



Grade 2 Social Studies Curriculum

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Wayne School District
2nd Grade Social Studies
Unit 1: Civics

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Civics
Time Frame	3 Weeks Daily/6 Weeks Alternating with Science
Anchor Standards/Domain	
<p>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</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Life Literacies and Key Skills</p> <p>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</p> <p>New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
Unit Summary	
<p>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.</p>	

Standard Numbers and Mandates

New Jersey Student Learning Standards for Social Studies

Civics, Government, and Human Rights

- 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.

Geography, People, and the Environment

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

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem-Solving

- 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.

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 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 ...

- 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.
- understand that collaboration and working together leads to a successful community.
- investigate how communities work together to solve problems.

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 about a community helper and explain how they help the community.*
- *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:

- Essential Question Pre and Post Check In - have students answer the essential questions at the beginning of the unit in their Social Studies notebook and revisit at the end of the unit
- Brainpop Jr: Local and State Government
- Write a Letter to the Mayor
- Brainpop Jr: Community Helpers
- Trading Cards Community Helpers
- Meet the helpers videos and activities
- United Streaming: *Who Keeps People Safe in a Community?*
- United Streaming: *Social Studies Kids: Exploring Your Community and Its Workers*
- Youtube: The Purpose of Government
- Brainpop Jr: Rights and Responsibilities
- Rights and Responsibilities Vocabulary
- Use *Pebble Go* article and activity for topics:
 - Responsibility
 - Cooperation
 - Volunteering
- Thank You Community Workers: Scholastic Article, Google Form, and Worksheets
- Citizen Kid
- 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

- [2nd Grade Social Studies Resources](#)
- Suggested titles in EPIC
- *Community Helpers* series

Wayne School District
2nd Grade Social Studies
Unit 2: Geography & Economy

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 2: Geography & Economics
Time Frame	4.5 Weeks Daily/9 Weeks Alternating with Science
Anchor Standards/Domain	
<p>New Jersey Student Learning Standards for Social Studies, K-2 6.1 U.S. History: America in the World</p> <p>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</p> <p>New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking</p> <p>New Jersey Student Learning Standards for Mathematics, Grade 2 Measurement and Data</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
Unit Summary	
<p>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 will learn to distinguish between a need and a want. 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 saving and spending money and how to create a budget and manage finances.</p>	

Standard Numbers and Mandates

New Jersey Student Learning Standards for Social Studies

Geography, People, and the Environment

- 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.

Economics, Innovation, and Technology

- 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.

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

Reading Information

- 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

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.

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?
- Why do people move from one place to another?

Enduring Understandings

- What people need compared to what they want
- How immigration impacts a region's culture

Interdisciplinary Connections

This unit of instruction has interdisciplinary connections with reading, writing and technology as students encounter non-fiction text. Students will also connect math skills related to counting and identifying money.

- 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.
- 2.MD.C.8. Students practice identifying coins and their values, counting money, and using symbols to represent money.

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

Students will...

- understand why and how people, goods, and ideas move from place to place
- determine the difference between needs and wants
- understand how supply and demand influence price and output of products.
- examine the physical characteristics of regions
- 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.

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:* Needs and Wants benchmark assessment*
- *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:

- Video 5 Regions of the United States
- Ellis Island
- Pebble Go article and activity on Immigration
- America the Beautiful: Scholastic Article & Activity
- America the Beautiful Worksheets
- Brad Needs a Budget Story and Activities (4 or 5 days to complete)
- Saving and Spending (accompanying worksheet in resources folder)
- Needs and Wants (accompanying worksheet in resources folder)
- Budgeting Game of Life
- Kangaroo Budget Worksheet
- Saving Money in the New Year activity
- Physical Characteristics of Regions

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

- [2nd Grade Social Studies Resources](#)

Wayne School District
2nd Grade Social Studies
Unit 3: Economy and Markets

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 3: Economy & Markets
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 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

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 natural, human and capital resources and how they impact our economy. Students will learn that while many resources can be obtained from local businesses, it is sometimes necessary to obtain resources from different countries and states.

Standard Numbers and Mandates

[New Jersey Student Learning Standards for Social Studies](#)

Economics, Innovation, and Technology

- 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.

[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.

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.

[WIDA Standards](#)

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

Essential Questions

- What types of things do local businesses provide our community?
- What types of things do our local government provide our community?
- How can we get things we need that are not made in our community?

Enduring Understandings

- The local community can provide many resources that are needed
- Some resources must be obtained from outside the community

Interdisciplinary Connections

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

- ELA: RI.2.7, 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...

- 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.

