

Englewood on the Palisades Charter School
Second Grade Social Studies Curriculum
Aligned With the 2020 New Jersey Student Learning
Standards

The Vision for Social Studies Education in New Jersey

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people
- around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008). Each disciplinary practice below is accompanied by sample performance expectations that illustrate each of the practices.

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- 6.1.2.HistorySE.3: Use historical data from a variety of sources to *investigate the development of a local community* (e.g., origins of its name, originating members, important historical events and places).
- 6.1.5.GeoPP.5: Describe *how the migration and settlement patterns of Native American groups impacted different regions* of the Western Hemisphere.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

- 6.1.2.HistoryCC.1: *Use multiple sources* to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.5.GeoGI.1: *Use multiple sources* to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- 6.1.2.HistoryUP.1: Use primary sources *representing multiple perspectives* to compare and make inferences about why there are different accounts of the same event.
- 6.1.5.HistorySE.1: Examine *multiple accounts* of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based

on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- 6.1.2.CivicsPR.2: *Cite evidence* that explains why rules and laws in school and communities are needed.
- 6.1.5.GeoHE.2: *Cite examples* of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

- 6.1.2.HistoryCA.1: *Make an evidence-based argument* about how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.5.HistoryCA.1: *Craft an argument*, supported with historical evidence, for how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- 6.1.2.CivicsPD.1: *Engage in discussions* effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.3.5.GeoGI.1: Use technology to *collaborate with others who have different perspectives* to examine global issues, including climate change and propose possible solutions.

Taking Informed Action

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

- 6.3.2.CivicsPD.1: With adult guidance and support, *bring awareness of a local issue to school and/or community members* and make recommendations for change.

- 6.3.5.CivicsPD.3: *Propose a solution* to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:

- Interdisciplinary connections (N.J.A.C. 6A:8-1.1)
- 21st century themes and skills (N.J.A.C. 6A:8-1.1)*
- Holocaust and genocides (N.J.S.A. 18A:35-28)*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Asian American, Pacific Islander history and contributions (N.J.S.A. 18A:35-4.44)

Elementary Social Studies Requirements

- Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3)

Middle School Requirements

- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

High School Requirements

- At least 15 credits in social studies (N.J.A.C. 6A:8-5.1)
- Integration of civics, economics, geography and global content in all course offerings* (N.J.A.C. 6A:8-5.1)
- Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)
- Two years of US History in high schools including history of New Jersey and of African-Americans (N.J.S.A. 18A:35-1)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)

*Already integrated into existing New Jersey Student Learning Standards

Social Studies Curriculum Second Grade

Unit	Time
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Unit 1: Citizens, Leaders, and Laws: Understanding Our Role in a Democratic Society	25-30 Lessons (Sept-Nov)
Unit 2: Our American Story: Exploring History, Culture, and Perspective	25-30 Lessons (Dec-Feb)
Unit 3: The World Around Us: Geography, Communities, and the Environment	25-30 Lessons (Mar-April)
Unit 4: Economics in Action: Exploring Jobs, Money, and Innovation	25-30 Lessons (May-June)

Unit 1: Citizens, Leaders, and Laws: Understanding Our Role in a Democratic Society
Duration: 25 - 30 days (September - November)
Unit Overview: In this unit, second-grade students will dive into the roles and responsibilities of citizens, government leaders, and the three branches of government. They will explore the importance of voting, the consequences of breaking laws, and how rules are created for the good of society. Students will also understand the structure of local, state, and national governments, as well as the democratic principles upon which the country was founded. This unit empowers second-grade students to understand the key concepts of citizenship, government, and laws. Through engaging lessons and activities, students will gain insight into their rights and responsibilities, while learning about how governments work to ensure fairness, safety, and the common good.
Enduring Understandings: • Community and government leaders have responsibilities to provide services that benefit the community. • Rules and laws are the result of collaborative actions by government, organizations, and individuals. • Democracy is guided by principles of fairness, responsibility, rights, and freedom of choice. • Citizens play an active role in upholding rights and responsibilities.
Essential Questions: • How do governments manage communities, states, and countries? • What makes a good citizen, and what are their rights and responsibilities? • How are rules and laws created?
Student Learning Outcomes: By the end of the unit, students will be able to: • Define government and explain its purpose. • Identify government leaders and workers who help the community. • Understand the consequences of breaking rules and why laws are important. • Explain the purpose of voting and the system of checks and balances. • Recognize citizens' rights and responsibilities in society. • Identify the three branches of government and their responsibilities.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.CivicsPI.1:** Describe the roles and responsibilities of community and government leaders.
- **6.1.2.CivicsPI.2:** Investigate the importance of government services in meeting community needs and ensuring safety.
- **6.1.2.CivicsPI.3:** Understand how individuals work with different levels of government to create rules.
- **6.1.2.CivicsPI.4:** Recognize that all people, not just leaders, play an important role in their community.
- **6.1.2.CivicsPI.5:** Describe how communities accomplish common tasks and fulfill authority roles.
- **6.1.2.CivicsPI.6:** Explain the function of government.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence explaining why rules and laws are necessary at home, school, and in communities.
- **6.1.2.CivicsCM.1:** Explain why individuals assume personal and civic responsibilities in a democratic society.

