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Revised on:	
Revised by:	
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<b>Curriculum Design Template</b>	
<b>Content Area:</b> Social Studies	
<b>Course Title:</b> Elementary	<b>Grade Level:</b> 2
<b>Unit Plan 1: Communities</b> All About Communities	<b>September/October</b>
<b>Unit Plan 2: Geography</b> Our Earth	<b>November/December</b>
<b>Unit Plan 3: Citizenship</b> Working Together	<b>January/February</b>
<b>Unit Plan 4: Economics</b> Connecting to the World	<b>March/April</b>
<b>Unit Plan 5: History</b> People and Places in History	<b>May/June</b>
<b>Unit Plan 6: Culture</b> Celebrating Our Heritage	<b>On-going</b>

## Unit One Overview

**Content Area:** Social Studies

**Unit Title:** All About Communities

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/)

**9.1 21<sup>st</sup> Century Life & Career Skills:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Personal Financial Literacy:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career Awareness, Exploration, and Preparation:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

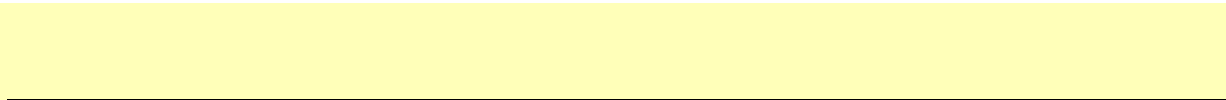
**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards
- K-2 Technology Standards

CPI #	Cumulative Progress Indicator (CPI)	
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.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.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.	
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities	
6.1.4.C.2	Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.	
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.	
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)	
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.	
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.	
RI 2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	

RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
RI 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
RI 2.8	Describe how reasons support specific points the author makes in a text.	
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.	
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
SL 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
SL 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)	
L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.	
8.1.2.A.2	Create a document using a word processing application.	
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.	
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.	
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.	
8.2.2A.1	Define products produced as a result of technology or of nature.	
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.	
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.	
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.	
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.	
8.2.2.B.1	Identify how technology impacts or improves life.	
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.	
8.2.2.B.3	Identify products or systems that are designed to meet human needs.	
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.	



8.2.2.C.3	Explain why we need to make new products.	
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.	
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.	
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.	
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.	
8.2.2.D.4	Identify the resources needed to create technological products or systems.	
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.	
8.2.2.E.1	List and demonstrate the steps to an everyday task.	
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).	
8.2.2.E.4	Debug an algorithm (i.e., correct an error).	

<ul style="list-style-type: none"> <li>● Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.</li> <li>● Identify changes in communication and transportation and explore ways that these changes have affected people's lives.</li> <li>● Identify the qualities of good citizenship and recognize ways to show good citizenship.</li> <li>● Recognize the way rules and laws help communities.</li> </ul>	<ul style="list-style-type: none"> <li>● following rules and laws.</li> <li>● List ways rules and laws help people.</li> </ul>
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**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes</li> <li>● Exit Slips</li> <li>● Checklists</li> <li>● Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>· Portfolios</li> <li>· Cooperative Learning Groups</li> <li>· Open Ended Questions</li> <li>· Vocabulary Quizzes</li> <li>· Rubrics</li> </ul>

### **Summative Assessment**

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter test
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

### **Modifications (ELLs, Special Education, Gifted and Talented)**

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

#### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### **Curriculum Development Resources/Instructional Materials/Equipment Needed/Teacher**

**Resources:** Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbook

#### **Literature:**

*Franklin's Neighborhood* by Paulette Bourgoise

*Uptown* by Bryan Collier

*Next Stop Grand Central* by Maira Kalman

*Town and Country* by Alice Provensen and Martin Provensen

*Madlenka* by Peter Sis

*Mei-Mei Loves The Morning* by Margaret Tsubakiyama

*Grandpa's Corner Store* by Dyanne Disalvo-Ryan

*Yard Sale!* by Mitra Modarressi

#### **Websites:**

[www.scholastic.com](http://www.scholastic.com)

