

**Grade Level / Content Area: Grade2 Social Studies
Curriculum**

Unit 1 Civics - Making a Difference in My Communities

Course Description:

In this unit, students will be presented with the following task:

What makes a responsible citizen? How do you help at home? How do you help at school? Our Summit community has many programs that help positively impact the community. Your task will be to evaluate our community needs and create a proposal identifying the need and how you can meet it.

For example, how can we help others be more clean at our playground or schools or sidewalks? What can we do help our community feel safe? How can you make a difference in Summit?

Big Ideas:

Students can be a strong part of their community.

<p>Essential Questions</p> <ul style="list-style-type: none"> ● What makes a strong community? ● Why are rules and laws important to a community? ● How can people be good citizens? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● We can use our interests to enrich or weaken the communities in which we are a part. ● Communities are strengthened when individuals have empathy. ● Communities are strengthened when individuals are courageous enough to stand up for universal values. .
<p>Areas of Focus:</p> <ul style="list-style-type: none"> - 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.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civil responsibilities at the community, state, national and global levels. - 6.1.4.A.10- Describe how the actions of Dr. Martin Luther King Jr., other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. - 6.1.4.A.7- Explain how the United States functions as a representative 	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Classroom rules/routines ● Parts of local communities that help/provide a service ● Different types of communities ● Rules and laws ● Parts of a community <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Exit tickets ● Journal activities ● Quizzes ● Discussion answers ● Write long/essay ● Compare/contrast on Venn diagram

<p>democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <ul style="list-style-type: none"> - 6.1.4.A.12- Explain the process of creating change at the local, state, or national level. - 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.3- Determine how “fairness”, “equality”, and the “common good” have influenced new laws and policies over time 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 (eg., fairness, civil rights, human rights). 	<ul style="list-style-type: none"> ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● KWL chart ● Video research ● Read and research ● Partnership discussions ● Map skills and planning <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area: Grade 2 Social Studies
Curriculum**

Unit 2 Civics - Economics: “Building our Community...” “Do you want to be a boss?”

Course Description:

In this unit, students will be presented with the following task:

Where do you like to shop? What do you like to buy? How do you like to buy things? These questions all relate to the economy of our community. Summit has many stores that help us purchase the items that we want and need to survive. Do we all have the stores we want and need in Summit?

Your task will be to evaluate the current goods and services offered in Summit. You will then create a business proposal for a needed business in town.

Big Ideas:

Students can be a strong part of their community.

<p>Essential Questions</p> <ul style="list-style-type: none">• How does a community support your wants and needs?• Why is managing a budget important to a community?• What are the characteristics that make a business successful?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• Decisions concerning the allocation and use of economic resources impact individuals and groups.
<p>Areas of Focus:</p> <ul style="list-style-type: none">- -6.1.4.C.10- Explain the role of money, savings, debt, and investment in individual’s lives. (focus on money and savings)- -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.B.8- Compare ways people choose to use and distribute natural resources.- -6.1.4.C.1- Apply opportunity cost (i.e.,	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none">• Economy, goods, services, wants, needs, consumer, producer, scarcity, supply and demand, factory, crops• Saving and spending <p>Sample Assessments:</p> <ul style="list-style-type: none">• Exit tickets• Journal activities• Quizzes• Discussion answers

<p>choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <ul style="list-style-type: none"> - -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.9- Compare and contrast how the availability of resources affects people across the world differently. (start at the community/state level). - -6.1.4.C.4-Describe how supply and demand influence price and output of products. - -6.1.4.C.13- Examine the qualities of entrepreneurs in a capitalistic society. 	<ul style="list-style-type: none"> ● Write long/essay ● Compare/contrast on Venn diagram ● Answer essential questions <p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● KWL chart ● Video research ● Read and research ● Partnership discussions ● Map skills and planning ● Create business plant <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Civic Literacy

Health Literacy

**Grade Level / Content Area: Grade 2 Social Studies
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Unit 3 History in Our Own Backyard

Course Description:

In this unit, students will be presented with the following task:

What is your school's symbol (mascot)? What does this symbol mean to you? Why is this symbol important to know as a citizen in our school community? Did you know there are many symbols that represent our state? We will be exploring the importance of these symbols and what they mean to us, as citizens of NJ. Sometimes symbols are created to represent influential people in a community. Your task will be to create a symbol that represents an influential figure from New Jersey.

Big Ideas:

New Jersey has a rich history of inventions and innovations.

<p>Essential Questions</p> <ul style="list-style-type: none">• How have prominent NJ figures help to create the identity of NJ over time?• How the NJ symbols, monuments and holidays reflect our state's identity?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• Invention and Innovation are creative ways of turning ideas into real things.• Citizens honor their history with symbols and celebrations.
<p>Areas of Focus:</p> <ul style="list-style-type: none">- 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey (Thomas Edison)- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.- 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.- 6.1.4D.17 Explain the role of historical symbols, monuments, and holidays and	<p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none">• State symbols• Influential NJ figures <p>Sample Assessments:</p> <ul style="list-style-type: none">• Exit tickets• Journal activities• Quizzes• Discussion answers• Write long/essay• Compare/contrast on Venn diagram• Answer essential questions

<p>how they affect the American identity.</p> <ul style="list-style-type: none"> - 6.14.D12 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. - 6.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. - 6.1.4D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. - 6.1.4.D14 Trace how the American identity evolved over time. - 6.14.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. 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ● KWL chart ● Video research ● Read and research ● Partnership discussions ● Map skills and planning <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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