

Hanover Township Public Schools

Social Studies Curriculum

Grade 2

Hanover Township Public Schools

Social Studies Curriculum

A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLs, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLs.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

Hanover Township Public Schools

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

Grades K-8

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 6

World History Ancient Civilizations through the Renaissance,
Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 7

World Geography, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 8

United States History, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

Hanover Township Public Schools
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Grade: 2 Unit of Study: Unit 1 - Our World

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLS)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p><u>Using Maps</u></p> <p>Why are maps important?</p> <p><u>Where We Live</u></p> <p>How do maps help find places?</p> <p><u>Our Earth</u></p> <p>How do we find places on earth?</p>	<p>6.1.4.B.1-10</p> <p>RI.1</p> <p>RI.2</p> <p>RI.4</p> <p>RI.5</p>	<p>Record information specific to each lesson</p> <p>Use “networks” Skill Builders</p> <p>Create vocabulary foldable</p> <p>Reading Skill: Main Topic and Details</p> <p>Create globe</p>	<p>McGraw Hill Networks</p> <p>On-Line testing</p> <p>Self check Quizzes</p> <p>Work pages in consumable student book: <u>Who We Are as Americans</u></p> <p>Globe Project</p>	<p>“CSI” Activity Cards</p> <p>Interactive whiteboard</p> <p>Vocabulary Foldables</p> <p>Content Library</p> <p>Skill Builders</p> <p>Videos</p>	<p>September/October</p> <p>About 3 weeks</p>

Hanover Township Public Schools
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Grade: 2 Unit of Study: Unit 1 - Our World

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

<p>Interdisciplinary Connections:</p>	<p>Reading for Information: Main Topics, Main Ideas and Details Writing CSI-Center for Social Studies Skills Investigation activities Treasures Connection: Unit 4 - <u>A Way to Help Planet Earth</u>, pages 84-87 Trade books Partner project- Create a Globe</p>
<p>Integration of Technology:</p>	<p>www.connected.mcgraw-hill.com www.sni.scholastic.com www.brainpopjr.com www.discoverved.com Interactive whiteboard lessons RAZ kids stories Digital worksheets Digital assessment On-line Lesson plans “networks” Skill Builders Content Library Videos Standards Tracker (networks to track students’ progress)</p>
<p>Differentiated Instruction:</p>	<p>Activities designed for Approaching, Beyond and ELL levels i.e:</p> <ul style="list-style-type: none"> ● Approaching: Learn It, Try It, Apply It questions ● Beyond: Write paragraph with main idea and details ● ELL: Discuss images and predict what passage might be about

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Social Studies Curriculum

Grade: 2 Unit of Study: Unit 1 - Our World

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
Comparing different parts of the world through climate and regional features,		Story theme is finding a lost pet Working together on globe project	

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Vocabulary foldables Create a globe	CSI - Center for Social Studies Skills Investigation (Case Study Cards) Map reading Locating key words Designing a globe	Partner work Small group work networks* group technology project Presentation of work	Identify and comprehend nonfiction text features, literary elements, and study skills such as maps, charts, globes, tables and graphs
Media Literacy	ICT Literacy	Life and Career Skills	
Glossary skills: new vocabulary Locating information in text Use additional books from classroom library and media center RAZ Kids	networks* Skill Builders Interactive Whiteboards Content Library On-line videos RAZ Kids	Map reading Using a compass rose Reading thematic, political and physical maps	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit 2 - Native Americans

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLA)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p><u>Native Americans of the Southeast Woodlands</u></p> <p>How does where you live affect how you live?</p> <p><u>Native Americans of the Northeast Woodlands</u></p> <p>How did the land in the Northeast Woodlands affect the lives of Native Americans?</p> <p><u>Native Americans of the Plains</u></p> <p>How did the land shape the culture of Native Americans on the Plains?</p> <p><u>Native Americans of Southwest</u></p>	<p>6.1.4.A.9 6.1.4.B.1-10</p> <p>RI1.1 RI1.3 RI1.4 RI1.9</p>	<p>Record information to each lesson</p> <p>Use “networks” Skill Builders</p> <p>Create vocabulary foldable</p> <p>Reading skill: Compare and Contrast</p> <p>Create a museum display showcasing a Native American region</p>	<p>McGraw-Hill networks</p> <p>Self-check Quizzes</p> <p>Work pages in consumable book: <u>Who We Are as Americans</u></p> <p>Museum Display</p>	<p>“CSI” Activity Cards</p> <p>Interactive Whiteboard</p> <p>Vocabulary Foldables</p> <p>Content Library</p> <p>Skill Builders</p> <p>Videos</p> <p>Leveled Readers</p>	<p>October/ November</p> <p>About 5 weeks</p>

