



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Social Studies
Grade Span: Grade 2
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COURSE OVERVIEW

Description

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Goals

- In grade 2, 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.

Scope and Sequence

Unit	Topic	Length
U.S. History: America in the World	Civics, Government, Human Rights	MP1
U.S. History: America in the World	History, Culture, and Perspectives	MP2
U.S. History: America in the World	Economics, Innovation, and Technology	MP3
U.S. History: America in the World	Geography, People, and the Environment	MP4

Resources

Sign up for a free account for more resources
<http://www.njamistadcurriculum.net/history/units>

UNIT 1: Civics, Government, Human Rights

Summary and Rationale	
<p>The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.</p> <p>Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary source</p>	
Recommended Pacing	
MP 1 September to November	
State Standards	
<p>Standard 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.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea:</p> <p>6.1.2 Civics PI.1</p>	<p>Local community and government leaders have roles and responsibilities to provide services for their community members. Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p>
<p>Core Idea:</p> <p>6.1.2 Civics PI.3</p>	<p>Rules for all to live by are a result of the actions of government, organizations, and individuals. Explain how individuals work with different levels of government to make rules.</p>
<p>Core Idea:</p> <p>6.1.2 Civics PPI.6</p>	<p>The actions of individuals and government affect decisions made for the common good. Explain what the government is and its function.</p>
<p>Core Idea:</p> <p>6.1.2 Civics DP.1</p>	<p>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). Explain how national symbols reflect on American values and principles.</p>

6.1.2 Civics DP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Core Idea:	Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
6.1.2 Civics PR.1	Determine what makes a good rule or law.
6.1.2 Civics PR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2 Civics PR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
Core Idea:	Processes and rules should be fair, consistent, and respectful of the human rights of all people.
6.1.2 Civics PR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
Core Idea:	Certain character traits can help individuals become productive members of their community.
6.1.2 Civics CM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2 Civics CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Government leaders and citizens work together to make communities better and safer places in which to live. • Governments work to establish order, provide security, and manage conflict by making laws and providing services. • Our Federal Government is made up of three branches that work together. They are the President, Congress, and the Supreme Court. • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? • How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? 	
Objectives	

Students will know:

- Nonfiction texts have text features.
- Rules and laws created by the government are to protect the rights of people, help resolve conflicts, and promote the “common good”.
- How to identify community and government leaders.
- There are fundamental freedoms guaranteed by the US Constitution and Bill of Rights and how they contribute to democracy.

Students will be able to:

- Read nonfiction texts and utilize basic nonfiction text features (table of contents, captions, headings, and photographs) to aid in understanding of the text.
- Discuss communities and how rules and laws created by governments protect the rights of people, help resolve conflicts, and promote the "common good".
- Identify various community and government leaders.
- Explain fundamental freedoms guaranteed by the US Constitution and Bill of Rights and how they contribute to democracy.

Resources

Core Text: Studies Weekly**Suggested Resources: Bill of Rights**

<https://bensguide.gpo.gov/bill-of-rights-1789-91>

Introduce the branches of government

<https://bensguide.gpo.gov/a-what-are-branches>

<https://www.youtube.com/watch?v=OvwIPTYvU8o> Branches of Government

Constitution Day Resource:

<https://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

Activities:**Lesson 1 (2 days)**

Discuss what it means to be a citizen and identify traits of good citizenship.

Read What if Everybody Did that? Discuss and list qualities of a good citizen. Students can work in groups to create a chart that lists qualities they find important in a good citizen.

See good citizen sort below. Groups can use cards and sort behaviors.

This can lead to making a class rules chart.

Lesson 2 (2 Days)

What is the difference between a right and a responsibility?

Read “We the Kids”

reference Bill of Rights

<https://bensguide.gpo.gov/bill-of-rights-1789-91>

Rights and Responsibilities. What is the difference between a right and a responsibility? A right is a freedom that is protected, such as the right to free speech and religion. A responsibility is a duty or

something you should do, such as recycling or doing your homework.

A way to do this is to have students work in groups using a definition of “right” and “responsibility” to create a “T” chart identifying their responsibilities in relation to their rights in different school situations for example, checking out books from the school library, playing with school equipment during physical education and recess, using supplies to create books, etc. Another way to do this is to celebrate how responsibilities change and grow as you mature. Students make a timeline of the responsibilities they have taken on over the years. Examples might include: washing hands (age 3), tying shoes (age 4), setting dinner table (age 5), etc.... How do their responsibilities change as they get older?
Create a Class Bill of Rights see below.