[www.lessonplanet.com](http://www.lessonplanet.com)  
[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)  
[www.apples4theteacher.com](http://www.apples4theteacher.com)  
[www.brainpop.com](http://www.brainpop.com)  
[www.primarygames.com](http://www.primarygames.com)  
[www.congressforkids.net](http://www.congressforkids.net)  
<http://goodnightstories.com/>  
<http://bensguide.gpo.gov/k-2/government/index.html>  
<http://www.cdm.org>  
<http://www.planning.org/kidsandcommunity/>  
<http://www.mapzone.co.uk/pagesGames/mapman/game.htm>  
<http://www.pbskids.org>  
[http://www.pacificislandtravel.com/nature\\_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)  
[www.knowitall.org/kidswork/](http://www.knowitall.org/kidswork/)

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21<sup>st</sup> Century Life and Careers Standards. As the NJ DOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study.

[NJ Standards 9 Introduction](#)

[21st-Century Life and Career Standards \(with links to CPIs\)](#)

- As indicated in the Common Core Standards, the ELA standards will be integrated throughout Social Studies/ History Courses. In addition, when possible, fiction and nonfiction reading should be integrated in social studies courses for an integrated approach. For more information on the ELA standards, see [Common Core ELA Standards](#). Particularly helpful to secondary history courses is this link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)
- PBL (Problem Based Learning) tasks found through the resources can be adapted to address various historical/cultural units.
- In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.
- The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.
- Students must engage in technology applications integrated throughout the curriculum.
- Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.



## Unit Two Overview

**Content Area:** Social Studies

**Unit Title:** Our Earth

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

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**9.3 Career Awareness, Exploration, and Preparation:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

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- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.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.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities
6.1.4.C.2	Distinguish between needs and wants and explain how <a href="#">scarcity</a> 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.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
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.
RI 2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI 2.8	Describe how reasons support specific points the author makes in a text.
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)
L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and

	adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.

8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
	minimal changes and practicing recycling.

**Unit Objectives***Students will...*

- Identify the United States and its neighbors on a map and globe.
- Identify the oceans and seven continents on a map and globe.
- Identify major landforms and bodies of water on maps and globes
- Learn how to use a compass rose, map key, and map scale.
- Recognize the difference between weather and seasons.
- Find out how weather patterns affect people's activities.
- Explain what natural resources are.
- Explain how people depend on natural resources to satisfy their basic needs.
- Learn how the Earth has been changed by people and identify ways in which people have changed her
- Identify ways of protecting Earth.
- Recognize ways people can conserve and replenish natural resources.

**Unit Objectives***Students will be able to...*

- Utilize a map and a globe to identify the United States and her border neighbors.
- Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.
- Explain how to use a compass rose, map key, and map scale.
- Distinguish between weather and seasons vocabulary words.
- Discuss how weather influences personal activity.
- Describe natural resources and how people are dependent on them to satisfy basic needs.
- Explain how the Earth has been changed by people.
- Illustrate how people can protect the Earth and conserve and replenish her resources.

**Evidence of Learning****Formative Assessment**

- |                             |                               |
|-----------------------------|-------------------------------|
| ● Classroom Discussion      | · Portfolios                  |
| ● Anecdotal Notes           | · Cooperative Learning Groups |
| ● Exit Slips                | · Open Ended Questions        |
| ● Checklists                | · Vocabulary Quizzes          |
| ● Presentations or Projects | · Rubrics                     |

**Summative Assessment**

- |   |  |
|---|--|
| ● Participation and teacher observation | · District benchmarks or interim assessments |
| ● Pre-test, post-test, and daily work   | · End of unit tests                          |
| ● State assessments                     | · Anecdotal records                          |
| ● Chapter tests                         | · Student Report Card grades                 |

## **Modifications (ELLs, Special Education, Gifted and Talented)**

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### **Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher**