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Grade: 2 Unit of Study: Unit 2 - Native Americans

<p>How did the desert affect the lives of Native Americans?</p> <p><u>Native Americans of the Pacific Northwest</u></p> <p>How did the natural resources in the Pacific Northwest affect Native Americans?</p> <p><u>Changing Communities</u></p> <p>What changes a community?</p>					
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit 2 - Native Americans

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	<p>Reading for Information: Main Idea and details Leveled Readers: <u>The Story of the Cherokee</u> and <u>Maya Lin Artist and Architect</u> Treasures Connection Unit 5 - <u>Pushing Up the Sky</u> pages 198-212 CSI-Center for Social Studies Skills Investigation activities</p>
Integration of Technology:	<p>www.connected.mcgraw-hill.com www.brainpopjr.com www.sni.scholastic.com www.discoverved.com Interactive whiteboard lessons RAZ Kids Digital worksheets Digital assessment On-line Lesson plans “networks” Skill Builders Content Library Videos Standards tracker (networks on students’ progress)</p>
Differentiated Instruction:	<p>Activities designed for Approaching, Beyond and ELL levels i.e.:</p> <ul style="list-style-type: none"> ● Approaching: Learn It, Try It, Apply It- comparing and contrasting ● Beyond: Compare two given paragraphs and complete organizer ● ELL: Read Apply It paragraph line-by-line

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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Grade: 2 Unit of Study: Unit 2 - Native Americans

Compare regions of Native Americans Locate regions on the map	Learn how Native Americans produced goods for survival	Instill respect for peoples living on lands before us Learn about the importance of natural resources to survival	Learn about diseases suffered by Native Americans and Immigrants
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21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Create Museum display of Native American Region	CSI - Center for Social Studies Skills Investigation (Case Study Cards) Locating key words Design museum display	Partner work Presentation of project	Learn about Primary sources Identify text features - maps, charts, tables, graphs, parts of a book
Media Literacy	ICT Literacy	Life and Career Skills	
Glossary skills: new vocabulary Locating information in text Use books from classroom library and media center RAZ Kids	Content Library Skill Builders Interactive Whiteboards RAZ Kids	Determining Primary Sources: Artifacts Creating foldables as study aids Using CSI cards with peers to explore and complete assignments Map reading	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: 3- A Land of Immigrants

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLA)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p><u>Colonial America</u></p> <p>How do communities change over time?</p> <p><u>Coming to America</u></p> <p>Why do people move?</p> <p><u>Sharing Culture</u></p> <p>How does culture shape a community?</p>	<p>6.1.P.B.1-2 6.1.P.D.1-4 6.1.4.A.13-16 6.1.4.D.1-3 6.1.4.D.11 RI.3, RI.4</p>	<p>Record information specific to each lesson</p> <p>“network” Skills Builders</p> <p>Create vocabulary foldable</p> <p>Reading Skills: Understanding Sequencing and Determining The Meaning of Unknown Words</p> <p>Create Culture Poster Project</p>	<p>McGraw Hill Networks On-Line testing</p> <p>Self Check Quizzes</p> <p>Work pages in student consumable book: <u>Who We Are As Americans</u></p> <p>Culture Poster Project</p>	<p>“CSI” Activity Cards</p> <p>Interactive Whiteboard Lessons</p> <p>Vocabulary Foldables</p> <p>Graphic Organizers</p> <p>Content Library</p> <p>Skill Builder</p> <p>Videos</p> <p>Leveled Readers</p>	<p>November</p> <p>About 3 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: 3- A Land of Immigrants

