

**Grade 2:
My Community
& Other U.S.
Communities**

**August
2017**

Developed Spring 2012

The Grade 2 curriculum is Social Studies curriculum that was developed by the Fair Lawn, Grade Level, Social Studies Team and is aligned to the New Jersey Student Learning Standards in Social Studies.

Grade 2

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

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Grade 2 Social Studies

I. Course Synopsis

The Grade 2 curriculum is Social Studies curriculum that was developed by the Fair Lawn, Grade Level, Social Studies Team and is aligned to the NJ Student Learning Standards in Social Studies. The units of study include: Rights, Rules and Responsibilities, Our Community's Geography and Urban, Suburban and Rural Communities .

II. Philosophy & Rationale

Fair Lawn District Mission: Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy: Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A

strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes. The Social Studies Curriculum for grades K-5 is a comprehensive framework for Social Studies teaching that brings together the National Curriculum Standards for Social Studies, including the Ten Thematic Strands, and the New Jersey Student Learning Standards. Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Within each unit of study are found the major content and concepts and their relation to specific standards, key ideas and performance indicators. Included with each grade are the appropriate reading/writing and research skills from the NJSL in ELA.

Fair Lawn Elementary Social Studies Statement: Social Studies encompasses the study of political, economic, cultural, and environmental aspects of societies in the past, present, and future. For elementary school children, the skills learned in Social Studies equips them with the knowledge and understanding of the past; which helps them to manage the present, plan for the future and participate effectively in their world. It also helps them to understand their relationship to other people and to social, economic, and political institutions. Furthermore, Social Studies can provide students with problem solving and decision making skills and help students integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.(Adapted from: Social Studies for Early Childhood and Elementary School Children: Preparing for the 21st Century Published on National Council for the Social Studies (<http://www.socialstudies.org>)

Curricula Writing: The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the New Jersey Student Learning Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and

administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

New Jersey State Department of Education

NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

<http://www.state.nj.us/njded/holocaust/aboutus/mandate.html>

The Amistad Bill (A1301), calls on —New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002, —The Amistad Bill created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today’s learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more

information <http://www.state.nj.us/education/cccs/standards/9>

Ten Thematic Strands of Social Studies

I Culture . A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change . The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments . The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity . The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions . The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance . The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption . The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society . The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections . The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices . The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES

In addition to the social studies skills from Standards 61.-6.3, which are integrated into

instruction of civics, history, economics and geography, the K-5 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

READING

Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are identified:

Read-Aloud: The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

Think-Aloud/Shared Reading: The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

Guided Reading: The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

Book Clubs, Text Circles, Literature Circles: This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

Independent Reading: Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

Research or Inquiry Investigation: Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

WRITING

Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

The above correlates with the NJ Student Learning Standards clustered by grade level below:
<http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature/introduction/>

By the end of Second Grade:

RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

III. Scope & Sequence

Weeks- 6- 8 Weeks

Unit 1 – Rights, Rules, and Responsibilities

- Community members are united by symbols of citizenship (the U.S flag and its display and use, the Pledge of Allegiance, and national holidays).
- Communities need rules and laws to solve problems and resolve conflicts.
- Participation in decision making, problem solving, and conflict resolution.
- Community leaders represent the people in a neighborhood, borough, city, state, etc.
- National leaders and elected (president).
- People elect community leaders to make, enforce, and interpret rules and laws.
- Community resources require community workers (fire fighters, police officers, sanitation workers, teachers, etc.)

Weeks- 6-8 Weeks

Unit 2 – Our Community’s Geography

- Location can be described using cardinal directions (north, south, east, west).
- Maps and globes have special features
- Places have geographic and political boundaries.
- Fair Lawn, New Jersey can be located on a map, and the U.S can be located on a world map.
- Maps provide information and have special purposes.
- There are many different kinds of maps.
- People who make maps use special tools.
- Geography of Fair Lawn, New Jersey.
- Locate fair Lawn on a map of NJ.
- People can read maps to learn about Fair Lawn

- Special buildings can be located on a map.
- Geographic features influence communities
- Communities use human and natural resources in different ways.
- A community's location is relative to other communities.
- People adapt and make changes to the environment.

