

Winslow Township School District
Social Studies
Grade 2

Overview: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Overview	Social Studies Standards	Unit Focus	Essential Questions
Unit 1	<ul style="list-style-type: none"> • 6.1.2.CivicsPI.1 • 6.1.2.CivicsPI.2 • 6.1.2.CivicsPI.3 • 6.1.2.CivicsPI.4 • 6.1.2.CivicsPI.5 • 6.1.2.CivicsPI.6 • 6.1.2.CivicsPD.1 • 6.1.2.CivicsPD.2 • 6.1.2.CivicsPR.2 • 6.1.2.CivicsPR.3 • 6.1.2.CivicsCM.1 • 6.1.2.CivicsCM.2 • 6.1.2.EconET.5 • 6.1.2.EconNE.2 • WIDA Standards 1, 2, 5 	<p>Government (September)</p> <p>Citizenship (October)</p>	<p>How is the United States government organized? What are the three branches of the U.S. government? What would happen if we had no laws or rules? What can we do when there is conflict between people? What are the rights and responsibilities of individuals? Why do we work together to meet the needs of our community? Why do we have people in positions of authority? Who is the leader of the community? What are the responsibilities of the community, state and national levels of government? What group do you belong to? Are all groups (communities) the same? Looking back through our history, why do we remember or talk about famous Americans?</p>
Enduring Understandings	<ul style="list-style-type: none"> • Responsibilities and laws keep people protected and from getting hurt • Mayors, Governors, and presidents are elected by vote • Rules keep people safe and peaceful • A good citizen shows respect for others and their community • Everyone plays a different role in the community 		

Winslow Township School District
Social Studies
Grade 2

Unit 2	<ul style="list-style-type: none"> • 6.1.2.GeoPP.1 • 6.1.2.Geo.SV.1 • 6.1.2.Geo.SV.2 • 6.1.2.Geo.SV.3 • 6.3.2.GeoGI.1 • 6.3.2.GeoGI.2 • 6.1.2.Geo.HE.2 • 6.1.2.Geo.HE.3 • WIDA Standards 1, 2, 5 	<p>Maps/People and Their Environments (November)</p> <p>Immigration (December)</p> <p>Natural Resources (January)</p>	<p>What is a natural resource and how do we use them in our community?</p> <p>How can a natural resource be reused and why should we protect them?</p> <p>Why is it important to care for our Earth?</p> <p>What are ways we can protect our earth?</p> <p>How does caring for our Earth show good citizenship?</p> <p>What is Earth Day?</p> <p>How can people show responsible and respectful choices to be a good citizen of the Earth?</p> <p>How do we use representations of our world?</p> <p>What is a map and its features (map scale, compass rose, cardinal directions)?</p> <p>What is a globe?</p> <p>What are landforms and bodies of water?</p> <p>Why is it important to understand how physical features affect places and regions?</p> <p>Why do people change the places in which they live?</p> <p>How might human interaction and natural events change our community?</p>
Enduring Understandings	<ul style="list-style-type: none"> • We live in Winslow, NJ • Maps include a title, map key, and compass rose • Natural resources people use are water, trees, soil, air, and oil • People who exemplify good citizenship, respect, and responsibility care for the Earth • People depend on the physical environment and its natural resources to meet their needs 		