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	Reading for Information: Main Topics, Main Ideas and Details Writing CSI- Center for Social Studies Skills Leveled Readers: <u>The Supreme Court</u> Treasures Connection: Unit 1, <u>My Name is Yoon</u> pages 116-142 Trade Books Project: Cultural Poster Character Education
Integration of Technology:	www.connected.mcgraw-hill.com www.discoveryeducation.com www.sni.scholastic.com www.brainpopjr.com Interactive whiteboard lessons RAZ Kids Stories Digital worksheets Digital assessment On-line Lesson plans “networks” Skill Builders Content Library Videos Standards Tracker (networks to track student’s progress)

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: 3- A Land of Immigrants

Differentiated Instruction:	Activities designed for Approaching, Beyond and ELL levels i.e: <ul style="list-style-type: none"> ● Approaching: Learn It, Try It, questions ● Beyond: Read short stories and complete a sequence of events graphic organizer ● ELL: Dramatize stories use sequencing words to help show order of events
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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
Immigrants/ Immigration past and present Coming to America The First Colonies Sharing Cultures Communities Statue of Liberty	Immigrants searching for a better life Cultural influences on society	Learning and respecting new cultures	Immigration to escape hunger

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Vocabulary foldables Cultural Poster Project	CSI Cards- Center for Social Studies Skills Locating key words Using photography and illustrations to understand how people lived in the past A day in the life of a	Partner work Small group work networks* group Group Technology Project Presentation of work	Identify and comprehend nonfiction text features, literary elements, and use of photographs and illustrations to learn about other cultures, how cultures shape our community and how people lived long ago

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: 3- A Land of Immigrants

	colonist Cultural Poster Project		
Media Literacy	ICT Literacy	Life and Career Skills	
Glossary Skills: New Vocabulary Locating information in text Using additional books from the classroom library and Media Center RAZ Kids Stories	networks* Skill Builders Interactive Whiteboards Content Library On-line Videos RAZ Kids Stories	Map reading Life as a Colonist vs today Communities: What type of community would you like to live in? Cultural Poster Project	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit-4 Citizens and Government

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLs)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<p><u>United States</u> <u>Citizens</u></p> <p>What does it mean to belong to a country?</p> <p><u>Rights and Responsibilities</u></p> <p>What does it mean to be a citizen?</p> <p><u>Citizens Create Change</u></p> <p>How can citizens create change?</p> <p><u>Rules and Laws</u></p> <p>How do people get along?</p> <p><u>American Symbols</u></p> <p>What represents a country?</p>	<p>6.1.4.A.1, 2, 9-13 6.1.4.B.1, 2 6.3.4.A.1 6.3.4.D.1 RI.1, 3, 4, 6, 8 RI.2.6</p>	<p>Record information specific to each lesson</p> <p>“networks” Skill Builders</p> <p>Create vocabulary foldable</p> <p>Reading Skills: Author’s Purpose, Ask and Answer Questions about Key Details</p> <p>Create a mobile</p>	<p>McGraw Hill “networks” On-Line testing</p> <p>Self-Check Quizzes</p> <p>Work pages in student consumable book: <u>Who We Are As Americans</u></p> <p>Citizen and Government mobile project</p>	<p>“CSI” Activity Cards</p> <p>Interactive whiteboard</p> <p>Vocabulary Foldables</p> <p>Graphic Organizers</p> <p>Content Library</p> <p>Skill Builders</p> <p>Videos</p>	<p>February/ March</p> <p>About 5 weeks</p>

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit-4 Citizens and Government

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	Reading for Information: Author's Purpose Writing Reading - Leveled readers: <u>People Helping People After Hurricane Katrina</u>, <u>Washington George Carver: The Plant Doctor</u>, <u>Carl B. Stokes</u> Treasures Connection- Unit 3, <u>Officer Buckle and Gloria</u>, pages 336-360 CSI Center For Social Studies Skills Investigation Activities Trade Books Character Education - Citizenship Project - Create a mobile
Integration of Technology:	www.connected.mcgraw-hill.com www.sni.scholastic.com www.discoveryeducation.com www.brainpopjr.com Interactive whiteboard lessons RAZ Kids Digital worksheets Digital assessment Online lesson plans “networks” Skill Builders Content Library Videos Standards Tracker (networks to track students' progress)