**Resources:** Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbook

### **Literature:**

*The Earth and I* by Frank Asch *Our Earth* by

Anne Rockwell *Earthdance* by Joanne Ryder

*In November* by Cynthia Rylant

*On the Same Day in March: A Tour of the World's Weather* by Marilyn Singer

*Letter to the Lake* by Susan Swanson

*Our Big Home: An Earth Poem* by Linda

Glaser *River Friendly, River Wild* by Jane

### **Kurtz Websites:**

[www.scholastic.com](http://www.scholastic.com), [www.lessonplanet.com](http://www.lessonplanet.com), [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com), [www.apples4theteacher.com](http://www.apples4theteacher.com)

[www.brainpop.com](http://www.brainpop.com), [www.primarygames.com](http://www.primarygames.com), [www.congressforkids.net](http://www.congressforkids.net), <http://goodnightstories.com/>

<http://bensguide.gpo.gov/k-2/government/index.html>, <http://www.cdm.org>,

<http://www.planning.org/kidsandcommunity/>

<http://www.mapzone.co.uk/pagesGames/mapman/game.htm>, <http://www.pbskids.org>

[http://www.pacificislandtravel.com/nature\\_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)

## Unit Three Overview

**Content Area:** Social Studies

**Unit Title:** Working Together

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/)

**9.1 21<sup>st</sup> Century Life & Career Skills:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Personal Financial Literacy:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career Awareness, Exploration, and Preparation:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)

## Learning Targets



## Content Standards

### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards

CPI #	Cumulative Progress Indicator (CPI)
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 new laws and policies over time at the local and national levels of United States government.
6.1.4.A.7	Explain how the United States functions as a <a href="#">representative democracy</a> , 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.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human 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.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities
6.1.4.C.2	Distinguish between needs and wants and explain how <a href="#">scarcity</a> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
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.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
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.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.13	Describe how culture is expressed through and influenced by the behavior of people.
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.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.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
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.
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.

RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI 2.8	Describe how reasons support specific points the author makes in a text.
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)
L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.

8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
<ul style="list-style-type: none"> <li>● Identify historic figures who were good citizens.</li> <li>● Demonstrate understanding and skills through material such as songs.</li> </ul>	

### Evidence of Learning

#### **Formative Assessment**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes</li> <li>● Exit Slips</li> <li>● Checklists</li> <li>● Presentations or Projects</li> </ul> | <ul style="list-style-type: none"> <li>· Portfolios</li> <li>· Cooperative Learning Groups</li> <li>· Open Ended Questions</li> <li>· Vocabulary Quizzes</li> <li>· Rubrics</li> </ul> |
|--|--|

#### **Summative Assessment**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Participation and teacher observation</li> <li>● Pre-test, post-test, and daily work</li> <li>● State assessments</li> <li>● Chapter tests</li> </ul> | <ul style="list-style-type: none"> <li>· District benchmarks or interim assessments</li> <li>· End of unit tests</li> <li>· Anecdotal records</li> <li>· Student Report Card grades</li> </ul> |
|--|--|

## **Modifications (ELLs, Special Education, Gifted and Talented)**

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### **Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbook

### **Literature:**

*Woodrow, the White House Mouse* by P.C. Barnes

*Washington, D.C.: A Scrapbook* by Laura Lee Benson

*The Honest to Goodness Truth* by Patricia McKissack

*The American Flag* by Patricia Ryon Quiri

*The Day Gogo Went to Vote, South Africa, 1994* by Elinor Sisulu

*If I Were President* by Catherine Stier

*A Big Cheese for the White House: The True Tale of a Tremendous Cheddar* by Candace Fleming

*So You Want To Be President* by Judith St. George

**Websites:** [www.scholastic.com](http://www.scholastic.com) [www.lessonplanet.com](http://www.lessonplanet.com)

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com) [www.apples4theteacher.com](http://www.apples4theteacher.com) [www.brainpop.com](http://www.brainpop.com)

[www.primarygames.com](http://www.primarygames.com) [www.congressforkids.net](http://www.congressforkids.net) <http://goodnightstories.com/>

