



HILLSBOROUGH
Board of Education

HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS
Office of Curriculum and Instruction
CURRICULUM MAP

COURSE TITLE	Second Grade Social Studies							
GRADE BAND	X	K-4		5-6		7-8		9-12
DEPARTMENT	Social Studies							
LAST REVISION DATE	August 2022							
BOE APPROVAL DATE	September 19, 2022							

COURSE OVERVIEW

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. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

In grades K-4, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life. Through digital and collaborative learning experiences, the second-grade Social Studies curriculum focuses attention on a deeper exploration of the basic foundation of the federal government, goods and services, human rights and the responsibilities of being a good citizen, and the geography and landforms in the United States. Using the educational foundation laid in grades K-1, students will develop a deeper understanding of the topics.

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UNIT OF STUDY	Unit 1: Civics, Government & Human Rights
PACING	Approximately 30 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are human rights? ● What does it mean to be a citizen of the United States? ● How do rules and laws created by the national government protect human rights? ● How can we identify issues of public concern and possible solutions? ● What are the roles and responsibilities of the three branches of government? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Rules and laws are developed to protect people’s rights. ● There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns. ● In a representative democracy, individuals elect representatives to act on the behalf of the people. ● Active citizens in the 21st century are aware of their relationships to people, places, and resources in the local community and beyond. ● In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Define human rights and understand that all humans have rights. ● Recognize that all individuals have unique views and deserve respect. ● Discuss how rules and laws protect our human rights. ● Understand that our government exists to protect our rights using laws. ● Brainstorm ways citizens resolve conflict. ● Identify that citizens can also be activists and that they can cause change through their actions and words. ● Recognize that we have systems that allow us to communicate with people all over the world. ● Identify the three branches of government, their responsibilities, and how they work together using checks and balances. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Identify a community problem by choosing one of two scenarios and explaining why this is a problem and discussing possible solutions.
Formative	<ul style="list-style-type: none"> ● Collaborate and create a Class Constitution/set of rules. ● Create a tree shaped collage to represent, label and define the three branches of the federal government. ● Compare and contrast two civil rights activists. ● Brainstorm and create a list of human rights.

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Summative	<ul style="list-style-type: none"> ● Solve a community problem.
Benchmark	<ul style="list-style-type: none"> ● Solve a community problem.
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). ● 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.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). ● 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules. ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● 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.2.3. 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 (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ● 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 (e.g., read a number of books on a single topic to produce a report; record science observations). 	
<i>Mathematics</i>	
<ul style="list-style-type: none"> ● None. 	

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Science
<ul style="list-style-type: none"> • None.
Visual & Performing Arts
<ul style="list-style-type: none"> • 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
World Languages
<ul style="list-style-type: none"> • None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> • 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> • 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> • 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> • Political leader, civil rights activist, teacher, judge, lawyer, advocate
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> • Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. • Address multiple cultures, identities, and abilities through diverse depictions of US and global citizens (Inclusive Curriculum Mandate). • Activists of African and South Asian descent are represented throughout the unit (Amistad Curriculum Mandate and Asian-American Pacific Islander Curriculum Mandate).
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness

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- Recognize the impact of one’s feelings and thoughts on one’s own behavior

Self-Management

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Ahiyya, Vera, and Fabiana Faiallo. *You Have a Voice*. Hightree Publishing, 2021.
- *Building A Bottle School - Peace Corps*.
https://files.peacecorps.gov/uploads/www/lesson-plans/files/gua_school.pdf.
- Coles, Robert, and George Ford. *The Story of Ruby Bridges*. CNIB, 2012.
- DiPucchio, Kelly, and LeUyen Pham. *Grace Goes to Washington*. Disney Hyperion, 2019.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education,
<https://www.nj.gov/education/standards/dei/>.
- Eggers, Dave, and Shawn Harris. *What Can a Citizen Do?* Chronicle Books LLC, 2018.
- Evans, Shane. *We March*. Square Fish, 2016.
- FOX, MEM. *Whoever You Are*. Clarion Books, 2022.
- Gandhi, Arun, et al. *Grandfather Gandhi*. Atheneum Books for Young Readers, 2014.
- Harris, Meena, et al. *Kamala and Maya's Big Idea*. Library Ideas, LLC, 2021.
- Hopkinson, Deborah, and Ron Husband. *Steamboat School: Inspired by a True Story: St. Louis, Missouri: 1847*. Disney Hyperion, 2016.
- International, Amnesty. *Dreams of Freedom*. Frances Lincoln Publishers Ltd, 2015.
- Keller, Laurie. *Do unto Otters: (a Book about Manners)*. Square Fish, 2009.
- Kíu`chukov Khristo, and Allan Eitzen. *My Name Was Hussein*. Boyds Mills Press, 2004.
- Levinson, Cynthia, and Tyla Collier. *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist*. Scholastic Inc., 2018.