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit-4 Citizens and Government

Differentiated Instruction:	Activities designed for Approaching, Beyond and ELL levels i.e.: <ul style="list-style-type: none"> ● Approaching: Learn It, Try, It, Apply It questions ● Beyond: Complete Author’s Purpose and Supporting Reasons graphic organizers ● ELL: Discuss Author’s Purpose and identify supporting sentences
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21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
Students will locate their birth country on a map		Draw a picture of a citizen who created change	Create a chart indicating how rules and laws promote safety Being responsible and self-reliant to make healthy choices

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Students will create a mobile about American citizens and government Vocabulary foldable Students will create a timeline describing how they are different now than 5 years ago	CSI Center for Social Studies Skills Investigation(Case Study Cards) Designing a mobile Write about a contribution of a special American Draw a picture of an American Symbol	Think, Pair, Share some rights and responsibilities of United States citizens Group Technology Project and presentation of work	Write a question about a U.S. symbol for a partner to answer Use the internet and other sources to identify the name of speech made by Martin Luther King, Jr. on Aug.8, 1963 and to determine when U.S. women got the right to vote Compare and contrast special Americans who worked for the rights of U.S. citizens

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit-4 Citizens and Government

Media Literacy	ICT Literacy	Life and Career Skills
Glossary Skills: New Vocabulary Locating information in text Use books from classroom library and media center RAZ Kids stories	networks* Skill Builders Interactive Whiteboards Content Library Online videos RAZ Kids stories	Students will write about how they plan to be a responsible citizen, listing characteristics Map Reading

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit 5 - All About Economics

<i>Unit of Study Essential Questions (Purpose of Unit of Study)</i>	<i>Key Learning Objectives (NJSLA)/(CCSS)</i>	<i>Student Accomplishments</i>	<i>Assessment (How student will demonstrate knowledge)</i>	<i>Resources and Sample Activities</i>	<i>Suggested Length of Study and Dates</i>
<u>Meeting People's Needs</u> How do people meet their needs? <u>Nations Trade</u> How do nations work together? <u>Making Choices About Money</u> Why do we make choices?	6.1.4.A.15 6.1.4.c.1-11 R1.1 R1.3 R1.4	Record information specific to each lesson Use "networks" Skill Builders Create Vocabulary foldable Reading skill: Cause and Effect, Ask and Answer Questions About Key Details Create a Picture Book to show what was learned about economics	McGraw-Hill Networks On-line testing Self Check Quizzes Work pages in student consumable book: <u>Who We Are as Americans</u> "Economics Picture Book" project	"CSI" Activity Cards Interactive whiteboard Vocabulary foldables Graphic organizers Content Library Skill Builders Videos Leveled Readers	April/May About 3 weeks

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit 5 - All About Economics

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

Interdisciplinary Connections:	Reading for Information: Cause and Effect Writing Leveled Readers: <u>From the Farm</u> Treasures Connection: Unit 2 - <u>A Trip to the Emergency Room</u> , pages 222-225 Trade books
Integration of Technology:	www.connected.mcgrawhill.com www.brainpopjr.com www.discoveryed.com www.sni.scholastic.com Interactive whiteboard lessons RAZ Kids stories Digital worksheets Digital assessment On-line Lesson plans “networks” Skill Builders Content Library Videos Standards Tracker (networks to track students’ progress)
Differentiated Instruction:	Activities designed for Approaching, Beyond and ELL levels i.e.: <ul style="list-style-type: none">● Approaching: Review Learn It, Try It, and Apply It activity as a small group● Beyond: Adding more events to each story; highlight causes and effects they’ve added● ELL: Dramatize stories on pages 128 and 129. Discuss what is happening as effect.