Winslow Township School District
Social Studies
Grade 2

Unit 3	<ul style="list-style-type: none"> ● 6.1.2.Geo.HE.3 ● 6.1.2.Geo.GI.2 ● 6.1.2.HistoryCC.3 ● 6.1.2.HistoryUP.2 ● 6.1.2.HistoryUP.3 ● 6.1.2.HistorySE.1 ● 6.1.2.HistorySE.2 ● 6.1.2.HistorySE.3 ● 6.1.2.HistoryCA.1 ● 6.1.2.CivicsPD.1 ● 6.1.2.CivicsDP.1 ● 6.1.2.CivicsDP.2 ● 6.1.2.CivicsDP.3 ● 6.1.2.CivicsCM.3 ● WIDA Standards 1, 2, 5 	<p>Development of American Culture (February)</p> <p>United States History (March)</p> <p>Diversity Holocaust & Amistad (April)</p>	<p>How have the contributions of residents of New Jersey impacted life in the United States?</p> <p>How has the American Identity evolved over time?</p> <p>How can an individual’s beliefs, values, and traditions reflect more than one culture?</p> <p>Why do people speak different languages and celebrate different holidays around the world?</p> <p>Why is it important to learn about other cultures around the world?</p> <p>Looking back through our history, why do we remember or talk about famous Americans?</p> <p>How are individuals, documents, and artifacts important to history?</p> <p>How do past, present, and future events influence history?</p> <p>How can learning about different perspectives, beliefs, and cultures provide a context for understanding a diverse community?</p> <p>Why did people immigrate to America?</p> <p>What challenges did immigrants encounter upon arrival?</p> <p>What represents the American identify?</p> <p>What symbols, monuments, and American holidays represent the American identity?</p>
Enduring Understandings	<ul style="list-style-type: none"> ● Around the world lives are lived in many similar and different ways ● Immigration changes communities ● Culture is the way a group of people live ● Cultures are interpreted differently because everyone is unique and shares their own family traditions ● The U.S. Constitution as a document that plans how the government functions ● Communication systems have changed over time through first electricity and various inventions and then the development and growth of technology ● Many events led to the creation of our country 		

Winslow Township School District
Social Studies
Grade 2

<p>Unit 4 Economics and Human Rights</p>	<ul style="list-style-type: none"> • 6.1.2.EconET.1 • 6.1.2.EconET.2 • 6.1.2.EconET.4 • 6.1.2.EconEM.1 • 6.1.2.EconEM.2 • 6.1.2.EconEM.3 • 6.1.2.EconNE.1 • 6.1.2.EconGE.1 • 6.1.2.EconGE.2 • 6.1.2.EconET.3 • 6.1.2.CivicsPR.1 • 6.1.2.CivicsPR.4 • 6.1.2.CivicsCM.3 • WIDA Standards 1, 2, 5 	<p>Human Rights (May)</p> <p>Economics, Science, and Technology (June)</p>	<p>Why do we need rules and laws? What is the “common good?” What is “fairness” and “equality?” Who helped fight for equality and rights? What are civic responsibilities? What challenges did groups face in America? What is “discrimination,” and “prejudice?” What does it mean to be tolerant and accepting? How do conflicts arise? How has discrimination caused conflicts? What are some solutions to bullying? How do consumers make choices? What are producers? How are producers and consumers alike and different? What is a need and how is it different from a want? What are goods and services? How do resources and goods transfer from one person to another? Why do people work? Why do people save? What is a job? Why is it important to have a job? What does it mean to barter?</p>
<p>Unit 4 Enduring Understandings</p>	<ul style="list-style-type: none"> • People are guaranteed rights • Rules can be made and changed by voting • Lasting contributions of major African American and figures have been made. (Harriet Tubman, George Washington Carver, (Susan B. Anthony etc.) • Justice means fairness to all • Stereotyping and prejudice lead to bullying • Individuals, families and communities make choices • One can earn money and how one can save money • Some products are produced locally while others are not 		

Winslow Township School District
Social Studies
Grade 2

Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: Government and Citizenship	6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	4	9
	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.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	2	
	6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.		
	6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.		
	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	2	
	6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.		
	6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).		
	6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.		
	6.1.2.EconNE.2	Describe examples of goods and services that governments provide.	1	
	Assessment, Re-teach and Extension			

Winslow Township School District
Social Studies
Grade 2

Unit 1 Grade 2		
Content Statement	Indicator #	Indicator
Local community and government leaders have roles and responsibilities to provide services for their community members.	6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
	6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
Rules for all to live by are a result of the actions of government, organizations, and individuals.	6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
	6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
	6.1.2.CivicsPI.6	Explain what government is and its function.
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
	6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Certain character traits can help individuals become productive members of their community.	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).
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
Governments play an economic role in the lives of individuals and communities.	6.1.2.EconNE.2	Describe examples of goods and services that governments provide.