Weeks- 6-8 Weeks

Unit 3 – Urban, Suburban, and Rural Communities

- Urban, rural and suburban communities have special events, people, traditions, practices, and ideas
- Communities can be characterized as urban, rural, or suburban
- Geography and natural resources shape where and how communities develop
- Environmental factors influence the lifestyles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)

FOCUS: Comparative case study of suburban and rural community (Choose any U.S. suburban community and any U.S. rural community)

- rural communities are often far from each other, big towns or cities
- suburban communities are residential towns on the outskirts of a city or large town
- suburban homes are generally on smaller areas of land than rural homes
- suburban homes are usually located in neighborhoods
- rural areas may have limited public services (hospitals, police, public transportation, etc.)
- suburbs have lower populations than urban communities
- rural communities have lower populations than suburban communities
- types of transportation in rural and urban

Please note that Elementary Social Studies and Science is taught in a rotating 6-8 week cycle.

IV. Unit Descriptions

Unit 1: Rights, Rules, and Responsibilities(6-8 Weeks)

Enduring Understanding:

Students will understand the relationship between the local government and the community.

Essential Questions:

- What are rules and laws? Why do communities need them?
- How have rules and laws changed over time?
- What rights and responsibilities do students' have?
- What symbols unite community members?
- Why is it important to honor the United States?
- What levels of government do we have?(FL, NJ,US)
- Who are the local, state and national leaders and how are they elected?

Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Suggested Activities:

- Create classroom rules chart
- Berenstain Bears: Trouble in School Activity
- Students' rights & responsibilities My Education Activity
- U.S Symbols road trip scrapbook
- Good Citizens Rights and Responsibilities printable mini-book
- If I Were President writing activity
- Hold a Mock Election
- Read Alouds – Enemy Pie, Do Unto Otters, The Recess Queen, Duck for President, My Teacher for President, Grace for President
- Brain Pop Jr.
 - Rights and Responsibilities
 - U.S Symbols
 - School

- Local and State Government

Standards:

NJSLS: 6.1.4.A.1-3, 6.1.4.A.6, 6.1.4.A.7, 6.1.4.A.8, 6.1.4.A.9, 6.1.4.A.10, 6.3.4.A.1, 6.3.4.A.2, 6.1.4.D.6

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

Modifications: See Appendix I

Unit 2: Our Community's Geography(6- 8 Weeks)

Enduring Understanding: Students will understand how geography influences where people choose to live and why.

Essential Questions:

- Why is it important to use maps to find locations?
- What are the features of maps and globes?
- Where is Fair Lawn located?(map of NJ)
- Where is NJ located?(map of US)
- Where is the U.S. located?(map of world)
- What landforms and bodies of water in the United States and New Jersey?
- What are natural resources, and how do people use them?
- How does the environment affect communities?
- What communities are within Fair Lawn?
- What are some special buildings in Fair lawn and where are they located?

Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Suggested Activities:

- Create Compass Rose Folders with labeled directions
- Borough of Fair Lawn, map of New Jersey, map of United States, and map of the world worksheets.
- “A Land and Water map of Oregon” worksheets.
- “Picturing the United States” worksheets
- Royal Castle Floor Plan
- Compass Rose worksheets
- Balloon Globe project
- Create a weather map
- Students role in the world flip book
- Flat Stanley project (optional)
- Read Alouds – Me on the Map, Flat Stanley Read Aloud
- Brain Pop Jr.
 - Reading Maps
 - Continents and Oceans
 - Landforms

Standards

NJSLS: 6.1.4.B.1, 6.1.4.B.2, 6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.5, 6.1.4.B.6, 6.1.4.B.7, 6.1.4.B.8, 6.1.4.B.10, 6.1.P.A.1, 6.1.P.A.2, 6.1.P.A.3, 6.1.4.C.1, 6.1.4.C.2

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9; SL.2.1-6; L.2.1-6

Modifications: See Appendix 1**Unit 3: Urban, Suburban, and Rural Communities(6-8 Weeks)**

Enduring Understanding: Students will understand why and how communities develop differently.

