrainPop videos
 - Sorting/Drag and Drop Activity
 - Decision Making with Money
- Apply understanding of money to making a budget
 - Introduction to Planning a Budget
 - Budgeting Google Slide Activity
 - Brad Needs a Budget Story and Activities (4 or 5 days to complete)
- Learn about economic principles that drive the economy and use them to build a business plan
 - Develop an understanding of Supply and Demand: Discuss supply and demand scenarios using student activities
 - Develop an understanding of Goods and Services: Brainpop Jr. Goods and Services videos and activities
 - Exposure to new vocabulary—*consumer, producer, goods, services* using Goods and Services resources
 - Students will complete a Business Plan based on the learned information
- Understanding the Global Market and Types of Resources
 - Show 3 Kinds of Resources video
 - Define and identify three types of resources—Natural, human, and capital
 - Define and identify—Renewable and nonrenewable resources
 - Students read What is Trade Read Works article
 - Present International Trading Slides to introduce terms trade, import/export and watch Import-Export Video for Kids
 - Teachers can use *What is Importing and Exporting?* and *What is Trade?* located on Epic to supplement instruction

Differentiation Strategies

- Various leveled texts
- Whole class, small group, and independent work
- Anchor charts with discussion language
- Flexible grouping
- Visuals
- Graphic organizers

- | | |
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| | <ul style="list-style-type: none">• Differentiation Strategies for Special Education Students• Differentiation Strategies for Gifted and Talented Students• Differentiation Strategies for ELL Students• Differentiation Strategies for At Risk Students• Differentiation Strategies for Students with a 504 |
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Resources

- [Grade 2 Teacher Resource Folder](#)
- *Alexander Who Used to be Rich Last Sunday* by Judith Viorst
- *Scholastic Magazine* and additional WTPS digital resources
- Suggested Reading Material on Epic
 - *What is Importing and Exporting?*
 - *What is Trade?*