

Green Township School District Grade 2 Social Studies Curriculum - Revised 2017

Pacing: 5-6 weeks		Unit 1 Citizenship in School and America	
Unit 1 Social Studies Standards		Unit 1 Essential Questions:	
Activities to Support Student Learning		<p><i>Why do we have rules?</i></p> <p><i>What are laws?</i></p> <p><i>What are rights and why do we have them?</i></p> <p><i>How do I know if something is fair?</i></p> <p><i>Are we all equal?</i></p>	
<p>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.</p>	<p>Discuss how rules and laws influence good citizenship. Read aloud, <i>Being a Good Citizen: A Book About Citizenship</i> by Mary Small, <i>Communities</i> by Lisa Trumbauer</p>	<ul style="list-style-type: none"> ● Rules and laws are developed to protect people’s rights and the security and welfare of society. ● The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. ● American constitutional government is based on principles of limited government, shared authority, fairness, and equality. ● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. ● The United States democratic system requires active participation of its citizens. ● Key historical events, documents, and individuals led to the development of our nation. 	
<p>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.</p>	<p>Students can read or listen to “The Making of the United States Constitution,” and the paired text set, “U.S. Constitution,” and “The Three Branches of Government.” (This paired text set also applies to 6.1.4.A.4)</p> <p>Discovery Ed video: <i>The Almost Painless Guide: The U.S. Constitution</i></p>		

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<p>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.</p>	<p>Review the meanings of fairness, equality and the common good. As a whole group, determine actions of a good citizen. Then, discuss actions of those who disobey laws. Explore reasons that we have laws to protect the common good.</p>	
<p>6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government</p>	<p>Readworks.org article, “The Three Branches of Government.”</p>	
<p>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p>	<p>Invite the mayor or other local elected representative to speak to the class about their involvement in the community.</p> <p>Discuss the duties of the President of the United States of America. Students may take a virtual tour of the White House by visiting https://www.whitehouse.gov/about/inside-white-house.</p>	
<p>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p>	<p>Video: Family and Education Series - Being a Good Citizen https://www.youtube.com/watch?v=3bwfo9aD5A8</p>	

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6.1.4.A.12 Explain the process of creating change at the local, state, or national level.	Students will brainstorm ways they can make a positive change in their community. After choosing one idea from their list, they will determine the process for solving their problem.	
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Explore reasons our historical leaders wrote the Constitution and Bill of Rights.	

Unit 1 Grade 2 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions	Research projects End of unit tests
Core Instructional Materials	District/School Supplementary Resources
<i>Being a Good Citizen: A Book About Citizenship</i> by Mary Small Communities by Lisa Trumbauer Readworks.org	Discovery Ed Newsela

Plan for Language Study Grade 2 Unit 1

New: Constitution Bill of Rights Citizenship Responsibilities	Review:	Academic Vocabulary: Explain Determine
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
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- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering,

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technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed

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- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
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Students at Risk of School Failure:

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Pacing: 4 weeks		Unit 2 Famous Americans	
		Unit 2 Essential Questions:	
		<i>How did the actions of key individuals lead to social change?</i>	
		<i>Which historical figures demonstrated leadership and courage?</i>	
		<i>Why is it necessary to fight for change?</i>	
Unit 2 Social Studies Standards	Activities to Support Student Learning		
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).	Read Newsela article, “Civil Rights Leaders: Martin Luther King Jr.” and “Get on the Bus: Freedom Rides of 1961.” Discuss ways that individuals responded towards human rights violations.	<ul style="list-style-type: none"> ● The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights. ● Key historical events, documents, and individuals led to the development of our nation. 	
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.	Readworks.org article, “The Story of Martin Luther King Jr.” Examine how Martin Luther King Jr. created lasting social changes in America.		
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Read, <i>Can't You Make them Behave King George?</i> By Jean Fritz and <i>Shh! We're Writing the Constitution</i> by Jean Fritz. Create a class list of reasons/events that led to the creation of the United States.		
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.	Read biographies of historical leaders using Ducksters.com or www.historyforkids.net/statesmen.html Students will determine how Washington, Jefferson and Franklin demonstrated leadership and courage.		
Unit 2 Grade 2 What This May Look Like			
District/School Formative Assessment Plan		District/School Summative Assessment Plan	