<http://bensguide.gpo.gov/k-2/government/index.html> <http://www.cdm.org>

<http://www.planning.org/kidsandcommunity/> <http://www.pbskids.org>

[http://www.pacificislandtravel.com/nature\\_gallery/howtoreadamap.htm](http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm)

[www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids](http://www.kidsplayandcreate.com/how-to-get-kids-to-work-together-games-for-kids)

## Unit Four Overview

**Content Area:** Social Studies

**Unit Title:** Connecting to the World

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/)

**9.1 21<sup>st</sup> Century Life & Career Skills:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Personal Financial Literacy:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career Awareness, Exploration, and Preparation:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)**

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities
6.1.4.C.2	Distinguish between needs and wants and explain how <a href="#">scarcity</a> and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why <a href="#">incentives</a> 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 the availability 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 2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or



	information in a text efficiently.
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI 2.8	Describe how reasons support specific points the author makes in a text.
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)
L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.

8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.

8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).

<p><b>Unit Objectives</b> <i>Students will ...</i></p> <ul style="list-style-type: none"> <li>● Understand that people work to earn money and help others.</li> <li>● Explain the choices people make about earning money.</li> <li>● Identify needs and wants.</li> <li>● Explain the choices people make about spending and saving.</li> <li>● Distinguish between goods and services.</li> <li>● Learn what producers and consumers are.</li> <li>● Distinguish between producing and consuming.</li> <li>● Trace a product from a natural resource to finished goods.</li> <li>● Understand trade.</li> <li>● Identify ways in which science and technology have affected communication, transportation, and recreation.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Explain why people work.</li> <li>● List examples of needs and wants and discuss choices people make when earning, saving, and spending money.</li> <li>● Define goods, services, producers, and consumers.</li> <li>● Sequence the process of creating finished goods from a natural resource.</li> <li>● Participate in the trade process.</li> <li>● Explain how communication, transportation, and recreation have been affected by science and technology.</li> </ul>
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**Evidence of Learning**

<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Anecdotal Notes</li> <li>● Exit Slips</li> <li>● Checklists</li> <li>● Presentations or Projects</li> </ul>	<ul style="list-style-type: none"> <li>· Portfolios</li> <li>· Cooperative Learning Groups</li> <li>· Open Ended Questions</li> <li>· Vocabulary Quizzes</li> <li>· Rubrics</li> </ul>

### **Summative Assessment**

- Participation and teacher observation
- Pre-test, post-test, and daily work
- State assessments
- Chapter tests
- District benchmarks or interim assessments
- End of unit tests
- Anecdotal records
- Student Report Card grades

### **Modifications (ELLs, Special Education, Gifted and Talented)**

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

#### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

### **Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbooks

#### **Literature:**

*The Night Worker* by Kate Banks

*E-Mail* by Larry Dane Brimner

*Market Day* by Lois Ehlert

*A Busy Day at Mr. Kang's Grocery Store* by Alice K. Flanagan

*Madlenka* by Peter Sis

*Joseph Had a Little Overcoat* by Simms Taback

*Click Clack Moo: Cows that Type* by Doreen Cronin

*Trashy Town* by Andrea Zimmerman

**Websites:**

[www.scholastic.com](http://www.scholastic.com)

[www.lessonplanet.com](http://www.lessonplanet.com)

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)

[www.apples4theteacher.com](http://www.apples4theteacher.com)

[www.brainpop.com](http://www.brainpop.com)

[www.primarygames.com](http://www.primarygames.com)

[www.congressforkids.net](http://www.congressforkids.net)

<http://bensguide.gpo.gov/k-2/symbols/index.html>

<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html>

1 <http://www.mapsonus.com>

<http://worldatlas.com/aatlas/infopage/comprose.htm>

<http://www.great-lakes.net/>

<http://www.m-w.com/maps/mwmapssn.html>

[http://www.cookman.edu/about\\_BCU/history/our\\_founder.html](http://www.cookman.edu/about_BCU/history/our_founder.html)