Interdisciplinary Standards

English Language Arts:

- **RI.CR.2.1:** Ask and answer questions to demonstrate understanding of key details in informational texts.
- **W.AW.2.1:** Write opinion pieces to present ideas with reasons or evidence.
- **W.IW.2.2:** Write informative texts to explain a topic and convey ideas.

21st Century Themes and Skills

- 9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Targets	Focus Lessons	Resources
Local community and government leaders have roles and responsibilities to provide services for their community members. Rules for all to live by are a result of the actions of government, organizations, and individuals. The actions of individuals and government affect the decisions made for the common good.	1. Mystery History Unit 1 Opener 2. https://www.icivics.org/ 3. Seesaw Lessons 4. Students learn to identify attributes of good citizenship and ways they can contribute to the community. 5. Students will view a picture of children in a community and identify	● <i>The Three Questions</i> by Jon Mak ● <i>Miss Nelson Is Missing</i> by James Marshall ● Citizenship PPT ● <i>Whose Hat is This?</i> Read Aloud ● Community PPT, Schoology

Certain character traits can help individuals become productive members of a community.	ways that they are being good citizens. 6. Use Pics4learning.com 7. Students will identify ways they are good citizens and think of additional ways they can demonstrate good citizenship. 8. Create Anchor Charts with characteristics of a good citizen/student 9. Read and discuss The Three Questions 10. Chart Civic Responsibility vs. Personal Responsibility 11. Icivic Lessons and Activities 12. Brainstorm ways to get involved in the community via current events and local events. 13. Describe the different roles people play as citizens in their families, school and political life to help make the world a better place. Citizenship Powerpoint	• <i>A Tale of Two Beasts</i> by Fiona Robertson Activity • Englewood Government Website
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard. Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.	1. Compare and contrast rules in school, at home, and in our community and explain why there is a need to be responsible and follow the rules. 2. Read Aloud NO DAVID Discuss rules and reasons for rules. 3. Create a classroom constitution/ Mission Statement. Create a modern-day version of the Declaration of Independence. 4. Make an Electronic/Video constitution or pictorial constitution. 5. Write an opinion piece in which students supply reasons and support	• <i>No David!</i> by David Shannon

	their opinion for a rule. Topics: Why are rules and laws needed? Why do we need School Rules Rules/laws? Why do we need rules/laws in a community? Community Neighborhood Powerpoint	
The democratic principles this country was founded upon guide the actions of local, state and national government: authority, rights, responsibility, fairness, privacy, freedom to make choices. Describe how the actions of civil rights leaders served as a catalyst for social change.	1. Identify the Constitution's importance as both a historical and prevalent document. 2. Read: We the Kids 3. Discuss why people of all ages need laws and rules. 4. Students learn that individual rights must be balanced with the common good in order for the best interests of citizens in a community to be served. 5. Read "The Recess Queen" Discuss Conflict resolution and how to treat people fairly. 6. Define rights and responsibilities and how that led to the constitution 7. Discuss Constitution Day - September 17 8. SchoolHouse Rock the Preamble to the Constitution. 9. Students create a classroom constitution. 10. Read Aloud: Duck for President then discuss voting 11. Read: <i>Grace for President</i>- discuss civic Leaders 12. Susan B Anthony Imagine that	• <i>We the Kids</i> by David Catrow • Monster Needs Your Vote • School House Rocks-Preamble • Preamble Book • <i>The Recess Queen</i> by Alexis O'Neill SEL • Grace For President by Kelly DiPucchio • <i>Duck for President</i> by Doreen Cronin • Three Levels of Government • The Three Branches of the United States Government song