Read “How full is your Bucket?” Students can brainstorm ways they can fill someone's bucket. Complete a fill the bucket activity sheet.

Lesson 3 (2 days at least could be more)

Provide students with books on government. Have them work in teams to create a web with “government” in the center. Students will list important words and information on the branches of their web. Possible words might include: community, mayor, district, judge, legislative branch, executive branch, judicial branch, checks and balances, elections, senators

Introduce the branches of government

<https://bensguide.gpo.gov/a-what-are-branches>

<https://www.youtube.com/watch?v=OvwlRTYvU8o> Branches of Government

Constitution Day Resource:

<https://www.civiced.org/resources/curriculum/constitution-day-and-citizenship-day>

These Hands by Margaret H. Mason

https://www.youtube.com/watch?v=NhgE2t-m_9o

Guided reading lesson plans attached

Hope's Gift by Kelly Starling Lyons

https://www.youtube.com/watch?v=w9B6q_nk66I

guided reading lesson plans attached

Martin's Big Words by Doreen Rappaport

<https://www.youtube.com/watch?v=43l0UnZrBmI>

guided reading lesson plans attached

<https://www.teacherspayteachers.com/Product/Black-History-Month-Activities-1715493> free download

Suggested Books: (Teacher can incorporate additional suitable texts.

- How Full Is Your Bucket? for Kids by Tom Rath and Mary Reckmeyer
- We the Kids: The Preamble to the Constitution by David Catrow
- What if Everybody Did That? by Ellen Javernick
- Hope's Gift by Kelly Starling Lyons
- These Hands by Margaret H. Mason

- Martin's Big Words by Doreen Rappaport

Websites:

<https://bensguide.gpo.gov/>

Holocaust/Amistad/LGBTQ/AAPI Connections

To be taught as part of Unit 1: U.S. History: America in the World

In grade 2, 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.

Books/Lessons: (Teacher can incorporate additional suitable texts.)

- These Hands by Margaret H. Mason- Lesson Guide <https://www.teachervision.com/literature-guide/these-hands-teachers-guide>
- Martin’s Big Words by Doreen Rappaport- Lesson Guide <https://www.rif.org/literacy-central/book/martins-big-words>
- Hope’s Gift by Kelly Starling Lyons- Lesson Guide <https://www.penguin.com/static/images/yr/pdf/CCSSIHopesGift.pdf>.
- Website: NJ Amistad Commission Units <http://www.njamistadcurriculum.net/history/units>
- Free At Last, A Juneteenth Poem**
- How to Spot a Best Friend**
- Amistad, The Story of a Slave Ship (Penguin Young Readers)**

SS Unit: Slavery: Students are encouraged to talk about the fact that slavery is when a person owns another person as property.

- 2.A “Enslaved person” is preferable to “slave” because a person is not a thing.
- 2.B Slavery has been allowed in many societies throughout human history and was legal in what is now the United States for hundreds of years.
- 2.C The main purpose of enslaving people is to make money. Enslaved people rarely earn money for their work.
- 2.D Many kinds of people can be enslaved, including children.
- 2.E When people are enslaved, they do not have freedom. Their enslavers control their actions and can say where they move, what job they do, what food they will eat, what clothes they will wear, whom they will live with, whether they can go to school and many other parts of their lives.

Resources: TEACHING HARD HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY by TeachingTolerance.org, located at

<https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

ELA: : The Reading and Writing Workshop units of study that make up our Grade 2 curriculum emphasize student choice and independence. Besides incorporating diverse books into classroom libraries for independent reading, diverse mentor texts for the explicit instruction of reading and writing are incorporated throughout the year. Some text examples include Katie Woo Has the Flu, Happy Like Soccer, The Stories Julilan Tells. In our writing units, students have a choice of topics, so our students are writing about and sharing their lives, thoughts, and experiences.