Hanover Township Public Schools
Social Studies Curriculum

Grade: 2 Unit of Study: Unit 5 - All About Economics

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
Discuss transportation and communication across country and world Discuss “trade” between countries as trading partners	Discuss trade with other countries Learn about consumer demand Learn benefits and costs of spending and saving	Learn about resources and possible limited resources Discuss the benefits of saving	Making healthy choices

21st Century Skills

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Create a picture book about economics	Use CSI Investigation Cards Explore Primary Sources, Geography and Citizenship	Partner work Small group work “networks” group technology project Presentation of work	Identify text features; photographs, illustrations, maps
Media Literacy	ICT Literacy	Life and Career Skills	
Glossary Skills: new vocabulary Locating information in text Use additional books from classroom library and media center RAZ Kids	“networks” Skill Builders Interactive Whiteboards Content Library On-line videos RAZ Kids	Discuss spending and saving Making choices Map reading	

Social Studies – Accommodations and Modifications

Special Education Students	English Language Learners	At-Risk Students	Gifted and Talented Students	Students with 504s
<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations 	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance

<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating 	<ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses 	<ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice 	<ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework
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<ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response 	<ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions 	<ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for 		<ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions
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<ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● 	<ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies 	<p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies 		<ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies
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K-5 Teaching Acceptance Suggested Interactive Read Aloud

Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

Grade	Unit	<u>Interactive Read Aloud Texts</u> State of New Jersey Commission on Holocaust Education Amistad Commission Literacy Components for Primary Grades Teaching Tolerance Storybook List	Description
K	Acceptance, Always!	1. <u>Sneetches</u> by Dr. Seuss 2. <u>The Berenstain Bears: New Neighbors</u> by Stan and Jan Berenstain (Teaching Tolerance) 3. <u>A Pig is Moving In!</u> By Claudia Fries 4. <u>Hats Off to Hair!</u> by Virginia Kroll 5. <u>Lovable Lyle</u> by Bernard Wabe	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
1	Acceptance, Always!	1. <u>The Colors of Us</u> by Karen Katz (Caring Makes a Difference and Teaching Tolerance) 2. <u>All Kinds of Children</u> by Norma Simon 3. <u>Whoever You Are</u> by Mem Fox 4. <u>The Crayon Box That Talked</u> by Shane DeRolf (Teaching Tolerance) 5. <u>Two Eyes, A Nose, and A Mouth</u> by Roberta Grobel intrater	This unit will focus on the importance to be accepting of others who are different from you. Students will discover ways that they can stand up against prejudice and bullying.
2	Acceptance, Always!	1. <u>The Patchwork Quilt</u> 2. <u>Jingle Dancer</u> by Cynthia Leitich Smith 3. <u>Nadia's Hands</u> by Karen English 4. <u>Virgie Goes to School with Us Boys</u> by Elizabeth Fitzgerald Howard	This unit will focus on the importance of accepting others who are different from you. Student will discover ways that they can stand up against prejudice and bullying.

		5. <u>The Ugly Duckling by Lorinda Bryan Cauley</u>	
3	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Peace Begins with You</u> - Poem included in lesson plan 2. <u>The Long March</u> (Marie-Louise Fitzpatrick) 3. <u>Barefoot Escape on the Underground Railroad</u> (Pamela Duncan Edwards) 4. <u>The Bobbin Girl</u> (Emily Arnold McCully) 5. <u>The Unbreakable Code</u> (Sara Hoagland Hunter) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
4	From Friend to Upstander: Stand Up and Make a Difference!	<ol style="list-style-type: none"> 1. <u>Don't Forget</u> (Patricia Latkin) 2. <u>Promise of a New Spring</u> (Gerda Weissmann Klein) 3. <u>Baseball Saved Us</u> (Ken Mochizuki) 4. <u>The Bracelet</u> (Yoshiko Uchida) 5. <u>Heroes</u> (Ken Mochizuki) 	This unit reviews the importance of standing up and making a difference. Students will see through interactive read alouds important people who stood up for others.
5	Perseverance/Overcoming Obstacles During the Holocaust	<u>Books go with lessons on Perseverance/ Overcoming Obstacles</u> <ol style="list-style-type: none"> 1. <u>A Picture Book of Anne Frank</u> 2. <u>Zlata's Diary (Zlata Filipović)</u> 3. <u>We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust</u> (Jacob Boaz) 4. <u>Malala's Magic Pencil</u> by Malala Yousafzai 5. <u>Refugee</u> by Alan Gratz 	The study of the Holocaust assists students in developing an understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop and awareness of the value of pluralism and encourages tolerance of diversity in a pluralistic society. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other's oppression.