	Susan B. Anthony, a famous woman from history, wrote you a note What do you think she would say to people? 13. Compare and Contrast the 2 characters goals, character traits and actions by civil leaders. 14. Branches of Government and how they interact to fairness and justice for human rights.	
Relate why important national symbols and monuments are important in our national history.	1. Students/Groups choose a symbol to research and/or create and explain its importance. 2. Read about the New Jersey state symbol. Create a “School Seal” 3. Seesaw lessons on National Symbols 4. American Symbols 5. A visit to our National Capital	Readworks.org Freckle Education Brainpop Jr.
Describe how the actions of civil rights leaders served as a catalyst for social change.	Amistad Lessons 1. View: Kid President-Martin Luther King Jr. 2. Discuss the lives of Abraham Lincoln and Martin Luther King Jr.- Compare and Contrast contributions that shape our values as a country. 3. Women in History 4. What lessons are learned from these leaders about social change?	Readworks.org Brainpop Jr.
Place key historical events and people in historical eras using timelines.	Amistad Lessons 1. Create a timeline of personal milestones.	<i>The Patchwork Path</i> by Bettye Stroud Brainpop Jr.

Recognize the names and contributions of major American presidents and inventors, such as Abe Lincoln, George Washington, Thomas Jefferson, Ben Franklin, Thomas Edison, George Washington Carver, Rosa Parks, Famous African Americans, & Women in History and Science.	2. Students research a key historical figure and make a paper bag puppet of that figure. Include 3 note cards with timeline dates and facts OR students can create a poster to be displayed. 3. List major historical events from Black History lessons and have students create a class timeline. 4. Dr. Martin Luther King, Jr.: The videos, text, game, and activities all supported evaluating the traits of a hero and linking how Dr. Martin Luther King Jr.'s character traits demonstrated these heroic/leadership skills. Students studied all traits and wrote how through one of these hero traits, Dr. King helped to make important changes in our country. 5. Students will research and complete presentations of a famous New Jersey-born American. Examples: ○ Whitney Houston ○ Dana Elaine Owens (Queen Latifah) ○ Paul Robeson ○ William Still 6. Read the book, <i>The Patchwork Path</i>. It tells the story of a runaway slave and her dad making it to freedom. It shows examples of the codes that slaves would sew into their quilts to signal other slaves as well as use them as maps to get out safely. 7. Listen to and discuss the Storylineonline video <i>Catching the Moon</i> Alternative Tasks: ● Role play a historical figure ● Create a timeline of life accomplishments and key developments, to communicate their knowledge.	
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Assessments

Formative Assessment

- Questioning during discussions
- Participation in group activities
- Create a Classroom Constitution
- Chart Characteristics of a good citizen/student
- Create a mobile for the three branches of government
- Identify and explain symbols of the United States
- Explain the importance of government
- Explain the rights and responsibilities of US citizens
- Dramatic Alternative Assessments
- Project Based Learning
- P3 model : Purpose, Play and Passion
- Exit Tickets
- Seesaw Lessons
- icivics.org
- Written reflections and exit slips

Summative Assessment

- HMH Chapter Assessments and quizzes
- Civil Rights Project with a rubric for assessment
- HMH Cumulative Unit Assessments

Alternative Assessment

- **Concept Poster:** Students create a poster or digital infographic defining the government and illustrating its main purposes (e.g., keeping order, making laws, providing services).
- **Government Analogy Booklet:** Students create a short picture book comparing government to something familiar (e.g., school, a sports team, or a family) and explain the purpose through that analogy.
- **Skit or Role-Play:** In groups, students act out scenarios showing life with and without government to demonstrate its importance.
- **Community Helper Trading Cards:** Students design "trading cards" with drawings, names, roles, and responsibilities of different government workers (e.g., police officer, mayor, judge).
- **Interview Project:** Students interview a local government worker (or research online) and present findings in a brochure, video, or slideshow.
- **Who Am I? Game:** Students write clues and lead a game where classmates guess the identity of a government worker based on their duties.
- **Consequences Comic Strip:** Students draw a comic showing a situation where rules are broken, what happens as a result, and how laws could prevent the issue.
- **Cause-and-Effect Chain:** Students create a visual chain or flowchart showing what could happen in a society with no rules versus one with clear laws.