The framework for TEACHING HARD HISTORY A FRAMEWORK FOR TEACHING AMERICAN SLAVERY can be found at <https://www.tolerance.org/sites/default/files/2019-11/Teaching-Hard-History-American-Slavery-Framework-K-5.pdf>

Suggested Resources:

- Interactive whiteboard (preferred), tablet, or computer screen
- 8-inch squares of white or light-colored construction paper
- Markers, decorations, and/or collage materials

UNIT 2: Geography, People, and the Environment

Summary and Rationale	
<p>The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary source</p>	
Recommended Pacing	
MP 2 November to January	
State Standards	
<p>Standard 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.</p>	
CPI #	Cumulative Progress Indicator (CPI)

Core Idea: 6.1.2 Geo PP.1	Physical and human characteristics affect where people live (settle). 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).
Core Idea: 6.1.2 Geo SV.1 6.1.2 Geo SV.3	A map is a symbolic representation of selected characteristics of a place. Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains) Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)
Core Idea: 6.1.2 Geo SV.4	Geographic data can be used to identify cultural and environmental characteristics of places. Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).
Core Idea: 6.1.2 Geo HE.1 6.1.2 Geo HE.2 6.1.2 Geo HE.3 6.1.2 Geo HE.4	Environmental characteristics influence how and where people live. Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). Identify cultural and environmental characteristics of different regions in New Jersey and the United States. Investigate the relationship between the physical environment of a place and the economic activities found there.
Core Idea: 6.1.2 Geo GI.1 6.1.2 Geo GI.2	Global interconnections occur between human and physical systems across different regions of the world. Explain why and how people, goods, and ideas move from place to place. Use technology to understand the culture and physical characteristics of regions.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The Earth is made up of many varied landforms and bodies of water • Communities vary in both physical and cultural makeup • People depend on the physical environment and its resources to meet their needs and choose to settle in places that meet those needs • The physical environment can both accommodate and be endangered by human activities. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? 	

Objectives

Students will know:

The world is made up of various regions and landforms.

- Use cardinal directions, map scale, map key, and other map features to read a map.
- They can compare and contrast information that is found on different types of maps.
- The location and spatial relationship of places in New Jersey.
- How to identify landforms, such as valleys, hills, mountains, rivers, etc.
- How to explore cause and effect using maps in order to explain how climate and resources have impacted where people live and work.
- That there are different kinds of communities and distinguish between the three (urban, rural, suburban).
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.

Students will be able to:

- Understand that the world is made up of various regions and landforms. Students should know the town, county, state, and country they live in (Piscataway, Middlesex, New Jersey, America), as well as know the seven continents and four oceans.
- Read a map and use cardinal directions, map scale, map key, and other map features to find designated locations.
- Compare and contrast information that can be used on different types of maps.
- Explain the location and spatial relationship of places in New Jersey.
- Know and identify landforms, such as valleys, hills, mountains, rivers, etc.
- Explore cause and effect using maps in order to explain how climate and resources have impacted where people live and work.
- Understand that there are different kinds of communities and distinguish between the three (urban, rural, suburban).

Resources

Topic 3 unit 4 Science Ties into Landforms. Standards can be covered in that science unit as well.

<https://drive.google.com/drive/folders/0B-OvjgJEUIztSjI5NU8wYXdXWDA>

Suggested Resources:

<https://www.nationalgeographic.org/activity/cardinal-directions-and-maps/>

Lesson 1

Introduce new unit on globes, maps, and communities.

Talk about the globe. As you introduce parts students will complete a globe diagram by cutting out the words and labeling.

Students will complete N,S,E,W independently then review together.

Lesson 2

Introduce Landforms.

<http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/landforms.htm>

<https://jr.brainpop.com/socialstudies/geography/landforms/preview.weml>

(landforms)

If available, use it on a smartboard.

While waiting students will work on What is a landform map? & reading a landform map.

This may take 2 days.

Lesson 3

Introduce continents

<https://jr.brainpop.com/science/land/continentsandoceans/preview.weml>

<http://mrnussbaum.com/world-geography-for-kids/>

<https://jr.brainpop.com/science/land/landforms/matching/>

Students will work on seven continents and oceans sections of the booklet.

Lesson 4

Introduce our state and country

http://mrnussbaum.com/united-states/united_states/

Locate NJ on the United States map.

Lesson 5

What is a compass rose?