Winslow Township School District
Social Studies
Grade 2

Unit 1 Grade 2	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Literature/Informational Text:</p> <ul style="list-style-type: none"> • The Presidency by Taylor-Butler • The U.S. Constitution and You by Sobel • Officer Buckle and Gloria • Reading A to Z Laws for Kids • Miss Nelson is Missing! • Social Studies: Citizenship-Making Decisions • Mr. Tanen’s Tie Trouble • Books about citizenship and responsibility • The Pledge of Allegiance by Francis Bellamy (Social Studies text book page 270). • A Model Citizen • Have You Filled a Bucket Today? <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://bensguide.gpo.gov/ • https://www.youtube.com/watch?v=iQxK-Ah7has • https://kids-clerk.house.gov/young-learners/lesson.html?intID=29 • https://www.icivics.org/ • https://mocomi.com/learn/civics/ 	<ul style="list-style-type: none"> • recall the definitions of rule, law, and the common good • collaborate to create classroom rules • investigate New Jersey state laws that protect all citizens (e.g., law and traffic rules, anti- harassment and bullying laws) • brainstorm methods to resolve interpersonal conflicts • analyze how rules and laws aid to resolve conflicts • determine how New Jersey laws have changed based on the common good • identify the cause and effects of having laws and not having laws • have a community meeting with the class to discuss an issue within the class and ways to solve it • activities found in 9/11 Lessons for the Classroom (NJDOE) • define responsibility, personal & civic responsibility • identify ways students have been good citizens • assess the universal responsibilities of a citizen of the state of New Jersey, the United States, and the world (e.g., adhering to laws, maintaining the environment, respecting the rights of others) • analyze the steps necessary to create change locally and at the state level (e.g., letter writing campaigns, voting, demonstrations) • investigate examples of citizens fulfilling their civic duties in the state of New Jersey • understand how Thurgood Marshall’s commitment to fairness is an example of good citizenship • communicate solutions to appropriate sources within the community and/or

Winslow Township School District
Social Studies
Grade 2

- <https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids>
 - <https://www.virtualfieldtrips.org/grade-2-our-government-at-work/>
 - <https://study.com/academy/lesson/rights-responsibilities-lesson-for-kids.html>
 - <https://www.startwithabook.org/summer-reading-learning/civics-and-our-government>
 - <https://www.education.com/activity/civics-government/>
 - <https://youtu.be/xpwt4mn3P38>
 - <https://youtu.be/4z7gDsSKUmU>
 - <https://kids.niehs.nih.gov/>
 - <https://kidworldcitizen.org/teaching-global-citizenship-at-home/>
 - **Diversity, Equity & Inclusion Educational Resources**
<https://www.nj.gov/education/standards/dei/>
 - **NJ Climate Change Education Resources-**
<https://www.nj.gov/education/standards/climate/index.shtml/>
 - **New Jersey Holocaust Commission Resources** Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28
www.nj.gov/education/holocaust/
- New Jersey Amistad Commission Resources- NJ Department of Education -** Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad

- state
 - assimilate findings in a multimedia presentation
 - activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
 - activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)
 - activities found in *Caring Makes a Difference* (NJDOE)
- writing: open-ended responses, conclusions and analysis of exploratory activities

Winslow Township School District
Social Studies
Grade 2

Instructional Best Practices and Exemplars

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District

Social Studies

Grade 2

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Preview/pre teach vocabulary
- Complete picture walk
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Use technology i.e. Chromebooks and iPads
- Provide sentence starters
- Utilize consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Winslow Township School District
Social Studies
Grade 2

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● require higher order thinking, communication, and leadership skills ● differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● provide higher level texts ● expand use of open-ended, abstract questions ● require critical and creative thinking activities with emphasis on research and in-depth study ● provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Social Studies
Grade 2

Interdisciplinary Connections

***English Language Arts:**

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Winslow Township School District
Social Studies
Grade 2

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Winslow Township School District
Social Studies
Grade 2

Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: Maps/People and Their Environments, Immigration, and Natural Resources	6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).	1	9
	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).	2	
	6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).		
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).		
	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	2	
	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.	3	
	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).		
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.		
	Assessment, Re-teach and Extension		1	

Winslow Township School District
Social Studies
Grade 2

Unit 2 Grade 2		
Content Statement	Indicator #	Indicator
Physical and human characteristics affect where people live (settle).	6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
A map is a symbolic representation of selected characteristics of a place.	6.1.2.Geo.SV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
	6.1.2.Geo.SV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
	6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
Global interconnections occur between human and physical systems across different regions of the world.	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.
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Winslow Township School District
Social Studies
Grade 2

Unit 2 Grade 2	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • From City to Country • Earth’s Resources • Assorted Earth Day Books <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://www.education.com/resources/geography/?referral_url=kidsgeo.com • https://mrnussbaum.com/usa • http://www.wartgames.com/themes/geography/maps.html • https://www.nationalgeographic.org/education/map-skills-elementary-students/ • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible 	<ul style="list-style-type: none"> • compare and contrast information found on a map of New Jersey and the United States (e.g., landforms, directionality, climate, weather, natural resources) • determine diverse methods for the use of natural resources • explain how different resources can come from various things like plants, animals-connect with science with the different types of oil and where they can be found • explains how maps of the local community can be used to describe where people live, work, & play • create an autobiography map identifying landforms, directionality, and natural resources around where students live • identify major cities and landmarks in New Jersey • writing: open-ended responses, conclusions and analysis of exploratory activities • Students will read <i>The Name Jar</i>, by Yangsook Choi,. As a class we will discuss how Unhei is worried that American kids at her new school won’t be able to pronounce her Korean name. She decides to pick an Americanized name out of a jar until her classmates discover the special meaning of Unhei’s name and learn to pronounce it. Make connections to being kind to others and how to be respectful of other cultures.

Winslow Township School District
Social Studies
Grade 2

- as per 18A:35-28 www.nj.gov/education/holocaust/
- **New Jersey Amistad Commission Resources- NJ Department of Education** - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad

Instructional Best Practices and Exemplars

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations | <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates |
|---|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.
- 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 (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
- 9.4.2.TL.2:** Create a document using a word processing application.
- 9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.1.2.PB.1:** Determine various ways to save and places in the local community that help people save and accumulate money over time.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District

Social Studies

Grade 2

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters
- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Winslow Township School District
Social Studies
Grade 2

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Social Studies
Grade 2

Interdisciplinary Connections

***English Language Arts:**

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Science:

- 2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Arts:

- 1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.
- 1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art

Winslow Township School District
Social Studies
Grade 2

mediums and application methods.

1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.2.2.D.1: Collaborate and apply a design process to solve a simple problem from everyday experiences.

Winslow Township School District
Social Studies
Grade 2

Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Development of American Culture, United States History, and Diversity	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.	1	9
	6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.		
	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.	1	
	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.		
	6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.		
	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.	3	
	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, and plays).		
	6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).		
	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.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	3	
	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.		
	6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.		
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.		
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.		
	Assessment, Re-teach and Extension			

Winslow Township School District
Social Studies
Grade 2

Unit 3 Grade 2		
Content Statement	Indicator #	Indicator
Environmental characteristics influence the how and where people live.	6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.2	Use technology to understand the culture and physical characteristics of regions.
Understanding the past helps to make sense of the present.	6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	6.1.2.HistoryUP.2	Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.
	6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
The nature of history involves stories of the past preserved in a variety of sources.	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, and plays).
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
Historians create arguments outlining ideas or explanations based on evidence.	6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).	6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
	6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
	6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Winslow Township School District
Social Studies
Grade 2