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- Levy, Debbie, and Elizabeth Baddeley. *I Dissent: Ruth Bader Ginsburg Makes Her Mark*. Simon & Schuster Books for Young Readers, 2016.
- Markel, Michelle, et al. *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*. Balzer + Bray, an Imprint of HarperCollinsPublishers, 2016.
- Maslo, Lina. *Free as a Bird: The Story of Malala*. Balzer + Bray, 2020.
- Paul, Miranda, and Elizabeth Zunon. *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia*. Lerner, 2022.
- Serres, Alain, et al. *I Have the Right to Be a Child*. Groundwood Books/House of Anansi Press, 2017.
- Slade, Suzanne, and Lizan Mitchell. *Friends for Freedom: The Story of Susan B. Anthony & Frederick Douglass*. Findaway World, LLC, 2020.
- Sotomayor, Sonia, and López Rafael. *Just Ask!: Be Different, Be Brave, Be You*. Findaway World, LLC, 2021.
- Stone, Tanya Lee, and Rebecca Gibbon. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote*. Henry Holt and Co., 2010.
- Stover, Jo Ann. *If Everybody Did*. BT Bound, 1990.
- Tonatiuh, Duncan. *Separate Is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation*. Abrams Books for Young Readers, 2014.
- "United Nations Universal Declaration of Human Rights Summary: Youth for Human Rights Video." *Youth for Human Rights*.
<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>.
- *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*. F. Lincoln Children's in Association with Amnesty International, 2008.
- Wyk, Chris Van, and Paddy Bouma. *Nelson Mandela: Long Walk to Freedom*. Roaring Brook, 2014.
- Yousafzai, Malala, and Kerascoët . *Malala's Magic Pencil*. Puffin, 2019.
Jr.brainpop.com, <https://jr.brainpop.com/>.
- "Home." *EmbraceRace*, <https://www.embracerace.org/>.
- "PBS Parents." *PBS*, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

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UNIT OF STUDY	Unit 2: History, Culture and Perspectives
PACING	Approximately 28 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How have science and technology changed our society over time? ● How do individual beliefs, values, and traditions reflect more than one culture? ● Why is it important to understand the perspectives of other cultures? ● What makes an action fair or unfair and what are solutions for these issues? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products. ● Culture includes traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. ● The culture with which an individual or group identifies changes and evolves in response to interactions with other groups based on their perspective and experiences. ● Active citizens in the 21st century develop strategies to reach consensus and resolve conflict and demonstrate understanding of the need for fairness and take appropriate action against unfairness. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Describe how science and technology have changed our society over time. ● Identify how our culture can shape our actions and who we are. ● Compare and contrast different cultures and family traditions with their own. ● Recognize bullying and brainstorm what we can do to prevent it. ● Discuss how one thing can look different depending how you see it from where you are standing. ● Explain what makes a scenario or action unfair and brainstorm ways to make it fair for everyone involved. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Identify what makes a situation fair or unfair by choosing one of two scenarios and explaining to whom this situation is unfair.
Formative	<ul style="list-style-type: none"> ● Compare and contrast different families with the culture of their own family. ● Create a timeline of how technology has changed over the years. ● Discuss and share different perspectives in a variety of scenarios. ● Role play and discuss fair and unfair scenarios.
Summative	<ul style="list-style-type: none"> ● <u>Summative: Common Assessment</u> ● Read <i>Big Red Lollipop</i> by Rukhsana Khan

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	<ul style="list-style-type: none"> ● Identify what makes a situation fair and unfair. Describe solutions to make an unfair situation fair.
Benchmark	<ul style="list-style-type: none"> ● <u>Summative: Common Assessment</u> ● Read <i>Big Red Lollipop</i> by Rukhsana Khan. ● Identify what makes a situation fair and unfair. Describe solutions to make an unfair situation fair.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 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.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 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.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).
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

Computer Science & Design Thinking

- 8.2.2.B.1 Identify how technology impacts or improves life.
- 8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

English Language Arts

- 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.2.3 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.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

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- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Mathematics

- None.