- **Rights and Responsibilities Match-Up:** Create a card-sorting activity where students match rights with corresponding responsibilities.
- **Branch Flipbook:** Students create a flipbook or mini-book with a tab for each branch, describing its members and duties in words and pictures.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 2: Our American Story: Exploring History, Culture, and Perspective

Duration:

25 - 30 days (December - February)

Unit Overview:

In this unit, second-grade students will explore the rich history, culture, and diverse perspectives that shape the United States. They will learn about the customs, traditions, and events that unite Americans, as well as the unique cultures that contribute to the nation's diversity. Students will investigate the significance of national holidays, monuments, and symbols, understanding how they reflect shared values and history. By examining family histories and their own ancestry, they will also gain an appreciation for cultural diversity, while learning to respect different perspectives and beliefs. This unit will not only introduce students to the importance of understanding history, but also help them develop a broader appreciation for the traditions and stories that make our world unique.

This unit offers students the opportunity to explore the diverse and rich tapestry of American culture while also delving into their own family histories. By learning about historical symbols, cultural traditions, and personal ancestry, students will develop a greater understanding of what it means to be part of a community—both locally and globally.

Enduring Understandings:

- The democratic principles upon which the United States was founded, such as fairness, freedom, and responsibility, guide the actions of local, state, and national governments.
- People may have different perspectives on the same event, and respecting these differing viewpoints helps us understand various cultures, ideas, and beliefs.
- History is preserved through stories and events that are captured in various sources, and historians analyze different accounts to understand the past.
- Gaining knowledge about different cultures helps us appreciate the uniqueness and similarities of groups of people around the world.

Essential Questions:

- How can exploring America’s beginnings help us understand the present?
- How do historical symbols, monuments, and holidays reflect the shared values, principles, and beliefs of American heritage?
- How are cultures around the world similar and different?
- What role does one’s ancestry play in understanding their family’s history?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Understand the historical symbols, monuments, and holidays that reflect American values and heritage.
- Identify key traditions, cultures, and customs in America and how they contribute to the nation's identity.
- Appreciate the importance of family history and understand how different cultures shape personal and collective stories.
- Learn how to use primary and secondary sources to study history, and recognize the importance of multiple perspectives in understanding the past.

New Jersey Student Learning Standards (NJSLS)**Social Studies**

- **6.1.2.CivicsDP.1:** Explain how national symbols reflect American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for rules have impacted communities.
- **6.1.2.HistoryCA.1:** Make an evidence-based argument on how and why communities change over time.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why communities have changed.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare different accounts of the same event.

Interdisciplinary Standards**English Language Arts:**

- **RI.CR.2.1:** Ask and answer questions to demonstrate understanding of key details in an informational text.
- **RL.CI.2.2:** Recount a text in oral and written form and determine the central message in literary texts.
- **W.IW.2.2:** Write informative/explanatory texts to examine a topic and convey ideas and information.

21st Century Themes and Skills

- **9.4.2.IML.3:** Use a variety of sources, including multimedia sources, to gather information on topics like culture, with guidance from adults.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use various types of thinking to solve problems (e.g., deductive, inductive).

Targets	Focus Lessons	Resources
Understand that the past helps to make sense of the present.	1. Legend of the Five Kernels 2. Thanksgiving Reader's Theater	<i>How Many Days to America?</i> By Eve Bunting

	3. Read <i>How Many Days to America?</i> 4. Discuss pilgrim immigration.	
The Lenni Lenape Indians were the first people to inhabit North America. Lenapi came to America by a strip of land that connected Asia to Alaska, which no longer exists. The nature of history involves stories of the past preserved in a variety of sources. (Legends & Folktales) Historical timelines put events in chronological order to help people understand the past.	1. Watch History of the Lenape Tribe 2. Create a timeline from the Lenni Lenape migration to the First Thanksgiving	NJ History for Kids History of the Lenape Tribe
Recognize that people have different perspectives based on their beliefs, values, tradition, culture, and experiences.	1. What is Culture? Read: <i>Everybody Cooks Rice</i> by Nora Dooley 2. Define culture and use lessons from education.com for <i>Everybody Cooks Rice</i> 3. Students will research culture via home and share their family's culture. 4. Students create a family coat-of-arms. 5. Read Gordon Parks-How the Photographer captured Black and White America by Carole Boston Weatherford	<i>Everybody Cooks Rice</i> by Nora Dooley Gordon Parks-How the Photographer captured Black and White America by Carole Boston Weatherford
Two or more individuals can have a different understanding of the same event.	1. Compare and contrast <i>The Three Little Pigs</i> and <i>The True Story of the Big Bad Wolf</i>	Read Alouds: Points of View • <i>The Three Little Pigs</i> (a traditional version) • <i>The True Story of The Three Little Pigs</i> by Jon Scieszka