Unit 3 Grade 2	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<ul style="list-style-type: none"> • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities 	
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • I Am Harriet Tubman • I Am Martin Luther King, Jr. • The Story of Ruby Bridges • Native American legends • The Crayon Box that Talked • It’s Okay to Be Different • The Name Jar • The Sandwich Swap <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://youtu.be/_26FOHoc78 • https://youtu.be/yHp7sMqPL0g • http://www.theadvocatesforhumanrights.org/k-5 • https://www.ducksters.com/geography/us_states/new_jersey_history.php • https://tinyurl.com/y5oskdvc • http://worldoftales.com/ • https://www.virtualfieldtrips.org/grade-2-early-americans/ • http://4msandmeier.weebly.com/lenni-lenape.html 	<ul style="list-style-type: none"> • define culture • investigate the early natives of New Jersey (e.g., Lenni Lenape) • research the customs, traditions, and impact of Native Americans in New Jersey and the United States • create a Lenape Village using various materials based on research conducted • determine the changes in American identity over time • assess the reasons for changes in local government over time • dramatize special occasion customs celebrated by Native Americans <p>writing: open-ended responses, conclusions and analysis of exploratory activities</p> <ul style="list-style-type: none"> • recall the definitions of prejudice and conflict • define stereotyping • discuss the conflict caused by stereotyping • explain how one’s unique cultural background influences beliefs, values, and traditions • identify the similarities and differences amongst each other • Create a classroom crayon box to symbolize how everyone’s uniqueness makes the classroom a better place • determine ways that diverse cultures deal with conflict • analyze the contributions of global awareness and cooperation to the common good of American citizens • writing: open-ended responses, conclusions and analysis of exploratory

Winslow Township School District
Social Studies
Grade 2

<ul style="list-style-type: none"> • https://www.notimeforflashcards.com/2013/07/27-multicultural-books-for-kids.html • https://www.pbs.org/parents/thrive/how-to-teach-children-about-cultural-awareness-and-diversity • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dej/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<p>activities</p> <ul style="list-style-type: none"> • recall the definitions of prejudice and conflict • define stereotyping • discuss the conflict caused by stereotyping • explain how one’s unique cultural background influences beliefs, values, and traditions • identify the similarities and differences amongst each other • Create a classroom crayon box to symbolize how everyone’s uniqueness makes the classroom a better place • determine ways that diverse cultures deal with conflict • analyze the contributions of global awareness and cooperation to the common good of American citizens • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE)
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

Winslow Township School District
Social Studies
Grade 2

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.Civics CM.2).
- 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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.6:** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.2.TL.7:** Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).
- 9.4.2.IML.1:** Identify a simple search term to find information in a search engine or digital resource.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students’ IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Winslow Township School District
Social Studies
Grade 2

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Extend time as needed
- Break down assignments into smaller units
- Utilize scaffolding strategies
- Provide shortened assignments
- Modify testing format and/or provide alternative assessment
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

Winslow Township School District
Social Studies
Grade 2

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student's readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ● REVISED Bloom's Taxonomy Action Verbs

Winslow Township School District
Social Studies
Grade 2

Interdisciplinary Connections

***English Language Arts:**

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Mathematics:

- 2.MD.D. Represent and interpret data

Science:

- NGSS K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Arts:

- 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Winslow Township School District
Social Studies
Grade 2

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Winslow Township School District
Social Studies
Grade 2

Curriculum	Standards		Pacing	
			Weeks	Unit Weeks
Unit 4: Economics and Human Rights	6.1.2.EconET.1	Explain the difference between needs and wants.	2	9
	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.	2	
	6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.		
	6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.		
	6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, and barter).	2	
	6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.		
	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.	2	
	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
	6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.		
	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	1	
	Assessment, Re-teach and Extension			

Winslow Township School District
Social Studies
Grade 2

Unit 4 Grade 2		
Content Statement	Indicator #	Indicator
Individuals make decisions based on their needs, wants, and the availability of resources.	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.
Limited resources influence choices.	6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
	6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
	6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, and barter).
The availability of resources influences current and future economic conditions.	6.1.2.EconNE.1	Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
There are benefits to trading goods and services with other countries.	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.
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Winslow Township School District
Social Studies
Grade 2

Certain character traits can help individuals become productive members of their community.	6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
---	-------------------------	--