<http://usflag.org/>

<http://ipledgeallegiance.com/>

<http://www.songsforteaching.com/folk/mycountrytisofthee.php>

p <http://www.state.gov/r/pa/ei/bgn/4142.htm>

<http://mhschool.com>

**Teacher Notes:**

## Unit Five Overview

**Content Area:** Social Studies

**Unit Title:** People and Places in History

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

Beginning with Native Americans and continuing through the American revolution, the United States slowly grew and changed. New people came to America and continue to do so today.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/)

**9.1 21<sup>st</sup> Century Life & Career Skills:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Personal Financial Literacy:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**9.3 Career Awareness, Exploration, and Preparation:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

For further clarification refer to NJ World Class Standards Introduction at [www.njcccs.org](http://www.njcccs.org)

## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

- **6.1 U.S. History: America in the World:** All students will acquire 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.
- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

**Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.**

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards
- Technology

CPI #	Cumulative Progress Indicator (CPI)
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.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 state of New Jersey.
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.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.13	Describe how culture is expressed through and influenced by the behavior of people.
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.
RI 2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.

RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI 2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI 2.8	Describe how reasons support specific points the author makes in a text.
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL 2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL 2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL 2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)
L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).



8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.
8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).
	<ul style="list-style-type: none"> <li>• Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.</li> <li>• George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development. The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.</li> <li>• Pioneers leave their homes to inhabit a land they do not know.</li> <li>• An immigrant is a person who leaves a country to live in another.</li> </ul>

**Unit Objectives***Students will...*

- Identify Native Americans as the first people to live in North America.
- Explain Native American traditions.
- Learn about early explorers to America.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans
- Explain how the original 13 colonies became the United States.
- Identify contributions of historical figures who have influenced the nation.
- Identify and explain the importance of historical documents to the development of the United States
- Describe how the United States grew over time.

**Unit Objectives***Students will be able to...*

- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Identify early explorers to America.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Identify the thirteen colonies.
- Name historical figures and documents and describe how they contributed to our history.
- Show the growth of the United States.

**Evidence of Learning****Formative Assessment**

- |                             |                               |
|-----------------------------|-------------------------------|
| ● Classroom Discussion      | · Portfolios                  |
| ● Anecdotal Notes           | · Cooperative Learning Groups |
| ● Exit Slips                | · Open Ended Questions        |
| ● Checklists                | · Vocabulary Quizzes          |
| ● Presentations or Projects | · Rubrics                     |

**Summative Assessment**

- |  |                              |
|--|------------------------------|
| ● Participation and teacher observation      | · End of unit tests          |
| ● Pre-test, post-test, and daily work        | · Anecdotal records          |
| ● State assessments                          | · Student Report Card grades |
| ● Chapter tests                              |                              |
| ● District benchmarks or interim assessments |                              |

## **Modifications (ELLs, Special Education, Gifted and Talented)**

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

### **Special Education:**

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed:** Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbook

### **Literature:**

*Where Did Your Family Come From? A Book About Immigrants* by Melvin and Gilda Berger

*Frank's Great Museum Adventure* by Rod Clement

*Museums* by Jason Cooper

*Covered Wagons, Bumpy Trails* by Verla Kay

*Grandmother's Dreamcatcher* by Becky Ray McCain

*Who Came Down That Road?* by George Ella Lyon

*How Chipmunk Got His Stripes: A Tale of Bragging and Teasing* by Joseph Bruchac and James Bruchac

*Red Flower Goes West* by Ann Turner

**Websites:** [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com) [www.apples4theteacher.com](http://www.apples4theteacher.com)

[www.primarygames.com](http://www.primarygames.com) [www.congressforkids.net](http://www.congressforkids.net)

[http://www.bbc.co.uk/history/discovery/exploration/map\\_navigation\\_animation.shtml](http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml)

<http://www.terrafly.com>

<http://www.census.gov/cgi-bin/gazetteer>

**Teacher Notes:**

## Unit Six Overview

**Content Area:** Social Studies

**Unit Title:** Celebrating Our Heritage

**Target Course/Grade Level:** Social Studies/2

### Unit Summary

Holidays will be discussed during the appropriate time of the school year.

