

Social Studies
Second Grade

Domain: My Community, My Country

Stage 1: Desired Results

Social Studies
Second Grade

Standards:

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.4.A.6 Explain how national and state governments share power in the federal system of government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.16 Explain how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas

Social Studies
Second Grade

Essential Understandings:

- Responsible citizens respect others and make contributions to their school, community, state, and country.
- The United States is founded on the principle that all citizens have common rights that are protected and guaranteed.
- The role of the government is to make and enforce laws and provide services for the common good.
- Our country's symbols, documents, and historical events reflect democratic values, principles, and beliefs.

Content Skills (The students will...):

- Identify and describe characteristics of good citizenship.
- Describe ways in which citizens make positive contributions to their school and community.
- Demonstrate good citizenship by taking responsibility for personal actions, respecting and being fair with others, and being honest.
- Identify and describe the rights that citizens have in the United States.
- Identify U.S. documents in which the rights of citizens are guaranteed.
- Identify rules and laws and describe their purpose in school, community, and society.
- Explain the consequences of an absence or violation of rules and laws.
- Define government and describe its purpose.
- Explain the function of government and why it is formed.
- Describe government services and how they meet the needs of citizens in a community.
- Identify government leaders and their roles in a community, state, and nation.
- Describe how leaders are chosen, such as by election and appointment to office.
- Describe why the Declaration of Independence was written.
- Identify symbols and songs that reflect democracy and freedom.
- Identify historical figures and events that we celebrate.

Essential Questions:

- How do people best cooperate?
- What do you do to get along with others?
- What are some of the things a good citizen does?
- What are some ways you can be a good citizen?
- Who makes laws?
- How do rules and laws help us?
- How are leaders chosen?
- How do people show respect for our country?

Stage 2: Evidence of Learning

Social Studies
Second Grade

<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none">• Chapter Review and Assessment Student Activity Worksheets• Chapter Test	<p>Summative Performance Task:</p> <ul style="list-style-type: none">• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter• Hands-On Activity - students work together to create a paper Citizenship Quilt that demonstrates their understanding of what it means to be a citizen
<p>Formative Assessment:</p> <ul style="list-style-type: none">• <i>Got It?</i> - formative assessment for each lesson• Observation• Participation	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• English/Language Arts - passages focus on drawing conclusions, writing responses and performance task• Technology - publish online story• Visual Arts - performance task• Music - chapter song “Our Country Today”	<p>Technology Connections:</p> <ul style="list-style-type: none">• www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none">• Collaboration and Creativity Skills - Taking Action• Target Reading Skill - Draw Conclusions• Collaboration and Creativity Skills - Problem solving	
<p>Unit Resources</p>	
<p>Resources:</p> <ul style="list-style-type: none">• Pearson My World Social Studies: We Do Our Part, 2013• Student Worktext• myStory Book• myWorld Leveled Readers (<i>John Adam; President John Adams; John Adams: Our Second President</i>)	
<p>Modifications:</p> <ul style="list-style-type: none">• As per IEP• See Appendix A	

Social Studies
Second Grade

Domain: Working to Meet Our Needs

Stage 1: Desired Results

Standards:

- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 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.

Social Studies
Second Grade

Essential Understandings:

- People have to make choices about needs and wants because resources are limited.
- Using money is easier than bartering for making exchanges.
- People trade goods and services within their communities, with other states, and with other countries.
- Money can be saved to spend at a later time. Some people use banks to save or borrow money.

Content Skills (The students will...):

- Recognize that everyone has the basic human needs of food, clothing, and shelter as well as different wants.
- Explain that people must make choices because they cannot have everything they want.
- Explain that not all wants can be satisfied because there are limited amounts of goods, services, and resources.
- Understand that individuals, families, and communities must make choices due to limited resources.
- Trace the production of a good from a natural resource to a finished product in the market place available to consumers.
- Explain how producers decide what to produce based on the needs and wants of consumers and the benefits of what they produce to consumers.
- Explain why producers must gather natural resources, and capital resources (including technology such as computers or backhoes) to produce their goods.
- Recognize and explain that producers make goods to earn income.
- Recognize and explain that people provide services to earn income.
- Identify and describe services in the community.
- Explain why service providers must gather human resources (skills and knowledge) to provide services.
- Identify services people depend on in their communities, such as people who provide transportation, safety, education, and health.
- Identify and explain that specialized jobs require different knowledge and skills and that people have different talents and strengths.
- Identify the place where we trade for goods or services as a market.
- Recognize that people can use money or barter to exchange goods and services, and that money makes that exchange easier.
- Explain that a price a consumer pays when they buy a good or service depends both on how many other consumers are demanding that good

Social Studies
Second Grade

Essential Questions:

- How do people get what they need?
- What are some jobs people do?
- What resources do people use every day?
- Why can't we have everything we want?
- How do people make choices?
- How do available resources affect decision-making options?
- Why is it important for some workers to have special skills?
- How do we pay for community services?
- How does supply and demand affect producers?
- Why do people save money?
- How do savings plans help people?
- How are a loan and a credit card alike?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students act out a skit about producers and consumers

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on main idea and details, writing responses and performance task
- Math - money activities
- Technology - publish online story
- Performing Arts - performance task
- Music - chapter song "What We Buy"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - main idea and details
- Graph and Map Skills - reading a flow chart

Unit Resources

Resources:

- Pearson My World Social Studies: We Do Our Part, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Elizabeth Blackwell; Doctor Elizabeth Blackwell; Elizabeth Blackwell: America's First Woman Doctor*)

Social Studies
Second Grade

Modifications:

- As per IEP
- See Appendix A

Social Studies
Second Grade

Domain: The World Around Us

Stage 1: Desired Results

Standards:

- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- 6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 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.