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. Identify stereotyping, bias, prejudice, discrimination and unfairness in their lives and communities.	2. Lesson to facilitate acceptance and tolerance Read: <i>Poet: The Remarkable Story of George Moses Horton</i> by Jon Tate 3. Read: <i>The Crayon Box that Talked</i> by Joshua Brooks 4. Read: <i>Making Friends is an Art</i> by Julia Cook (SEL) 5. Read: <i>Nugget and Fang</i> by Tammi Sauer to discuss Stereotyping and bias. 6. Teaching Tolerance: <i>One Heart One World</i> by Serghei Cartasev 7. Teaching Tolerance: <i>Every Family is the Same, Every Family is Different</i> by Poppy Archer	and Lane Smith • <i>The Other Side</i> by Jacqueline Woodson (Diversity & SEL) • <i>The Crayon Box that Talked</i> by Joshua Brooks (SEL) • <i>The Name Jar</i> by Yangsook Choi (SEL) • <i>Poet: The Remarkable Story of George Moses Horton</i> by Jon Tate • Read: <i>The Crayon Box that Talked</i> by Joshua Brooks • <i>Making Friends is an Art</i> by Julia Cook (SEL) • <i>Nugget and Fang</i> by Tammi Sauer • <i>One Heart One World</i> by Serghei Cartasev • <i>Every Family is the Same, Every Family is Different</i> by Poppy Archer
The nature of History involves stories of the past preserved in a variety of sources. Historians create arguments and outline ideas or explanations based on evidence.	1. Use primary sources: photos, paintings, cartoons, newspapers, poetry, novels, and plays, to analyze and make inferences that explain changes and growth in communities. 2. How has our community changed over time? 3. How has our state changed over time? Nation? World? 4. Make evidence based arguments about how and why communities change over time	Primary Sources Teaching With Primary Sources

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.

- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).
- **Cumulative Unit Assessment** including questions on history, culture, and the role of holidays and symbols in American identity.
- **Cultural Awareness Project:** Students will choose a culture to research, create a report, and present what they learned to their peers.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

● Introduce/highlight key vocabulary before lesson ● Teacher models reading aloud daily ● Provide peer tutoring ● Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers ● Guided notes and/or scaffold outline for written assignments ● Provide students with English Learner leveled readers ● Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and ● Descriptor Name Charts ● Allow extra time to complete assignments or tests ● Guided notes and/or scaffold outline for written assignments	● Teach cognitive and methodological skills ● Use center, stations, or contracts ● Organize integrated problem-solving simulations ● Propose interest-based extension activities ● Expose students to beyond level texts
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Unit 3: The World Around Us: Geography, Communities, and the Environment

Duration:

25 - 30 days (March-April)

Unit Overview:

In this unit, second graders will embark on a journey to explore the relationship between geography, people, and the environment. Students will learn to use maps and globes to locate places in their community, state, country, and around the world. They will explore how physical features like mountains, rivers, and oceans impact where people live and how they make decisions based on available resources. Additionally, students will examine human-environment interactions, understand the significance of natural resources, and consider ways to conserve them. Through hands-on activities and discussions, students will also gain an understanding of how climate and weather influence the world’s diverse communities.

This unit provides an exciting opportunity for students to connect geography with their daily lives, fostering a deeper understanding of the world around them. Through maps, discussions, and activities, students will explore how humans interact with the environment, how geography shapes cultures and communities, and how we can all contribute to conservation efforts for a better future.

Enduring Understandings:

- Maps serve as symbolic representations of places and are tools for understanding geographical relationships.
- The environment plays a key role in influencing where people live, how they live, and the resources they rely on.
- Human decisions are shaped by the availability of resources, and conservation efforts are necessary to protect these resources.

- Geography, including the understanding of landforms and bodies of water, shapes the way communities function around the world.