<https://www.mathsisfun.com/games/direction-nsew-.html>

Use packet activities

Lessons 5 & 6

Map Symbols and Map Key

<https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml>

Lesson 7

Map scale

Lesson 8 (May take several days)

Communities

Three Types of Communities

What are different types of communities? How do they affect the way we live? 1. Watch Brain POP Jr. Video:Urban, Suburban, Rural Video 2. Tell students to pay special attention to the characteristics of each community 3. Ask: “What type of community do we live in?” 4. In small groups give students a card with a different community and list characteristics 5. Create a three-column chart with Urban, Suburban, and Rural 6. Point out ways the different communities affect the way people live 7. Establish ways all communities rely on each other

Use school wide activities and books

<https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/preview.weml>

End of unit projects

Create a map of Old Town

Where we live Ice Cream Scoop

Travel Brochure

UNIT 3: Economics, Innovation, and Technology

Summary and Rationale	
<p>The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary source</p>	
Recommended Pacing	
MP 3 January to March	
State Standards	
<p>Standard 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.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Core Idea:	Individuals make decisions based on their needs, wants, and the availability of resources.
6.1.2 Econ ET.1	Explain the difference between needs and wants.
6.1.2 Econ ET.2	Cite examples of choices people make when resources are scarce.
Core Idea:	Limited resources influence choices.
6.1.2 Econ ET.3	Describe how supply and demand influence price and output of products.
Core Idea:	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 Econ ET.4	Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
6.1.2 Econ ET.5	Describe how local and state governments make decisions that affect individuals and the community.
Core Idea:	Goods and services are produced and exchanged in multiple ways.
6.1.2 Econ EM.1	Describe the skills and knowledge required to produce specific goods and services.

6.1.2 Econ EM.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 Econ EM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
Core Idea: 6.1.2 Econ NE.1	The availability of resources influences current and future economic conditions. Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
Core Idea: 6.1.2 Econ NE.2	Governments play an economic role in the lives of individuals and communities. Describe examples of goods and services that governments provide.
Core Idea: 6.1.2 Econ GE.1	There are benefits to trading goods and services with other countries. Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
6.1.2 Econ GE.2	Explain why people in one country trade goods and services with people in other countries.

Instructional Focus

Unit Enduring Understandings

- People make choices every day about money
- Decision making is a step by-step process
- Science and technology are always changing

Unit Essential Questions

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Objectives

Students will know:

- How to distinguish between goods and services and categorize/classify them.
- How to draw conclusions to explain how people make decisions based on their needs and wants.
- How to make inferences about how the availability of resources affects people across the world differently.

Students will be able to:

- Distinguish between goods and services and categorize/classify them.
- Draw conclusions to explain how people make decisions based on their needs and wants.
- Make inferences about how the availability of resources affects people across the world differently.

Resources

Core Text: Studies Weekly

Suggested Resources:

need/want resources

<https://www.myfloridacfo.com/mymoney/games/needs-vs-wants-game.html>

<https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Preview the movie and read through [Ideas for Grownups](#) for some background information. You may also plan to show and discuss the [Goods and Services movie](#) in a prior lesson to give children additional background information about producers and consumers.

Lesson Procedure:

1. Provide students with blank paper and ask them to draw a picture of themselves in their home environment that shows how their family meets each of the needs for human survival (sink or bottle for water, their closet for clothes, etc.). Students should label and circle or highlight each need. You might also ask students to identify and label the goods they draw. In addition, advanced students may want to draw or list ways they are consumers and ways they are producers. This activity may be completed online using the [Draw About It](#) feature: have students print their drawings and use pencil or pen to add labels.
2. Bring the group back to a whole class discussion and ask whether students see consumers in any of the pictures. As children mention the first picture (in which Moby purchased groceries), talk about how he is choosing not to stop his bike and purchase sports and musical equipment in the stores. Is that a smart decision? What could Moby do if he wanted to get more money to buy other goods? Discuss ways Moby could be a producer to balance out the times that he is a consumer.
3. Repeat this procedure for each of the four pictures in the game.
4. Afterward, click on the [Game feature](#), which shows four pictures that each contain three things we need in order to live. Click on one picture at a time. Give students a moment to examine the picture and either think about or partner share which items pictured are truly needed.
5. Make a t-chart on the board and label one side 'Needs' and the other 'Wants'. Ask volunteers to name human needs and write down their answers on the left side of the chart. Guide children to understand that people need air, food, water, shelter, and clothes to live. Then ask students to name some things they want to have, but don't need in order to survive, and record their answers on the right side of the chart. As children mention expensive items they want, guide them to understand that families must carefully budget their money to cover needs and pay for wants using only the leftover money.
6. Finish discussing the other words on the word wall page (goods, producer, and consumer), flipping over each card as children share their ideas.
7. Show students the [BrainPOP Jr. word wall](#) for the Needs and Wants movie. Ask students to tell what a need is and click the word wall card to reveal its definition. Then ask students to define a want. Show its definition and discuss the differences between needs and wants.