Social Studies
Second Grade

Essential Understandings:

- Physical features are located in specific places, and words can be used to describe their relative location.
- Maps and globes can be used to locate places and features.
- The world is made up of different physical features such as landforms and bodies of water.
- Communication and transportation connect people, products, and ideas.

Content Skills (The students will...):

- Describe a relative location.
- Describe an absolute location.
- Use a map to locate places and features.
- Identify the different uses for maps.
- Use the different parts of a map.
- Identify locations on a map using cardinal and intermediate directions.
- Identify the seven continents and four oceans on a map and globe.
- Use maps and globes to identify landforms and bodies of water.
- Use geographical vocabulary, such as latitude and longitude, to describe location.
- Recognize that the equator divides the world into the Northern and Southern Hemispheres.
- Recognize that the prime meridian divides the world into the Eastern and Western Hemispheres.
- Identify physical features such as landforms and bodies of water.
- Describe how the location of landforms and bodies of water are shown on physical maps.
- Recognize that the world is divided into different areas politically, such as states, countries, and continents.
- Describe weather conditions.
- Explain how weather and climate affect where and how people, plants, and animals live.
- Distinguish between weather patterns and explain the effects of these changes.
- Recognize that areas can be divided into regions with unifying characteristics such as language, climate, and environment.
- Explain how people both negatively and positively alter Earth's land and water.
- Identify physical and human characteristics and describe their difference.
- Recognize that people change the environment to meet their needs.
- Recognize how geographic characteristics such as weather, climate, and location can influence people's decisions about how and where to live.

Social Studies
Second Grade

Essential Questions:

- What is the world like?
- What words can you use to describe where you are in the world?
- How might your relative location change if you move from one place to another?
- How can directions help you travel in the world?
- Why do maps have symbols?
- How does a map show what the world is like?
- What are Earth's large bodies of water and areas of land called?
- How are the prime meridian and equator alike and different?
- How are lakes and oceans different?
- How are physical maps and political maps different?
- What kinds of weather occur on Earth?
- How are climate and weather different?
- How are cities and rural environments different?
- What natural resources do you use?
- How can people conserve natural resources?
- What are ways that people travel?
- What is an effect of better transportation?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students create a tiered book that describes their relative and absolute locations as well as which continent, nation, and state they live in.

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on cause and effect, writing responses and performance task
- Technology - publish online story
- Music - chapter song "Places Where We Live"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - cause and effect
- Graph and Map Skills - map scale

Unit Resources

Social Studies
Second Grade

Resources:

- Pearson My World Social Studies: We Do Our Part, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*John Muir*; *John Muir: Protector of Nature*; *John Muir and Our National Parks*)

Modifications:

- As per IEP
- See Appendix A

Social Studies
Second Grade

Domain: Celebrating Our Traditions

Stage 1: Desired Results

Social Studies
Second Grade

Standards:

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16 Explain how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
- 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Social Studies
Second Grade

Essential Understandings:

- By joining together to meet their needs, people create a culture.
- Many different cultures combine to make the culture of the United States.
- Celebrations are a part of our cultural heritage.
- Our national holidays and celebrations reflect our national culture.
- Stories, songs, and art help us to preserve and pass on culture.
- Cultural elements such as food, clothing, and language are found throughout the world.

Content Skills(The students will...):

- Identify and explain that culture is a way of life that you learn from your family, friends, and community.
- Recognize and describe cultural characteristics such as language, music, food, crafts, and recreation.
- Identify that community members have different cultural backgrounds.
- Recognize that community members contribute to the community in different ways.
- Describe why diversity in communities contributes to the richness of our culture.
- Explain why it is important to respect diversity.
- Identify and describe national holidays that honor the achievements of Americans past and present.
- Explain that we celebrate American holidays to express values that are important to the nation.
- Identify characters in folktales who demonstrate the characteristics of individualism, courage, honor, generosity, hard work, patriotism, and strength.
- Describe how our national heritage can be passed on and shared through stories, songs, and folktales.
- Identify and describe how cultures around the world meet similar needs in different ways.
- Recognize that people bring their culture with them when they travel and move.

Essential Questions:

- How is culture shared?
- What are examples of different cultures in the United States?
- Why are there so many cultures in the United States?
- How do Americans remember important people and events from the past?
- What holidays do people celebrate and how do they celebrate them?
- What kinds of stories do Americans share?
- How is your culture different from other cultures?