Essential Questions:

- How does my life fit on a map in terms of location?
- What are the major landforms and bodies of water found across North America, and how do they affect and influence how people live?
- What are the different types of communities, and how are they shaped by their environment?
- How can we conserve our resources to ensure a sustainable future?
- How do climate and weather affect the resources available to people?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify and explain the importance of maps and globes in understanding locations and physical features.
- Understand how geography and environmental features influence human settlement and lifestyle.
- Describe how different regions of the world depend on resources and how these resources are affected by climate and weather.
- Demonstrate awareness of the need for conservation efforts to protect natural resources.
- Compare different types of communities (urban, suburban, rural) and how they interact with their environment.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.Geo.SV.1:** Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- **6.1.2.Geo.SV.2:** Describe how maps are created for specific purposes.
- **6.1.2.Geo.GI.1:** Explain why and how people, goods, and ideas move from place to place.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.

Interdisciplinary Standards

English Language Arts:

Reading::

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.5** Know and use various text features 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 .

Writing:

- **W.2.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, use linking words to connect opinion and reasons, and provide a conclusion.
- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- **W.2.7** Participate in shared research and writing projects.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question

21st Century Themes and Skills

- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Targets	Focus Lessons	Resources
A map is a symbolic representation of selected characteristics of a place. Physical and human characteristics affect where people live and settle.	1. Mystery History Unit 2 Opener 2. Seesaw Lessons 3. Compare and contrast information that can be found on different types of maps and determine how the information might be useful. 4. Introduction to maps- Read Me on the Map 5. Chart features of things found on maps 6. Mapkey and scale 7. Introduction Map of Howell- Discuss where Ss live in relation to school, State, US, Globally 8. *Optional:Use an orange peel as a representation of map to globe example. FLAT to 3D 9. Seven Continents and Oceans	Me on the Map http://viewpure.com/b0cjSXC2rHE?start=0&end=0 Investigating Howell pgs. 14-24 Lesson for Me on the Maphttps://www.education.com/lessonplan/mapping-my-world/ Unit 2 SS Schoology, “Me on the Map Booklets”- Free TPT downloads “Flat Me” project- See Unit 2 SS Schoology- Similar to Flat Stanley There’s a Map on My Laphttp://viewpure.com/NazvXwWumaQ?start=0&end=0

	10. Equator and Prime Meridian 11. Geography Terms/Game Geography Terms PPT 12. Continents & Oceans (Powerpoint) Continents and Oceans PPT	
Identify cardinal and intermediate directions.	Explore cardinal directions in the classroom with a compass. (Science Kit/ Ipad app) 3. Seesaw lessons 4. Create a compass rose 5. Give students cardinal directions to follow to find objects in the room.	Map Skills Pdf resource- Unit 2 SS, Schoology Compass Rose Craftivity, Schoology Unit 2
Locate visual representation of global addresses: community, state, country, continent and world.	1. Seesaw Lessons 2. Describe and identify characteristics of continents, landforms and bodies of water. 3. Research and create landforms, continents, bodies of water. 4. Explain how jobs and industry were developed based on natural resources, landforms and geography. 5. Science Connection Diorama 6. Interactive Notebook 7. Digital Portfolios in Seesaw	Google Maps, Concentric Circles Geography Terms PPT Unit 2, Schoology Earth PPT, Unit 2 Schoology
Geographic data can be used to identify cultural and environmental characteristics of places.	1. Seesaw Lessons 2. Describe and identify characteristics of continents, landforms and bodies of water. 3. Research and create landforms, continents, bodies of water. 4. Explain how jobs and industry were developed based on natural resources, landforms and geography. 5. Science Connection Diorama 6. Interactive Notebook 7. Digital Portfolios in Seesaw	Integrate with Mystery Science Landforms Geography Terms PPT Review of the 7 Continents, Schoology
Environmental	Recognize urban, rural and	Text: The Little House

characteristics influence the how and where people live.	suburban communities. 3. Read The Little House 4. Discuss how communities change over time: why and how? 5. Chart characteristics of different communities. 6. Create a pen pal letter describing the type of community you live in. 7. Create a riddle about your community and share with readers to determine based on the geographical information, the community. 8. Give students different pen-pal letters created either by a resource or by teacher. Ss need to decide which type of community their pen-pal is from. 9. Sort pictures of different types of communities. Pics4kids.org 10. Make a trifold/ collage of different community characteristics. 11. Identify ways that Howell has changed over time	Communities https://www.education.com/lessonplan/urban-suburban-or-rural/ Investigating Howell Digital Pen-Pals: https://www.penpalschools.com/
Climate Change: Human interaction has effects on climate.	Climate Change (3 lessons) 1. What Is Climate Change: Big Question: Discuss what is climate change, how much is Earth's climate changing right now, what causes climate change, does what we do matter? 2. Watch video: What's the difference between weather and climate? Seesaw Difference between weather and Climate 3. Scroll to the bottom and select a game or hands on activity of your choice to engage the learners. Utilize	Climate Change-Teach these lessons with Science Unit "Water Works."