**Primary Interdisciplinary Connections:** ELA, Math, Science, Physical Education, Art, and Drama

**21<sup>st</sup> Century Themes:** Through instruction and life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st Century. For further clarification see NJ World Class Standards at [www.nj.gov/education/aps/cccs/career/](http://www.nj.gov/education/aps/cccs/career/)

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## Learning Targets

### Content Standards

#### New Jersey Social Studies Standards

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- **6.3 Active Citizenship in the 21<sup>st</sup> 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.

#### Common Core Standards for History/Social Studies are integrated into the K-5 reading standards.

- Reading Standards for Informational Text
- Writing Standards
- Speaking and Listening Standards
- Language Standards
-

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human 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.D.13	Describe how culture is expressed through and influenced by the behavior of people.
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.
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
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.
RI 2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI 2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI 2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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RI 2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI 2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI 2.8	Describe how reasons support specific points the author makes in a text.
RI 2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W 2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL 2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.
SL 2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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L 2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L 2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
8.2.2.A.1	Define products produced as a result of technology or of nature.
8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3	Identify products or systems that are designed to meet human needs.
8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
8.2.2.C.3	Explain why we need to make new products.
8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
8.2.2.D.4	Identify the resources needed to create technological products or systems.



8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
8.2.2.E.1	List and demonstrate the steps to an everyday task.
8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
8.2.2.E.4	Debug an algorithm (i.e., correct an error).

### Evidence of Learning

#### Formative Assessment

- |                             |                               |
|-----------------------------|-------------------------------|
| • Classroom Discussion      | • Portfolios                  |
| • Anecdotal Notes           | • Cooperative Learning Groups |
| • Exit Slips                | • Open Ended Questions        |
| • Checklists                | • Vocabulary Quizzes          |
| • Presentations or Projects | • Rubrics                     |

#### Summative Assessment

- |   |  |
|---|--|
| • Participation and teacher observation | • District benchmarks or interim assessments |
| • Pre-test, post-test, and daily work   | • End of unit or tests                       |
| • State assessments                     | • Anecdotal records                          |
| • Chapters tests                        | • Student Report Card grades                 |

#### Modifications (ELLs, Special Education, Gifted and Talented)

##### ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

##### Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

**Curriculum Development Resources/Instructional Materials/Equipment needed/Teacher Resources:**

Computer, Document cameras, Whiteboards, Audio materials, Print materials, Manipulatives, Journals, Sticky Notes, Graphic Organizers, District Textbook

**Literature:**

*Labor Day* by Carmen Bredeson

*Thanksgiving is for Giving Thanks* by Margaret Sutherland and Sonja Lamut

*What is Thanksgiving?* by Michelle Medlock Adams

*In November* by Cynthia Rylant

*A Picture Book of Martin Luther King, Jr.* by David A. Adler

*Martin Luther King, Jr.* by Pam Parker

*Celebrating Presidents' Day* by Kimberly Jordano

*Presidents' Day* by David F. Marx

*Memorial Day* by Jacqueline S. Cotton

*Memorial Day Surprise* by Theresa Golding

*Independence Day* by Trudy Stain Trueit

*The Fourth of July Story* by Ashley Dagliess

**Websites:**

[www.scholastic.com](http://www.scholastic.com)

[www.lessonplanet.com](http://www.lessonplanet.com)

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)

[www.apples4theteacher.com](http://www.apples4theteacher.com)

[www.brainpop.com](http://www.brainpop.com)

[www.primarygames.com](http://www.primarygames.com)

[www.congressforkids.net](http://www.congressforkids.net)

[www.holidayzone.com](http://www.holidayzone.com)

**Teacher Notes:**