Winslow Township School District
Social Studies
Grade 2

Unit 4 Grade 2	
Assessment Plan	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Projects • Class discussions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Projects • Hands-on activities
Resources	Activities
<p>Trade books, magazines, periodicals, newspapers, professional journals, maps, culturally-authentic documents, teacher-created resources</p> <p>Informational Text:</p> <ul style="list-style-type: none"> • I Am Harriet Tubman • I Am Martin Luther King, Jr. • The Story of Ruby Bridges • Now & Ben • Who Was Thomas Alva Edison? <p>Internet Resources:</p> <ul style="list-style-type: none"> • https://prometheanplanet.com/ • https://jr.brainpop.com/socialstudies/ • https://youtu.be/_26FOHoac78 • https://youtu.be/yHp7sMqPL0g • http://www.theadvocatesforhumanrights.org/k-5 • https://nj.gov/education/amistad/resources/literacy.pdf • https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf • https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf • https://nj.pbslearningmedia.org/resource/ate10.sci.engin.design.techovertime/technology-over-time/ • https://tinyurl.com/y5qu32nc 	<ul style="list-style-type: none"> • analyze the positive and negative outcomes of a society with a diverse population • discuss basic human rights • create a human rights tree based on rights people need to live in dignity and justice • recall the definition of a violation of human rights • determine how people of varied cultures can collaborate to address and eliminate violations of human rights • investigate the lives and accomplishments of defenders of human rights (e.g., Martin Luther King, Jr., Paul Robeson, Harriet Tubman) • connect to music by analyzing songs about human rights • activities found in <i>The Amistad Commission’s Literacy Components for Primary Grades</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) • writing: open-ended responses, conclusions and analysis of exploratory activities • identify the similarities and differences of community workers, volunteers, and at-home workers • evaluate the impact of contributions of New Jerseyans (e.g., technology, transportation, the arts) • discuss the role of technology in the growth of immigration in the

Winslow Township School District
Social Studies
Grade 2

<ul style="list-style-type: none"> • https://youtu.be/Y8z3OM8iwSU • https://www.eupschools.org/page/1339 • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- • https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/ • New Jersey Amistad Commission Resources- NJ Department of Education - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad 	<ul style="list-style-type: none"> • United States and in New Jersey • define entrepreneur and capitalism • explain the role of an entrepreneur in the United States economy • evaluate examples of entrepreneurship of early settlers of New Jersey and present citizens • create a bar graph depicting students’ completion of classroom and home chores
Instructional Best Practices and Exemplars	
<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations 	<ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates

Winslow Township School District
Social Studies
Grade 2

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)..

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

9.1.2.PB.2: Explain why an individual would choose to save money.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District

Social Studies

Grade 2

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Preview/pre teach vocabulary
- o Complete picture walk
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Use technology i.e. Chromebooks and iPads
- o Provide sentence starters
- o Utilize consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Modifications for At-Risk Students

Formative and summative assessment data will be used to monitor student progress. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Extend time as needed
- o Break down assignments into smaller units
- o Utilize scaffolding strategies
- o Provide shortened assignments
- o Modify testing format and/or provide alternative assessment
- o Provide graphic organizers
- o Verbalize before writing
- o Provide sentence starters
- o Use technology i.e. Chromebooks and iPads
- o Provide consistent structured routine
- o Provide simple and clear classroom rules
- o Provide frequent feedback
- o Provide support staff as needed
- o Assist w/ organization
- o Recognize success

Winslow Township School District
Social Studies
Grade 2

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Social Studies
Grade 2

Interdisciplinary Connections

***English Language Arts:**

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
- 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.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Arts:

- 1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- 1.3.2.D.2 Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Health and Physical Education:

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

Winslow Township School District
Social Studies
Grade 2

Integration of Technology Standards NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

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

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

***New Jersey Student Learning Standards:**

English Language Arts

RL: Reading Literature
RI: Reading Informational Text
W: Writing
SL: Speaking and Listening
L: Language

Mathematics

OA: Operations and Algebraic Thinking
NBT: Number and Operations in Base Ten
MD: Measurement and Data
G: Geometry