	materials that are readily available and make modifications at your own discretion. 4. Assessment: What choices can I make that will have a positive impact on our Climate? a. Click on the photo links from Global Oneness project (see below). b. Select a photo and explain how "Weather is impacting Climate?" Are humans able to make a change to this problem? How? Climate Change Lesson LESSON 2 What is the Greenhouse effect? Lesson 3 How do we know the climate is changing?	
Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American Identity Veterans Day	Facts About Veteran's Day Video Veteran's Day Song Make cards for veterans	Vetera's Day Video Veteran's Day Story Veteran's Day Song

Assessments
Formative Assessment • Questioning and class discussions • Observation of student participation during activities • Exit slips and Kahoot quizzes
Summative Assessment • Create models of landforms: STEAM, 2D, 3D, posters • Vocabulary Pictorial Landform cards • Create maps • Identify and explain map keys, cardinal directions, longitude, latitude

- Explain how people impact geography and land
- Climate change and farming project with scoring rubric

Alternate Assessment

- Activities such as written assignments and participation in group discussions will accommodate various learners' needs.
- Modified instruction and programming for students with special needs, based on accommodations as listed in the Course Overview.

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and
- Descriptor Name Charts
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments

Unit 4: Economics in Action: Exploring Jobs, Money, and Innovation

Duration:

25 - 30 days (May-June)

Unit Overview:

In this unit, second-grade students will explore the world of economics, innovation, and technology. They will learn about the roles of consumers and producers in an economy, as well as the interdependence between buyers and sellers of goods and services. Students will explore how people make decisions based on needs, wants, and available resources, and how these decisions shape their communities and the world around them. By examining the concepts of supply and demand, goods and services, and the role of factories in production, students will gain a deeper understanding of the economy and how it operates. Students will also discover how innovation and technology impact our lives, economies, and the jobs people do.

This unit encourages second-grade students to understand basic economic concepts such as the roles of producers and consumers, the difference between goods and services, and how factories and technology contribute to economies. By engaging with hands-on activities and real-world examples, students will develop a foundational understanding of economics that will serve them in future lessons and everyday decision-making.

Enduring Understandings:

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Consumers should make informed financial decisions.
- Goods and services are produced and exchanged in various ways.
- Factories and product production are essential to the global and local economy.

Essential Questions:

- How does the work people do in their jobs help our community and other communities?
- How do you define producer, consumer, and goods?
- What distinguishes a want from a need?
- What role do factories play in the world economy?

Student Learning Outcomes:

By the end of the unit, students will be able to:

- Identify the roles of producers and consumers in an economy.
- Describe the difference between goods and services.
- Distinguish between wants and needs.
- Explain the role of factories in the production of goods.
- Understand how innovation and technology impact economies and jobs.
- Develop a basic understanding of how supply and demand influence the economy.

New Jersey Student Learning Standards (NJSLS)

Social Studies

- **6.1.2.EconET.1:** Explain the difference between needs and wants.
- **6.1.2.EconET.2:** Cite examples of choices people make when resources are scarce.
- **6.1.2.EconET.3:** Describe how supply and demand influence price and output of products.
- **6.1.2.EconET.4:** Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- **6.1.2.EconEM.1:** Describe the skills and knowledge required to produce specific goods and services.
- **6.1.2.EconEM.2:** Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

Interdisciplinary Standards

English Language Arts:

Reading:

- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.5** Know and use various text features 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 proficiency with scaffolding as needed.

Writing:

- **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion).
- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use evidence based facts and definitions to develop points, and provide a conclusion.
- **W.2.7** Participate in shared research and writing projects.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question

21st Century Themes and Skills

Life Literacies and Key Skills:

Financial Literacy:

- **9.1.2.FP.1:** Explain how emotions influence whether a person spends or saves.
- **9.1.2.FP.2:** Differentiate between financial wants and needs.