Science

- None.

Visual & Performing Arts

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

World Languages

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4-Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

CAREERS ASSOCIATED WITH THIS UNIT

- Teacher, social worker, advocate

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

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Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Promotes acceptance and understanding of different cultures through activities and materials.
- Presents cultures and traditions of various races and ethnicities.
- Addresses multiple viewpoints and perspectives based on an individual's culture and experiences.
- Helps students build skills to stand up to bullying (Holocaust Curriculum Mandate).

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's personal traits, strengths, and limitations

Self-Management

- None

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- Utilize positive communication and social skills to interact effectively with others

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Becker, Helaine, and Dow Phumiruk. *Counting on Katherine: How Katherine Johnson Saved Apollo 13*. Henry Holt and Company, 2018.

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- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Bunting, Eve, and Ted Lewin. *One Green Apple*. CNIB, 2012.
- Demi. *One Grain of Rice: A Mathematical Folktale*. Zaner-Bloser, 2013.
- Ehrenberg, Pamela. *Queen of the Hanukkah Dosas*. Farrar, Straus and Giroux, 2017.
- Goss, Nathalie, and Alex Goss. *We All Belong: A Children's Book about Diversity, Race and Empathy*. Independently Published, 2020.
- Kamkwamba, William, et al. *The Boy Who Harnessed the Wind*. Puffin Books, 2019.
- Khan, Rukhsana, and Sophie Blackall. *Big Red Lollipop*. Scholastic Inc., 2012.
- Lajimodiere, Denise K., and Angela Erdrich. *Josie Dances*. Minnesota Historical Society Press, 2021.
- Langley, Kaija, and Keith Mallett. *When Langston Dances*. Denene Millner Books, 2021.
- Madison, Megan. *Our Skin: A First Conversation about Race*. Rise X Penguin Workshop, 2021.
- Martinez-Neal, Alma. *Alma and How She Got Her Name*. Candlewick Press, 2018.
- Medina, Meg, and Angela Dominguez. *Mango, Abuela, and Me*. Live Oak Media, 2019.
- Muhammad, Ibtihaj, et al. *The Proudest Blue: A Story of Hijab and Family*. Findaway World, LLC, 2020.
- Newman Lesléa, and Maria Mola. *Sparkle Boy*. Lee & Low Books Inc., 2017.
- Naylor, Phyllis Reynolds, and Nola Langner Malone. *King of the Playground*. Atheneum, 1991.
- Noor, Nabela, and Nabi H. Ali. *Beautifully Me*. Salaam Reads, an Imprint of Simon & Schuster Children's Publishing Division, 2021.
- O'Leary, Sara, and Qin Leng. *A Family Is a Family Is a Family*. Groundwood Books, House of Anansi Press, 2021.
- "Our Voices: Home & Family (Single-Copy Set)." *The Teacher Store – Books, Resources, Supplies, Tools, Classroom Decor & More from Scholastic*, <https://shop.scholastic.com/teachers-e-commerce/teacher/books/our-voices-home-family-single-copy-set-9781338792010.html>.
- Otoshi, Kathryn. *One*. Distributed by Publishers Group West, 2008.
- Perkins, Mitali, et al. *Home Is in Between*. Findaway World, LLC, 2022.
- Pla, Sally J. *Benji, The Bad Day and Me*. First Nations Child & Family Carin, 2018.
- Rosenthal, Amy Krouse, and Tom Lichtenheld. *Duck! Rabbit!* Chronicle Books LLC, 2014.
- Saeed, Aisha, and Anoosha Syed. *Bilal Cooks Daal*. Scholastic Inc., 2020.
- Sornson, Robert, et al. *The Juice Box Bully: Empowering Kids to Stand up for Others*. Early Learning Foundation, 2019.
- Woodson, Jacqueline, et al. *Each Kindness*. Nancy Paulsen Books, an Imprint of Penguin Group (USA) Inc., 2014.
- *Jr.brainpop.com*, <https://jr.brainpop.com/>.
- "Home." *EmbraceRace*, <https://www.embracerace.org/>.
- "PBS Parents." *PBS*, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

