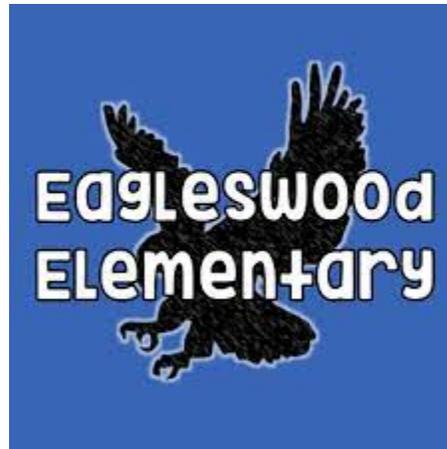


Eagleswood Township Elementary
School District



Social Studies Curriculum

Grade 2

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Social Studies
 Grade Level: Second Grade
 Date Created: August 2022
 Author(s): Heather Wawrzyniak

Pacing Guide

UNIT	Timeframe
Unit 1: Civics, Government and Human Rights <ul style="list-style-type: none"> ● Civics and Political Institutions <ul style="list-style-type: none"> ○ Governments, rules, responsibilities ● Participation and Deliberation <ul style="list-style-type: none"> ○ Effective decision making, voting ● Processes and Rules <ul style="list-style-type: none"> ○ Rules and laws ● Civic Mindedness <ul style="list-style-type: none"> ○ Responsibilities, fairness, equality, human rights 	<ul style="list-style-type: none"> ● 3 days ● 3 days ● 2 days ● 4 days and ongoing
Unit 2: Geography, People and Environment <ul style="list-style-type: none"> ● Human Population Patterns <ul style="list-style-type: none"> ○ Climate, weather ● Spatial Views of the World <ul style="list-style-type: none"> ○ Maps, physical features ● Global Interconnections <ul style="list-style-type: none"> ○ Characteristics of regions 	<ul style="list-style-type: none"> ● 3 days ● 4 days ● 2 days
Unit 3: Economics, Innovation and Technology <ul style="list-style-type: none"> ● Economic Ways of Thinking <ul style="list-style-type: none"> ○ Resources ● Exchange and Markets <ul style="list-style-type: none"> ○ Exchange of goods ● National Economy <ul style="list-style-type: none"> ○ Government provided goods and services 	<ul style="list-style-type: none"> ● 2 days ● 4 days and ongoing ● 2 days
Unit 4: History, Culture and Perspectives <ul style="list-style-type: none"> ● Continuity and Change <ul style="list-style-type: none"> ○ Sequence of events, change of community overtime ● Understanding Perspectives <ul style="list-style-type: none"> ○ Prejudice, Conflict ● Historical Sourcing and Evidence <ul style="list-style-type: none"> ○ Sources, Data ● Claims and Argumentation <ul style="list-style-type: none"> ○ Evidence-based Opinion 	<ul style="list-style-type: none"> ● 4 days ● 6 days and ongoing ● 4 days and ongoing ● 3 days and ongoing

Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs)

NJSLs for [ELA](#)

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

NJSLs for [Math](#)

- 2MD.C. Work with time and money. 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- 2MD.D. Represent and interpret data. 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.

NJSLs for [Computer Science and Design Thinking](#)

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
- 8.1.2.NI.4: Explain why access to devices need to be secured.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

NJSLS for [Career Readiness, Life Literacies, and Key Skills](#) ([crosswalk](#))

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

NJSLS for [Social Emotional Learning](#) ([Crosswalk](#))

- SELSA1- Recognize one's feelings and thoughts
- SELSA2- Recognize the impact of one's feelings and thoughts on one's own behavior
- SELSM1- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- SELSM2- Recognize the skills needed to establish and achieve personal and educational goals
- SELSoc1- Recognize and identify the thoughts, feelings, and perspectives of others
- SELSoc2- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- SELRDM2- Identify the consequences associated with one's actions in order to make constructive choices
- SELRS1- Establish and maintain healthy relationships
- SELRS2- Utilize positive communication and social skills to interact effectively with others

Unit 1- [Standards](#) and indicators

NJSLS for [Social Studies](#)

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 1- Civics, Government and Human Rights

<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good. • When all members of the group are given the opportunity to participate in the decisionmaking process, everyone’s voice is heard. • The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices). • Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. • Processes and rules should be fair, consistent, and respectful of the human rights of all people Individuals may be different, but all have the same basic human rights. • Certain character traits can help individuals become productive members of their community. 	<p>Guiding Questions</p> <p>What are decisions we make for the good of our class?</p> <p>How are we affected when others do not do their jobs (in the classroom and local community)?</p> <p>What is the importance of voting? Is voting essential in our society?</p> <p>How can you make a positive impact on your community?</p> <p>What are principles and values? What responsibilities do our elected officials have to help our communities/the country?</p> <p>What is fairness and how can we create a fair environment?</p> <p>What is prejudice? Do we see prejudice in our society? If so, how can we make a change?</p>
<p>Content</p> <p>Citizenship begins with becoming a contributing member of the classroom community.</p> <p>Rules and laws are developed to protect people’s rights and the security and welfare of society.</p> <p>American constitutional government is based on principles of limited government, shared authority, fairness, and equality.</p> <p>In a representative democracy, individuals elect representatives to act on the behalf of the people.</p>	<p>Skills (objectives)</p> <p>Students will be able to-</p> <ul style="list-style-type: none"> -Demonstrate responsibility by initiating simple classroom tasks and jobs. -Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. -Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government. -Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders

<p>The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.</p> <p>The United States democratic system requires active participation of its citizens.</p> <p>In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p>	<p>served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>-Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</p> <p>-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>-Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p>
<p>Learning Opportunities and Strategies</p> <p>Election Day in Second Grade- https://www.education.com/slideshow/election-worksheets/</p> <p>Vote for Thanksgiving Food- https://www.lessonplanet.com/teachers/voting-2nd</p> <p>Civics and Government- https://www.kidsacademy.mobi/printable-worksheets/second-grade/social-studies/governance-and-civics/</p> <p>How to Make a Democratic Classroom Environment- https://parenting.kars4kids.org/what-happens-in-the-democratic-classroom/</p> <p>What is Government?- http://www.alyssahunt.weebly.com/uploads/8/9/4/2/8942501/2nd_grade_-_government.pdf</p> <p>Martin Luther King Jr. Activities- https://www.education.com/resources/social-studies/martin-luther-king-jr-day/?msclkid=5b0a7ccb117e184de3a21ee8ab931776&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20DSA%20Page%20Feeds&</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-SS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

<p>utm_term=Social%20Studies&utm_content=DSA%20(page%20feed)</p> <p>Who Am I Craft- https://www.teacherspayteachers.com/Product/Where-Am-I-Printable-Booklet-Foldable-for-Social-Studies-2060044?st=78daef6070e2f94bdca68e39fa697a77</p> <p>Lessons- https://www.education.com/lesson-plans/second-grade/?msclkid=df215646cd9f1d5d70bf347c9e01b155&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20Phrase&utm_term=second%20grade%20lesson&utm_content=2nd%20Grade%20Lessons</p>	
<p>Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment</p>	<p>Other Evidence of Learning Teacher Observation Classroom Discussion</p>

<h2>Unit 2- <u>Standards</u> and indicators</h2>	
<p>NJSLS for <u>Social Studies</u></p> <ul style="list-style-type: none"> ● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability) ● 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 a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). ● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes ● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there. ● 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions. 	

<h2>Unit 2- Geography, People and Environment</h2>	
<p>Central Idea/ Enduring Understanding</p>	<p>Guiding Questions</p>

<p>Students will understand</p> <ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places <p>Physical and human characteristics affect where people live (settle).</p> <ul style="list-style-type: none"> • Environmental characteristics influence how and where people live. <p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p>What is the importance of a map? How does a map show you where to go (Specific characteristics)? When looking at maps with landforms, how can we tell what resources might be in that type of area? What resources do we have in our area? How and where do we get resources that cannot come from our area?</p>
<p>Content</p> <p>Everyone is part of a larger neighborhood and community.</p> <p>Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.</p> <p>Places are jointly characterized by their physical and human properties.</p> <p>The physical environment can both accommodate and be endangered by human activities.</p> <p>Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.</p> <p>Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.</p> <p>Advancements in science and technology can have unintended consequences that impact individuals and/or societies.</p> <p>Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.</p>	<p>Skills (objectives)</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. -Compare and contrast information that can be found on different types of maps and determine how the information may be useful. -Compare ways people choose to use and distribute natural resources.
<p>Performance Tasks</p>	<p>Other Evidence of Learning Teacher Observation</p>

<p>Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment</p>	<p>Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>Types of Maps- https://study.com/academy/topic/map-reading-lesson-plans.html</p> <p>Make a map- https://www.generationgenius.com/trial-d/?utm_source=bing&utm_medium=cpc&utm_term=landscapes%20for%20kids%20lesson&msclkid=193340ed449216bc9d0922d70e9afb06</p> <p>https://www.weareteachers.com/map-skills/</p> <p>Craft a map- https://www.artistshelpingchildren.org/makemapstreasuremapscraftsideasdecorationskids.html</p> <p>Natural Resources- https://www.mccracken.kyschools.us/Downloads/3%20What%20are%20Natural%20Resources.pdf</p> <p>3 Types of Resources- https://www.education.com/lesson-plan/3-types-of-resources/</p> <p>Label a Map- https://www.teacherspayteachers.com/Product/Label-the-Continents-and-Oceans-Social-Studies-SOL-35-2352612?st=78daef6070e2f94bdca68e39fa697a77</p> <p>Lessons- https://www.education.com/lesson-plans/second-grade/?msclkid=df215646cd9f1d5d70bf347c9e01b155&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20Phrase&utm_term=second%20grade%20lesson&utm_content=2nd%20Grade%20Lessons</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

Unit 3- Standards and indicators

NJSLS for 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.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 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.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

Unit 3- Economics, Innovation and Technology

Central Idea/ Enduring Understanding

Students will understand

- Individuals make decisions based on their needs, wants, and the availability of resources.
- Limited resources influence choices.
- Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).
Goods and services are produced and exchanged in multiple ways.
- The availability of resources influences current and future economic conditions.
- Governments play an economic role in the lives of individuals and communities.
- There are benefits to trading goods and services with other countries.