Computer and Design Thinking:

- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

Targets	Focus Lessons	Resources
Identify various natural resources. Explain how natural resources are used.	1. Explore natural resources Video on Natural Resources Web Site on Natural Resources Create a list of natural resources and how they are used 2. Read Aloud: <i>The Wump World</i> by Bill Peet or <i>The Wartville Wizard</i> by Don Madden 3. Students choose a natural resource and create a poster on how it is used by humans	<i>The Wump World</i> by Bill Peet <i>The Wartville Wizard</i> by Don Madden Video on Natural Resources Web Site on Natural Resources
Understand the differences between a need and a want.	1. Students work individually or in small groups to sort picture cards into the correct category on a T-chart. As a class, discuss why each item was placed in a certain category. 2. Read aloud: <i>Those Shoes</i> by Maribeth Boelts or <i>A Chair for My</i>	<i>Those Shoes</i> by Maribeth Boelts <i>A Chair for My Mother</i> by Vera B. Williams Magazines

	<i>Mother</i> by Vera B. Williams After reading, discuss the characters' needs and wants. Have students draw two pictures—one showing a need from the story and one showing a want. 3. Students cut out images from magazines and glue the images onto a “Needs” and “Wants” chart or poster. Have students explain why they categorized each image. 4. Prompt: “Write about one thing you need and one thing you want. Why is one more important than the other?” Students draw and write a short paragraph.	
Understand how to make good financial choices.	1. Read <i>Click, Clack Moo</i> and discuss costs of labor and products. Also discuss the farmer's economic loss when the animals are on strike. 2. Play games: <i>Monopoly</i> and <i>Life</i> 3. Create a Community Outreach that would benefit a charity/endangered species/habitat.	<i>Click, Clack, Moo: Cows That Type</i> by Doreen Cronin <i>Alexander, Who Used to be Rich Last Saturday</i> by Judith Voirst <i>Monopoly</i> Games <i>Life</i> Games
Understand how trade impacts our economy. Identify the steps and processes in global trade.	1. Set up a barter center in which students barter with each other for goods and services. 2. Financial Literacy Lessons, K-2 (4 lessons) 3. Choose a common classroom object that is labeled with where it is made. Find that location on a map. Discuss- What do we use this for? Is it grown or manufactured? What raw materials were used to create it?	Financial Literacy Lessons Norman Rockwell's Curiosity Shop Lesson A Pet for Beans from Jack and the Beanstalk

	What steps were needed for it to reach our classroom? 4. Norman Rockwell's Curiosity Shop Lesson 5. A Pet for Beans from Jack and the Beanstalk	
Examine the concept of scarcity	Scarcity Lessons: identify scarcity and how it forces us to make choices	Seesaw- Scarcity Seesaw- Opportunity Cost and Scarcity
Understand why people save money	1. Read aloud <i>Sam and the Lucky Money</i>. Explain culture and financial decisions. 2. Spend, Save, Investing: Why should I understand these important financial concepts? How can they help me make decisions and plan for my future?	<i>Sam and the Lucky Money</i> by Karen Chinn Financial Literacy Lessons: K-2 Schoology, Seesaw, BrainPop, Jr. on Savings/Spending

Assessments

Formative Assessment

- Observation of participation in class discussions and activities.
- Exit slips after lessons to check understanding of cultural symbols and history.
- Activity participation, including collaborative group work and projects.
- Questioning
- Written Assignments (e.g., T-chart for Wants vs. Needs)

Summative Assessment

- Teacher Created Topic Assessments.
- Project/Presentation Assignment on the roles and responsibilities of citizens in a community.
- Pre- and post-assessments to evaluate growth in understanding.

Alternate Assessment

- Written or visual representation of a national holiday or symbol.
- Project-based assessments, where students can choose their preferred method of presentation (drawing, writing, or oral presentation).
- <https://www.econedlink.org/resources/grade/k-2/>

- <https://learninglab.si.edu/>
- Project Based Learning: [K-2 Project Based Learning for Climate, Diversity and Human Rights](#)
 1. “Healthy Choices”
 2. “Lend a Helping Hand” (activism)
 3. “Make a Difference”
 4. “Community Leaders”
 5. “Climate Change”

Modifications/Accommodations

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals /
- Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

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