Essential Questions:

- Why do people choose to live in certain places?

- How are communities characterized?(urban, suburban, rural)
- What kinds of communities do people live in?
- What is life like in a suburb?(environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)
- What is life like in a rural area? (environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)
- What is life like in an urban area?(environment, population, public services, homes, recreation activities, transportation, economy and jobs, wildlife)
- What are the advantages and disadvantages to urban, rural and suburban areas?

Benchmark Assessments: Students should be able to answer the essential questions utilizing individual teacher assessments and the suggested activities.

Suggested Activities:

- Rural, Suburban, Urban flipbook sort
- Types of Communities “Looks like” & “Sounds like” Worksheet
- Rural, Suburban, Urban flipbook picture sort
- Read and assemble Communities booklet
- Urban, Suburban, and Rural graphic organizer
- Urban, Suburban and Rural Dioramas
- “Big City Fun” reading and activities
- Window View Activity
- “Build it” activity
- “Bird’s Eye View”
- Urban, Rural, Suburban group poster project
- Read Alouds – Town Mouse Country Mouse, Franklin’s Neighborhood, The City Kid & The Suburb Kid
- Brain Pop Jr.
 - Homes
 - Rural, Suburban, and Urban
 - Community Helpers
 - Transportation

Standards

NJSLS: 6.1.P.D.14;6.1.4.D.11-19; 6.1.4.C.1-5; 6.1.P.B.1-10; 6.3.4.A.1-4;6.1.4.C.1-2;
6.1.4C.14-18

Previous Standards which are reinforced: 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.D.1-4

NJSLS in ELA: RL.2.1-3; RL.2.5-7; RL.2.9-10; RI.2.1-10; W.2.1-3; W.2.5; W.2.7-9;
SL.2.1-6; L.2.1-6

Modifications: See Appendix I

V. Economics Unit

The following unit will be integrated into the curriculum according to teacher discretion and individual time and pacing.

Let's Chat About Economics**Chapter 1: Grocery Store****Vocabulary**

Cost
Demand
Market Economy
Need
Price
Scarcity
Supply
Taxes
Wages
Want

Discussion/Questions

- Discuss with your students about how when you go into a grocery store, you see certain displays or advertisements.
- If I were at Shop Rite in the Fall, what big displays might I see? Why?

Suggested Activities:

- (Download circulars) Show a store circular to each group and have them discuss and determine what the supply and demand is based on the circular. They can infer what season it is and what holiday might be coming up.
- Supply & Demand Sort
- Discuss with your students the difference between wants and needs. **(use Supply & Demand Presentation)**
- Discuss with students how resources are limited in the world. There is a limit to everything in the world. We simply cannot have everything we want and this defines the problem of scarcity.
- Create a class poster on why we need money
- Create a class poster on wants and needs
- Brainpopjr.com Wants and Needs -Watch, discuss and take online quiz
- Brainpopjr.com Supply and Demand -Watch, discuss and take online quiz
- Needs & Wants - Heart and Genie Lamp Activity

Chapter 2: Family Trip**Vocabulary**

Choice

Costs

Diminishing returns

Opportunity Costs

Trade-offs

Discussion/Questions:

- What did Maria want to do for Spring Break?
- What did Maria's mom think about her idea?
- What were the costs for Maria's idea for Spring Break?
- Were Maria and Danny able to make a choice considering trade offs? What were their trade offs?
- Which Spring Break option had too high of a cost and diminishing returns?
- Can you think of times in your life when you made a choice NOT to do something because the cost was too high?
- What is your idea of an Opportunity cost? What are some examples that Danny suggested?