8. You may choose to distribute printed copies of the easy quiz or hard quiz for students (or have them complete the quiz online) and use their responses to further assess individual understandings. Students may staple their quiz results to the back of their posters and the two assessments can be combined to produce one final grade

<https://nearpod.com/library/preview/wants-and-needs-L32803529>

Goods and services resources

[Read aloud from Epic: Goods and Services Around Town](#)

<https://www.getepic.com/app/read/42535>

<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

<https://www.youtube.com/watch?v=Umq76iNkx0>

<https://static.moneysmart.gov.au/teaching/resources/goods-and-services/index.html>

<https://nearpod.com/t/social-studies/1st-grade/goods-and-services-1-L42722833>

[supply and demand](#)

<https://nearpod.com/t/social-studies/2nd-grade/supply-and-demand-2-L42761227>

<https://www.nationalgeographic.org/activity/trade-in-the-1600s/>

Students look at pictures of material goods from two world regions—Eastern North America and Western Europe—and simulate 17th century trade by moving goods across the Atlantic Ocean.

UNIT 4: History, Culture, and Perspectives

Summary and Rationale	
<p>The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary source</p>	
Recommended Pacing	
MP 4 April to June	
State Standards	
<p>Standard 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.</p>	
CPI #	Cumulative Progress Indicator (CPI)
<p>Core Idea: 6.1.2 History CC.2</p>	<p>Historical timelines put events in chronological order to help people understand the past. Use a timeline of important events to make inferences about the "big picture" of history.</p>
<p>Core Idea: 6.1.2 History CC.3</p>	<p>Understanding the past helps to make sense of the present. Make inferences about how past events, individuals, and innovations affect our current lives.</p>
<p>Core Idea: 6.1.2 History UP.2 6.1.2 History UP.3</p>	<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>
<p>Core Idea: 6.1.2 History SE.1</p>	<p>The nature of history involves stories of the past preserved in a variety of sources. 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.</p>

6.1.2 History SE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
Core Idea: 6.1.2 History SE.3	Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. 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). **Focus on NJ in grade 2**
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Holidays mark important events from the past. • Artifacts help us to know how people lived in the past. • Personal, family, and community history is a source of information for individuals about the people and places around them. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? • How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • How to identify and describe characteristics of New Jersey: nickname, state bird, flower, etc.) • About and respect other cultures within the classroom and community. • Why did immigrants come to New Jersey and the United States? How did immigrants impact the state and nation? • Reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and describe characteristics of New Jersey: nickname, state bird, flower, etc.) • Learn about and respect other cultures within the classroom and community. • Evaluate the cause and effect relationships of immigration; Why did immigrants come to New Jersey and the United States? How did immigrants impact the state and nation? • Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered 	
Resources	

These standards can be met by sharing holiday traditions. About different traditions and respect other cultures within the classroom and community

Core Text: Studies Weekly

Suggested Resources:

[*Coming to America: The Story of Immigration*](#) by Betsy Maestro

Focus question day 1

What are the different reasons people chose to settle in the Americas? Give one or two specific examples

Focus question day 2

What challenges do newcomers face? What do they do in order to overcome those challenges?

[*When Jessie Came Across the Sea*](#) by Amy Hest

https://www.youtube.com/watch?v=4kawh9S_UUU My name is Yoon by Helen Recorvits

- Describe where Jessie/Yoon lives.
- How do Jessie/Yoon and her grandmother/father feel? Why?
- How does Jessie/Yoon feel on the boat to New York? How do her feelings change?
- How does Jessie/Yoon feel when she arrives in New York/America? How do her feelings change?
- How does Jessie/Yoon feel at the end of the story? Why?