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Google Classroom questions Kahoot: review sessions Exit tickets Class discussions	Research projects End of unit tests
Core Instructional Materials	District/School Supplementary Resources
Readworks.org <i>Can't You Make them Behave King George?</i> By Jean Fritz <i>Shh! We're Writing the Constitution</i> by Jean Fritz	Discovery Ed Newsela

Plan for Language Study Grade 2 Unit 2		
<u>New:</u> Civil rights Activism	<u>Review:</u> fairness	<u>Academic Vocabulary:</u> compare contrast describe explain

Interdisciplinary Connections throughout the K-12 Curriculum Grade 2 Unit 2
<p><u>ELA:</u></p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>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.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Integration of 21st Century Themes and Skills

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<u>21st Century Skills/ Career Ready Practices:</u>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
2014 Technology Standards	
<u>2014 NJ Technology Standards:</u>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking 	

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English Language Learners:

Modifications for Classroom

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- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

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Students at Risk of School Failure:

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Unit 3 Being an American: Symbols, Holidays and Heritage	
Pacing: 4-5 weeks	
<p style="text-align: center;">Unit 3 Essential Questions:</p> <p style="text-align: center;"><i>How do national symbols affect the American identity?</i></p> <p style="text-align: center;"><i>Why do we celebrate national holidays?</i></p> <p style="text-align: center;"><i>What is my heritage?</i></p> <p style="text-align: center;"><i>How does my heritage impact my life?</i></p> <p style="text-align: center;"><i>Why are we American?</i></p>	
Unit 3 Social Studies Standards	Activities to Support Student Learning
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.	Students can explore Scholastic’s immigration website, including a virtual field trip to Ellis Island http://teacher.scholastic.com/activities/immigration/tour/
6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.	https://www.readinga-z.com/book.php?id=1418 (Paul Bunyan) https://www.readinga-z.com/book.php?id=1397 (Johnny Appleseed) http://www.ducksters.com/biography/uspresidents/grovercleveland.php (Grover Cleveland, born in New Jersey)
6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.	Students may read or listen to the Readworks.org article, “Holidays!” This article explores ways that people celebrate various holidays and practice traditions throughout the world.
<ul style="list-style-type: none"> ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. ● Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. ● Cultures struggle to maintain traditions in a changing society. ● Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history. ● The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns. 	

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6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	Read, <i>O, Say Can You See?</i> by Sheila Keenan	
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	Discovery Ed video: <i>Culture is Everything Around You!</i>	

Unit 3 Grade 2 What This May Look Like

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Core Instructional Materials	District/School Supplementary Resources
Readworks.org Teacher.scholastic.com Readinga-z.com Ducksters.com <i>O, Say Can You See?</i> by Sheila Keenan	Discovery Ed Newsela

Interdisciplinary Connections throughout the K-12 Curriculum Grade 2 Unit 3

ELA:

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Pacing: 5-6 weeks		Unit 4 Early American Settlements and the Settlers	
Unit 4 Social Studies Standards		Activities to Support Student Learning	
		Unit 4 Essential Questions: <i>What is an American Settler?</i> <i>How did the early settlers and Native Americans impact each other?</i> <i>How did the settlers depend on natural resources to survive?</i>	
6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	Read: <i>If You Lived with the Cherokee</i> by Peter Roop <i>If you Lived with the Iroquois</i> by Ellen Levine <i>If You Lived at the Time of Squanto</i> by Anne Kamma Students may read information about the Lenni Lenape through this link http://mrnusbaum.com/lennilenape/	<ul style="list-style-type: none"> ● Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. ● Key historical events, documents, and individuals led to the development of our nation. ● Personal, family, and community history is a source of information for individuals about the people and places around them. 	
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.	Read: <i>If You Lived in Colonial Times</i> by Ann McGovern		
6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.	Ask students to determine the impact the settlers had on Native Americans using the information they have gathered.		
6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.	Students will gain background knowledge about why the colonists settled in America through the BrainPOP Jr. Video “Thirteen Colonies.”		