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:* Government Goods and Services*
- *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:

- Brainpop Jr. Goods and Services
- Goods and services worksheets
- Wayne Chamber of Commerce (list of businesses)
- 3 Types of Resources: Natural, Human, and Capital video
- 3 Kinds of Resources video
- Import-Export Definition for Kids video
- Government Goods and Services Slides
- Government Goods and Services worksheet
- International Trading Slides
- International Trade Google Form
- Career Interest Survey
- Goods, Services, and Skills Presentation
- Goods, Services, and Skills Worksheet

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

- [2nd Grade Social Studies Resources](#)
- Suggested Reading Material on Epic
 - *What is Importing and Exporting?*
 - *What is Trade?*

Wayne School District
2nd Grade
Unit 4: History & Culture

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	
<p>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</p> <p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Life Literacies and Key Skills</p> <p>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</p> <p>New Jersey Student Learning Standards for Computer Science and Design Thinking Design Thinking</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
Unit Summary	
<p>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.</p>	

Standard Numbers and Mandates

New Jersey Student Learning Standards for Social Studies

Interaction of Technology and Humans

- 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

- 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

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

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)

Assessments	Required common assessments have an *
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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	
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<i>Activities</i>	<p><u>All underlined resources can be found in the Grade 2 Teacher Resource folder:</u></p> <ul style="list-style-type: none"> ● Brainpop Jr. Lunar New Year ● <u>Paper lantern activity</u> ● Website - 70 Children’s Books for Asian Pacific American Heritage Month ● Brainpop Jr. Martin Luther King Jr. ● <u>Martin Luther King Brainpop Junior Activities</u> ● <u>The Terrible Things</u> by Eve Bunting ● <u>The Terrible Things Activity Pack</u> ● <u>The Sneetches</u> by Dr. Seuss ● <u>The Sneetches Activity Sheet</u> ● Brainpop Jr. George Washington Carver video ● Black Scientists and Inventors Video ● <u>Benchmark History and Culture assignment*</u> ● <u>The March on Washington Primary Source Presentation</u> ● <u>Cesar Chavez Presentation</u> ● <u>Folk Heroes Worksheets</u> ● Brainpop Jr. Johnny Appleseed ● <u>Johnny Appleseed Writing Activity</u> ● Brainpop Jr. Ruby Bridges video ● <u>Write to Ruby Bridges activity</u> ● <u>Ruby Bridges primary source Slides</u> ● <u>Ruby Bridges primary source document</u> ● <u>Changing Communities document</u> ● <u>Tolerance Vocabulary Slides</u> ● <u>Harriet Tubman Scholastic Article</u> ● <u>Harriet Tubman Scholastic Worksheets</u>
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<i>Differentiation Strategies</i>	<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 ● <u>Differentiation Strategies for Special Education Students</u> ● <u>Differentiation Strategies for Gifted and Talented Students</u>
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- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- [2nd Grade Social Studies Resources](#)
- Suggested Reading Titles
 - *Ohana Means Family* - found on EPIC
- Additional Resources
 - Japanese Carp Windsock & Kite Activity

Wayne School District
Grade 2 Social Studies
Unit 5: Careers

Content Area/Grade Level	Social Studies / Grade 2
Unit Plan Title	Unit 5: Careers
Time Frame	2.5 Weeks Daily/5 Weeks Alternating with Science
Anchor Standards/Domain	
<p>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills Career Awareness, Exploration, Preparation, and Training</p> <p>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</p> <p>New Jersey Student Learning Standards for Computer Science and Design Thinking Computer Science</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1 The Language of Social Studies: ELD Standard 5</p>	
Unit Summary	
<p>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.</p>	
Standard Numbers and Mandates	
<p><u>New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills</u></p> <p>Career Awareness and Planning</p> <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. 	

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

Algorithms and Programming

- 8.1.2.AP.4: Break down a task into a sequence of steps.

WIDA Standards

- 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

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 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:

- Video - Jobs I Can Have When I Grow Up
- Video - Writing a Business Plan
- Video - 12 Easy Ways to Make Money for Teens
- Video - Why Do People Work?
- Video - What is Entrepreneurship?
- Pebble Go: Jobs in the community
- Jobs in the Community Pebble Go Research Project
- Making A Business Plan Google Slide Presentation (to be shown after the Youtube Video *Writing a Business Plan*)
- Making a Business Plan Planning Sheet
- Jobs and Skills Worksheet
- Benchmark Careers Worksheet
- Why Do People Work Google Form

Suggested Titles in EPIC

- *Jobs People Do*

- *ABCs of Jobs*

- *Jobs Around Town*

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

- [2nd Grade Social Studies Resources](#)