The legend of BlueBonnet by Tommie DePaola

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/legend-bluebonnet-discussion-guide/>

Picture book resources explaining traditions from different cultures

Throw Your Tooth on the Roof: Tooth Traditions from Around the World by Selby Beeler

Cuadros de Familia / Family Pictures by Carmen Lomas Garza

Too Many Tamales! by Gary Soto

Tree of Cranes by Allen Say

Henry's First-Moon Birthday by Lenore Look

Aunt Flossie's Hats (and Crab Cakes Later) by Elizabeth Fitzgerald Howard

NJ FACTS: Identify and describe characteristics of New Jersey: nickname, state bird, flower, etc.)

Students can work in groups and create a flip/paper book of NJ FACTS gaining facts from the following websites.

<https://www.coolkidfacts.com/new-jersey-facts/>

<https://kids.nationalgeographic.com/explore/states/new-jersey/>

<https://www.ducksters.com/geography/state.php?State=New%20Jersey>

<https://www.atozkidsstuff.com/nj.html>

CINDERELLA UNIT (You will need to gather different versions of Cinderella stories from your library. Links are included for you tube if you can't find those books.)

- Students will identify cultures that are in their class.
- Students will compare and contrast how those cultures are the same and different from their own family and home. Identify language, food, and traditions that are the same or different

Activity #1 30 mins

Identify nationalities in your classroom. Discuss languages, foods, family structure, homes, clothing, location of original home.

Students begin to create their cultural chart.(language, family origin, food, clothing, holidays, religion, family structure, etc...)

Activity #2 30 mins

Introduce Cinderella story themes. Discuss how there are over 500 versions in Europe alone. Identify key details (character, plot, conflict, resolution)

Read Charles Perrault's version of Cinderella (believed to be the original European version)

https://www.youtube.com/watch?v=_Xx9m2cV0uI

Create a chart to reflect Cinderella's culture in Europe (language, home, family structure, holiday, clothing)

Activity #3 30 mins

Students will continue with charts. Discuss how cultures borrow traditions, language, food, home styles with each other. Students will walk around the room and sign names to each chart that is similar to their own culture.

Activity #4

Review Cinderella story from activity #2.

Students will then read or listen to Yeh Shen (or another Asian Cinderella story). <https://www.youtube.com/watch?v=WTsCk5fJYpo>

They will be looking at common story elements first. Students will then look at cultural differences (clothing, language, food, family structure)

Discuss-How is this different from the European (Perrault's) version? How is it similar?

Display and model Venn diagram to show similarities and differences in Cinderella stories

Activity #5 30 mins

Read Mufaro's Beautiful Daughters (or another African/different cultural Cinderella story). <https://www.youtube.com/watch?v=pXPV35dah8I>

Discuss similarities and differences with prior Cinderella stories. With teacher guidance, students add information to charts (Venn diagram) while the story is being read aloud.

Korean Cinderella https://www.youtube.com/watch?v=FFm_IS4slvo

Adelita <https://www.youtube.com/watch?v=WNVLYeAtNqM>

The Egyptian Cinderella

<https://www.youtube.com/watch?v=dSVfIc4I8Lk>

Algonquin: *The Rough-Face Girl* by Rafe Martin

Caribbean: *Cendrillon: A Caribbean Cinderella* by Robert D. San Souci

Islamic: *Cinderella: An Islamic Tale* by Fawzia Gilani

Mexican: *Adelita* by Tomie dePaola

Indian: *Anklet for a Princess: A Cinderella Story from India* by Meredith Brucker and Lila Mehta

Irish: *The Irish Cinderlad* by Shirley Climo and illustrated Krupinski

Ojibwa: *Sootface* by Robert D. San Souci

Egyptian: *The Egyptian Cinderella* by Shirley Climo



Class Bill of Rights

For _____ classroom

We, the students and the teacher, have the right to both learn and teach in a safe, non-threatening, educationally challenging, yet fun, environment. To protect these rights, we agree to abide by the following responsibilities as agreed upon by this class.

Responsibilities of students:

Responsibilities of teacher:

Signatures of students and teacher:

**Helping to
clean up**

**Making a
mess at lunch**

**Pushing
friends in line**

**Sharing your
book**

**Following
directions**

**Throwing scraps of
paper on the floor**

**Not telling the
truth**

**Watching TV instead
of doing your
homework**

**Taking crayons
without asking**

**Taking a friend's
spot or seat**

**Helping a
friend who fell**

**Playing during
quiet reading time**

