

TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies Grade 2

**Curriculum Guide
Updated June 18, 2019**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

The grade two social studies curriculum is based on the New Jersey Student Learning Standards for Social Studies. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA Holocaust/Genocide Education and the NJSA Amistad Curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Culture	36
Unit 2: Geography	36
Unit 3: History	36
Unit 4: Economics	36
Unit 5: Citizenship	36

Unit Standards Overview

6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Curricular Units

Unit 1: Culture

Essential Questions/ Standards	Instructional Objectives/ Skills and Benchmarks(<i>CPIs</i>)	Activities
<p>How do we live together?</p> <p>Why do groups have rules?</p> <p>Why do people vote?</p> <p>How are people different and how do those differences make us special?</p> <p>NJSLS-SS 6.1, 6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Understand we belong to various groups, and that those groups have rules to help us get along. ● Understand that we all belong to communities. The people of the community vote on the laws. ● Understand that there are three kinds of communities-urban, suburban, and rural- and how they are different from each other ● Understand that special ways of doing things make up customs, traditions, and culture. ● Understand that many different types of people make up a community. ● Understand that each one of us is unique and special. 	<ul style="list-style-type: none"> ● Have students make a list of all the groups at home, at school, in the community, and elsewhere to which they belong. Create a class list on the board. ● On index cards write different situations in which a person might be a good citizen. Divide the class into groups giving each group a card. Invite them to discuss ways someone could be a good citizen in the situation. ● Organize students in groups. They will act as tour guides who will lead a tour of a city and suburb making a list of tour highlights. ● Give students copies of the lyrics to the song “Tradition” from <i>Fiddler on the Roof</i>. Read each stanza with the students discussing what the lyrics say about the traditional roles of each family member. ● With the class, make a list famous artists, inventors, scientists, and musicians. Discuss how these people make communities better places to live. <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: The Patchwork Quilt, Yettele’s Feathers (Links Below)</p> <ul style="list-style-type: none"> ● ReadWorks.org

	<ul style="list-style-type: none"> • ReadWorksDigital.org • Flocabulary.com • Brainpop.com • Teachertube.com • http://www.njamistadcurriculum.net/ • https://nj.gov/education/holocaust/curriculum/ • https://www.youtube.com/watch?v=JGMfSLEer3c&t=33s • https://www.youtube.com/watch?v=tyoY5Ow9-so
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Unit 1 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Questioning • Think-Pair-Share • Exit Slips 	<ul style="list-style-type: none"> • End of Unit Test • Mid unit quizzes • Performance Assessments

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific	Examples of Strategies and Practices that Support Gifted and Talented Students: <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting

<p>be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<ul style="list-style-type: none"> • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios
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Unit 1 Connections	
<p align="center">NJSLS - Technology</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Technology Standards</p>	<p align="center">Career Readiness Practices</p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p align="center">Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management.

	<ul style="list-style-type: none"> ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 2: Geography

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>How do we find out about places on Earth?</p> <p>Why is it important to understand location?</p> <p>How can we save natural resources?</p> <p>NJSLS-SS</p> <p>6.2, 6.3</p> <p>(NJSA 18A:35-28</p> <p>Holocaust/Genocide)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Understand that location is how we describe where places and things are. ● Identify the connections between state, country, continent, and the world. ● Identify the differences between landforms and different bodies of water in the United States. ● Understand the features of the four seasons. Identify different types of dangerous weather. ● Understand that natural resources are things that occur in nature that we use. Identify examples of resources that can be easily replaced and ones that cannot. 	<ul style="list-style-type: none"> ● Have students illustrate their bedrooms on a given grid. Discuss the location of specific items using words such as 'near' and 'next to'. ● Have students sketch an outline of their state. Brainstorm with the students the types of information they should put on their maps (cities, bodies of water, etc.) Using books and materials have students make their maps including as many items as possible. ● Post a large outline map of the United States. Have students locate as many land and water forms in the United States as they can. ● Using page 29 as a guide, invite students to divide a piece of paper into fourths and draw the picture of each tree. Then have them illustrate themselves under each tree participating in an activity for that season. Students should include as many details as they can. ● Using books and other materials, help children find out what state agency is in charge of natural resources <p>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum</p>

		<p>Guide and The Amistad Commission's Literacy Components for Primary Grades: Follow the Drinking Gourd (Link Below)</p> <ul style="list-style-type: none"> ● ReadWorks.org ● ReadWorksDigital.org ● Flocabulary.com ● Brainpop.com ● Teachertube.com ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/ ● https://www.youtube.com/watch?v=hGvmf66OcMs&list=PLKwAZJG-gMOihFpCMxLrVcSLQoYfinMAX&index=1
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Unit 2 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> ● Questioning ● Think-Pair-Share ● Exit Slips 	<ul style="list-style-type: none"> ● End of Unit Test ● Mid unit quizzes ● Performance Assessments

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Unit 2 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 2 Connections

NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee.

to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the [NJ Student Learning Standards](#)