Suggested Activities:

- Give students 3 minutes to list everything they want to do over Spring Break. After they have a moment to jot their list, discuss if they are usually able to do everything they want to do in a whole week off of school? Why not? Discuss the idea of not enough time or money. Then discuss the concept of choice. A choice is a decision between two or more possibilities and whenever a choice is made, something is given up. That is the Opportunity Cost--the possibility we gave up.
- Work together to make a schedule of activities for a friend during her Spring Break camp using So few of me lesson plan activities.
- Watch Cashville Kidz Episode 15: Opportunity Costs and discuss the choices and cost of each activity. <https://www.youtube.com/watch?v=8QLkhmsvKLo>
- Opportunity Cost Scenario cards (see in folder)

Extension:

- Read Aloud- Something Good By Robert Munsch
- So Few Of Me By Peter H. Reynolds (lesson plans uploaded in folder)
- Pickle Patch Bathtub by Frances Kennedy (lesson plans uploaded in folder)

Chapter 3: Summertime**Vocabulary**

Disincentive

Governments

Incentives

Income taxes

License

Need

Property taxes

Quid pro quo

Taxes

Want

Discussion/Questions

- Discuss with your students what some of them may do to earn an allowance.
- What does it mean to spend money? What does it mean to save money?

- How many of you have had your own money to spend? Was the money an allowance or a gift, like money given in your birthday card?
- Review the differences between needs and wants.

Suggested Activities:

- Brainpopjr.com Saving and Spending -Watch, discuss and take online quiz
- Create a T-chart on Saving and Spending Money
- Spending and Saving Money Activity
- Discuss and identify the differences between property taxes, income taxes, and sales taxes.
- Discuss government and how they collect taxes from citizens to provide services for their community and country.

Suggested Activities:

- Brainpop.com Taxes -Watch, discuss and take online quiz
- Create a poster on different types of taxes
- Taxes flap book

Extension:

- Read Aloud *Berenstain Bears-The Trouble with Money*
- Read Aloud *Give Save Spend with the Three Little Pigs* by: Clint Greenleaf

Chapter 4: Yard Sale**Vocabulary**

Choices

Costs

Elastic

Inelastic

Need

Price

Sales tax

Want

Discussion/Questions

- Discuss as a group wants, needs and choices.

- What does the word price mean?
- What are some prices of things you have bought? Allow students to share their experiences buying things.
- When you don't have enough money or resources to get everything you want, you sometimes have to make a choice.
- Making a choice means to decide just what you will use your resources on. Discuss the importance of spending your resources on the things you need first, and if there is any left over, then you can get some of the things you want.

Suggested Activities:

- Watch and discuss Smart Buying habits from Cashville Kidz Episode 3.
<https://www.youtube.com/watch?v=8vIjw0ary5Y>
- Making Choices activity sheet
- Bargain Shopping and Savings Activity Sheet

Extension:

- Read Aloud- Sam and the Lucky Money By Karen Chinn
- Read Aloud- Alexander, Who Used to Be Rich Last Sunday

Other Resources:

- Financeintheclassroom.org
- learningtogive.org

VI. Course Materials

- Studies Weekly
- Time for Kids
- Brainpop Jr
- Scholastic Weekly
- Trade Books(See Suggested Activities)
- Leveled Readers
- United Streaming/Discovery Education
- Additional teacher created material

VIII. Assessments

- Formative Assessments
 - Teacher Observation
 - Class Discussions
 - Brain Pop Quizzes
 - Think/Pair/Share
 - Road trip scrapbook
 - Good Citizens mini-book
 - If I Were President Writing Piece
 - Completed worksheets
 - Royal Castle Floor Plan
 - Flipbook Sort
 - Picture Sort
 - Completed worksheets on different types of communities

- Summative Assessments
 - Teacher created materials
 - Graphic organizers
 - Self-Assessment
 - Writing Assessments(RAFT, open ended questions)

IX. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document

expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,

- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Appendix I

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or

segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are

often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.