Guiding Questions

- What is an economy?
- What is the importance of money (saving)?
- How does the economy impact our local community/ the country/ the world?
- What are goods and services?
- What services can the government provide?
- What is fair trade (examples)?

Content

Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

Economic opportunities in New Jersey and other states are related to the availability of resources and technology.

Skills (objectives)

Students will be able to..

- Explain the role of specialization in the production and exchange of goods and services.
- Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community

<p>Availability of resources affects economic outcomes</p> <p>Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.</p> <p>Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.</p>	<p>-Compare and contrast how the availability of resources affects people across the world differently.</p> <p>-Recognize the importance of setting long-term goals when making financial decisions within the community.</p>
<p>Performance Tasks</p> <p>Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment</p>	<p>Other Evidence of Learning</p> <p>Teacher Observation Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>Counting Money- https://www.generationgenius.com/trial-d/?utm_source=bing&utm_medium=cpc&utm_term=counting%20money%20for%20kids%20lesson&msclkid=a4cb011822f6127a1b036322723271bc</p> <p>ClassEcon- https://myclassroomeconomy.org/</p> <p>How To- https://thesimplyorganizedteacher.com/implementation-classroom-economy/</p> <p>Economy Crafts- https://www.teacherspayteachers.com/Browse/Search:classroom%20economy/Price-Range/Free/Grade-Level/Second</p> <p>Money- https://www.lookwerelearning.com/money-activities-for-second-grade/</p> <p>Lessons- https://www.education.com/lesson-plans/second-grade/?msclkid=df215646cd9f1d5d70bf347c9e01b155&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20Phrase&utm_term=second%20grade%20lesson&utm_content=2nd%20Grade%20Lessons</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

Unit 4- Standards and indicators

NJSLS for Social Studies

- 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.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)

Unit 4- History, Cultures and Perspectives

Central Idea/ Enduring Understanding

Students will understand

- Historical timelines put events in chronological order to help people understand the past.
- Understanding the past helps to make sense of the present.
- Two or more individuals can have a different understanding of the same event.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- The nature of history involves stories of the past preserved in a variety of sources.
 - Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.
- Historians create arguments outlining ideas or explanations based on evidence.

Guiding Questions

- What are traditions? Does your family have any specific traditions?
- What is culture? How are our cultures different/ similar?
- How do different cultures impact our society/ country?
- What is prejudice? How does it impact society?
- Why is America considered a "melting pot" of cultures? How has it changed over time?

Content

Immigrants come to New Jersey and the

Skills (objectives)

Students will be able to..

<p>United States for various reasons and have a major impact on the state and the nation.</p> <p>Key historical events, documents, and individuals led to the development of our nation.</p> <p>Personal, family, and community history is a source of information for individuals about the people and places around them.</p> <p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States</p> <p>Prejudice and discrimination can be obstacles to understanding other cultures.</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<ul style="list-style-type: none"> -Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. -Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. -Describe how culture is expressed through and influenced by the behavior of people. -Trace how the American identity evolved over time. -Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. -Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
<p>Performance Tasks</p> <p>Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment</p>	<p>Other Evidence of Learning</p> <p>Teacher Observation Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>Lessons-</p> <p>https://www.education.com/lesson-plans/seco-nd-grade/?msclkid=df215646cd9f1d5d70bf347c9e01b155&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20Phrase&utm_term=seco-nd%20grade%20lesson&utm_content=2nd%20Grade%20Lessons</p> <p>Equality-</p> <p>https://www.equalityhumanrights.com/en/seco</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSS-SS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p>

<p>ndary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes</p> <p>Descrimination- https://www.lessonplanet.com/teachers/prejudice-and-discrimination</p> <p>Crayon Box, Family Diversity- https://www.uen.org/core/displayLessonPlans.do?courseNumber=6020&standardId=37738&objectiveId=37742</p> <p>Culture- https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:culture</p> <p>Stories of Immigration- https://www.fishtanklearning.org/curriculum/ela/2nd-grade/stories-of-immigration/lesson-2/</p>	<p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>
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Unit 5: [Tolerance, Prejudice and Diversity](#) (ongoing)

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

Accommodations for Various Learners

- Students that are English Language Learners:**
1. Retell content information in easier English
 2. Use simple sentence structure (verb-subject-object)
 3. Use high frequency words
 4. Avoid negative phrasing such as all, but, except
 5. Actively help students build connections and associations in order to access background knowledge or previously taught information
 6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
 7. Use visuals to explain ideas
 8. Modify assignments (fewer questions or fewer vocabulary)
 9. Provide taped lessons
 10. Provide concrete examples of vocabulary words through the use of visuals
 11. Model Think Alouds to increase student comprehension

12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy
10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Students with 504 Plans:

Environmental Strategies

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

Presentation Strategies

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

Behavioral Strategies

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

Evaluation Methods

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

Students that are At Risk:

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies

7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