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Unit 3: History

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities
<p>How did people from long ago make a difference?</p> <p>What are some ways that we communicate with each other?</p> <p>What makes a good leader?</p> <p>NJSLS-SS 6.1, 6.2</p> <p>NJSA 18A:35-28 Holocaust/Genocide Education</p>	<ul style="list-style-type: none"> • Understand that there are many differences between life long ago and life today. • Understand the different groups that settled in different areas. • Understand why settlers left England. Identify King George, Paul Revere, and the Declaration of Independence. • Understand that pioneers explored the west, sometimes pushing Native Americans off their land. • Understand the conflict of the Civil War. Identify Harriet Tubman, President Lincoln, slavery, and the Underground Railroad. 	<ul style="list-style-type: none"> • Draw a picture of transportation from the past and from the future. • Help students find books about Native Americans. Make up stories about what it was like to live in the early days of America. • Write a letter to King George or Paul Revere. • Brainstorm what it would be like to be a king or queen in the 1700s. • Have students pretend to be explorers. Keep a journal of what was seen, people met, and plants and animals interacted with. • Students complete the writing prompt: Harriet Tubman's story is significant because... • Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Moses: When Harriet Tubman Led Her People to Freedom, Freedom's School (Links Below) • ReadWorks.org

<p>The Amistad Bill (A1301)</p>		<ul style="list-style-type: none"> ● ReadWorksDigital.org ● Flocabulary.com ● Brainpop.com ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/ ● https://www.youtube.com/watch?v=ECF9d5fC8S0 ● https://www.youtube.com/watch?v=57pvfN8HiHg
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<p align="center">Unit 3 Assessment Plan</p>	
<p align="center">Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>	<p align="center">Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p>
<ul style="list-style-type: none"> ● Questioning ● Think-Pair-Share ● Exit Slips 	<ul style="list-style-type: none"> ● End of Unit Test ● Mid unit quizzes ● Performance Assessments

Unit 3 Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections	
<p style="text-align: center;">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p style="text-align: center;">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills. • CRP3: Attend to personal health and financial well-being. • CRP4: Communicate clearly and effectively and with reason. • CRP5: Consider the environmental, social and economic impacts of decisions.

	<ul style="list-style-type: none"> ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p style="text-align: center;">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p style="text-align: center;">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 4: Economics

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks(<i>CPis</i>)	Activities
<p>How do we get the things we need and want?</p> <p>What are some areas where technology can help us?</p> <p>NJSLS-SS</p> <p>6.2, 6.3</p> <p>NJSA 18A:35-28</p> <p>Holocaust/Genocide Education</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Understand the difference between wants and needs. Identify ways to save money when money is scarce. ● Understand that people do a variety of jobs to earn money. ● Note that goods can be grown on a farm, made at home, or produced in a factory. Understand trading with other countries. ● Understand that producers grow or make things to sell and consumers use the goods. 	<ul style="list-style-type: none"> ● Create a class list of needs and wants. ● List services workers on the board. Have students draw a picture of those types of service workers and label their drawing. ● Have students draw a picture or write showing something that they learned about farming and selling produce. ● Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: If I Only Had a Horn: Young Louis Armstrong (Link Below) ● ReadWorks.org ● ReadWorksDigital.org ● Flocabulary.com ● Brainpop.com ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/ ● https://www.youtube.com/watch?v=lzYhsfj8dN4

Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Questioning • Think-Pair-Share • Exit Slips 	<ul style="list-style-type: none"> • End of Unit Test • Mid unit quizzes • Performance Assessments

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
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21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Unit 5: Citizenship

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<p>Why do we need government?</p> <p>Why should we follow rules?</p> <p>NJSLS-SS</p> <p>6.1, 6.3</p> <p>(NJSA 18A:35-28 Holocaust/Genocide Education)</p> <p>The Amistad Bill (A1301)</p>	<ul style="list-style-type: none"> ● Understand that the state government is organized like our federal government with a leader, lawmakers, and judges. Identify state symbols. ● Identify the leader of a city as the mayor. Identify the three parts of a local government. ● Understand the meaning of justice and how it is represented in our symbols. Identify immigrants want to live in the United States. ● Understand laws help keep us safe; to understand that we have rules to guide us and keep us safe. 	<ul style="list-style-type: none"> ● Identify state flag, nickname, motto, seal, flower, and bird. Learn the words to the state song. ● Identify the mayor and write letters to the mayor. ● Have students pretend they are from another country and visiting the U.S. Have them write letters to their friends describing the trip to the U.S. and the Statue of Liberty. ● Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Grace For President (Link Below) ● ReadWorks.org ● ReadWorksDigital.org ● Flocabulary.com ● Brainpop.com ● Teachertube.com ● http://www.njamistadcurriculum.net/ ● https://nj.gov/education/holocaust/curriculum/ ● https://www.youtube.com/watch?v= xB2OAYM1kI

Unit 4 Assessment Plan	
Formative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Summative Assessment <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<ul style="list-style-type: none"> • Questioning • Think-Pair-Share • Exit Slips 	<ul style="list-style-type: none"> • End of Unit Test • Mid unit quizzes • Performance Assessments

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 4 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills	Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*