Stage 2: Evidence of Learning

Social Studies
Second Grade

<p>Summative Traditional Assessment:</p> <ul style="list-style-type: none">• Chapter Review and Assessment Student Activity Worksheets• Chapter Test	<p>Summative Performance Task:</p> <ul style="list-style-type: none">• Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter• Hands-On Activity - students will create a spinner for a board game that shows examples of culture and then play the culture board game in five groups.
<p>Formative Assessment:</p> <ul style="list-style-type: none">• <i>Got It?</i> - formative assessment for each lesson• Observation• Participation	
<p>Stage 3: Learning Plan</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none">• English/Language Arts - passages focus on compare and contrast, writing responses and performance task• Technology - publish online story• Music - chapter song “Festival Time”	<p>Technology Connections:</p> <ul style="list-style-type: none">• www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.
<p>21 Century Themes:</p> <ul style="list-style-type: none">• Target Reading Skill - compare and contrast• Media and Technology Skills - using graphic sources	
<p>Unit Resources</p>	
<p>Resources:</p> <ul style="list-style-type: none">• Pearson My World Social Studies: We Do Our Part, 2013• Student Worktext• myStory Book• myWorld Leveled Readers (<i>Paul Revere</i>; <i>Paul Revere: Ride for Liberty</i>; <i>Paul Revere: American Patriot</i>)	
<p>Modifications:</p> <ul style="list-style-type: none">• As per IEP• See Appendix A	

Social Studies
Second Grade

Domain: Our Nation Past and Present

Stage 1: Desired Results

Social Studies
Second Grade

Standards:

- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.A.16 Explain how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.B.10 Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the

Social Studies
Second Grade

Essential Understandings:

- Over time, some things change, and some things remain the same.
- Over time, communities grow and change.
- We can identify and use historical resources to understand the past.
- Developments in technology affect the way people live.
- The actions of individuals can affect history.

Content Skills (The students will...):

- Compare and contrast life in the past with life today.
- Compare and contrast family life in the past with life today.
- Make predictions about changes in the future.
- Use terms related to time to talk about events.
- Describe events in chronological order.
- Identify tools and resources used to learn about history.
- Use a variety of sources (including print, oral, and visual) to form an understanding of the past.
- Know the difference between primary and secondary sources.
- Use secondary sources such as biographies to learn about the past.
- Know that Native Americans were the first inhabitants of North America.
- Compare Native American cultures from different regions.
- Compare life in the past to life today.
- Learn about the contributions of notable individuals.
- Know that some things change while others stay the same.
- Know about the first colonies in North America.
- Know about the founding of the United States.
- Know how the arrival of Europeans affected Native Americans.
- Identify key people and events that shaped our nation.
- Know that, over time, the United States grew in size.
- Understand that some immigrants did not come voluntarily.
- Know that immigration continues today.
- Know where immigrants came from and where they settled.
- Know why people immigrate to the United States.
- Compare life in the past to life today.
- Understand that some things change while others stay the same.
- Identify the contributions of innovators.
- Identify technological innovations that helped shape our nation.

Social Studies
Second Grade

Essential Questions:

- How does life change throughout history?
- What are some ways we can learn about the past?
- What are secondary sources and how do we use them to learn about the past?
- What sources can people use to learn about people in the past?
- Where did the first people in America live?
- How did the lives of Native Americans change throughout history?
- What impact did immigrants have on Native Americans when Europeans built colonies?
- What made life difficult for soldiers in the American Revolution?
- What caused people to begin to explore the West?
- How was the way African Americans came to the United States different from the way other immigrants came?
- What inventions helped change the way people communicated?
- Who are some people who made our country better?
- What are some ways people can make a difference and change lives?

Stage 2: Evidence of Learning

Summative Traditional Assessment:

- Chapter Review and Assessment
- Student Activity Worksheets
- Chapter Test

Summative Performance Task:

- Writing - myStory Book Online - students write, illustrate, and publish a digital book about concepts in this chapter
- Hands-On Activity - students will work together to create a Living Timeline

Formative Assessment:

- *Got It?* - formative assessment for each lesson
- Observation
- Participation

Stage 3: Learning Plan

Interdisciplinary Connections:

- English/Language Arts - passages focus on fact and opinion, writing responses and performance task
- Technology - publish online book
- Music - chapter song "Living in America"

Technology Connections:

- www.myWorldSocialStudies.com - digital presentations, videos, formative assessments.

21 Century Themes:

- Target Reading Skill - fact and opinion
- Graph and Map Skills - reading a timeline
- Critical Thinking Skills - using primary and secondary resources

Unit Resources

Resources:

- Pearson My World Social Studies: We Do Our Part, 2013
- Student Worktext
- myStory Book
- myWorld Leveled Readers (*Harriet Tubman; Harriet Tubman Road to Freedom; Harriet Tubman Conductor of the Underground Railroad*)

Social Studies
Second Grade

Modifications:

- As per IEP
- See Appendix A