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6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey	Students can access information about Lenni Lenape culture from this resource. Through class discussion, explore the impact of Native American culture on Northwest New Jersey compared to urban areas of New Jersey. http://www.bigorin.org/lenape_kids.htm	
Unit 4 Grade 2 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions	Research projects End of unit tests	
Core Instructional Materials	District/School Supplementary Resources	
http://www.bigorin.org/lenape_kids.htm http://mnrussbaum.com/lennilenape/ BrainPOP Jr. <i>If You Lived in Colonial Times</i> by Ann McGovern <i>If You Lived with the Cherokee</i> by Peter Roop <i>If you Lived with the Iroquois</i> by Ellen Levine <i>If You Lived at the Time of Squanto</i> by Anne Kamma	Newsela Discovery Ed	

Plan for Language Study Grade 2 Unit 4		
New: Settler Native American Colony Colonist Lenni Lenape	Review: population	Academic Vocabulary: Summarize evaluate explain

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Interdisciplinary Connections throughout the K-12 Curriculum: Grade 2 Unit 4

ELA:

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 illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text. RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
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- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual,

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global society, and the environment.

Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Establish procedures for accommodations / modifications for assessments.

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Students at Risk of School Failure:

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Pacing: 5-6 weeks		Unit 5 Geography	
Unit 1 Social Studies Standards		Activities to Support Student Learning	
		<p>Unit 5 Essential Questions:</p> <p><i>What do maps and globes tell us?</i></p> <p><i>Why is it important to understand geography?</i></p> <p><i>How do we learn the features on a map?</i></p>	
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.	Read <i>Maps and Globes</i> by Jack Knowlton and Harriet Barton Use Mapbox.com, Google Maps and globes to compare and contrast information found on different types of maps.	<ul style="list-style-type: none"> ● Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. ● Places are jointly characterized by their physical and human properties. ● The physical environment can both accommodate and be endangered by human activities. ● Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time. 	
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.	Use Mapbox.com and Google Maps to explore areas of New Jersey and the United States, determining how the location of specific places are related through cultural diffusion and economics.		
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.	Introduce latitude and longitude using the Makemegenius.com video: Latitude and Longitude https://www.youtube.com/watch?v=MSA88mmFuyE and read aloud, <i>Latitude and Longitude</i> (Rookie Read-About Geography) by Rebecca Aberg		
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.	Looking at maps of New Jersey, determine how locations and their proximity to natural resources and industry determines where people live and work.		

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6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.	Students should brainstorm ways that they have seen the adverse effects of humans on the environment, using specific examples.	
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others	Use a physical map to determine why certain areas are habitable while others are not.	

Unit 5 Grade 2 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Google Classroom questions Kahoot: review sessions Exit tickets Class discussions	Research projects End of unit tests
Core Instructional Materials	District/School Supplementary Resources
Maps Globe Mapbox.com Google Maps https://www.youtube.com/watch?v=MSA88mmFuyE <i>Latitude and Longitude</i> (Rookie Read-About Geography) by Rebecca Aberg <i>Maps and Globes</i> by Jack Knowlton and Harriet Barton	Newsela Discovery Ed

Plan for Language Study Grade 2 Unit 5

Plan for Language Study Grade 2 Unit 5		
<u>New:</u> Geography Map key Regions Latitude Longitu	<u>Review:</u> Land forms Map	<u>Academic Vocabulary:</u>

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Interdisciplinary Connections throughout the K-12 Curriculum Unit 5 Grade 2

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