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UNIT OF STUDY	Unit 3: Economics
PACING	Approximately 19 days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do needs and wants affect the choices consumers make? ● What are examples of goods and services? ● What skills are needed to be a producer? ● How do countries work together to trade goods and services? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Economics is a driving force for the occurrence of various events in society. ● Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment. ● People make choices between needs and wants depending on their budget and scarcity of resources. ● Countries rely on each other to trade goods and services. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify examples of goods and why our natural resources guide which goods are produced. ● Brainstorm what products are specialized by naming stores that specialize in one product. ● Identify goods versus services. ● Brainstorm ways that products are marketed to different groups. ● Name jobs that provide goods or services within our community. ● Understand why it is important for consumers to make money choices; make personal connections to choices about money. ● Brainstorm ways people earn and save money. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● How do people earn money? What do people choose do with the money they have earned?
Formative	<ul style="list-style-type: none"> ● Create a marketplace store and sell an item that they make out of paper. ● Discuss how consumers and producers have different incentives for buying and selling a product. ● Demonstrate how a family saves to avoid debt and is able to make a necessary purchase.
Summative	<ul style="list-style-type: none"> ● <u>Summative: Common Assessment</u> ● Students explain why marketing stereotypes are harmful and design a toy store that promotes inclusivity.

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Benchmark	<ul style="list-style-type: none"> ● Summative: Common Assessment ● Students explain why marketing stereotypes are harmful and design a toy store that promotes inclusivity.
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<ul style="list-style-type: none"> ● 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. ● 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.EconGE.2: Explain why people in one country trade goods and services with people in other countries. ● 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Comprehensive Health & Physical Education</i>	
<ul style="list-style-type: none"> ● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. 	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● 8.2.2.A.1 Define products produced as a result of technology or of nature. ● 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 	
<i>Mathematics</i>	
<ul style="list-style-type: none"> ● 2.MDC8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. ● 2.OAB2 Fluently add and subtract within 20 using mental strategies. 	
<i>Science</i>	
<ul style="list-style-type: none"> ● None. 	
<i>Visual & Performing Arts</i>	

Hillsborough Township Public Schools Curriculum Map
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- 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.4.B.5 Identify ways to earn and save.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4-Life Literacies & Key Skills

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

CAREERS ASSOCIATED WITH THIS UNIT

- Small business owner, service careers such as doctor, teacher, construction worker, firefighter.

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Addresses gender stereotypes and how they can be harmful (Inclusive Curriculum Mandate).
- Depicts multiculturalism through diverse materials.
- Discusses economic diversity and how it impacts an individual's decision making process.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL *sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts

Self-Management

Hillsborough Township Public Schools Curriculum Map
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- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- None

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Cole, Brock. *The Money We'll Save*. D & M Pub., 2011.
- DePaola, Tomie. *"Charlie Needs a Cloak"*. Hatch, 2011.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education, <https://www.nj.gov/education/standards/dei/>.
- Jenkins, Emily, and G. Brian Karas. *Lemonade in Winter: A Book about Two Kids Counting Money*. National Braille Press, 2018.
- Mayer, Mercer. *When I Grow Up*. Random House Children's Books, 2006.
- McBrier, Paige. *Beatrice's Goat*. Paw Prints, 2009.
- Taback, Simms, and Simms Taback. *Joseph Had a Little Overcoat*. Viking Books for Young Readers, 2021.
- YouTube, 6 May 2011, <https://youtu.be/-CU040Hqbas>. Accessed 6 Aug. 2022.
- Jr.brainpop.com, <https://jr.brainpop.com/>.
- "Home." *EmbraceRace*, <https://www.embracerace.org/>.
- "PBS Parents." PBS, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.

Hillsborough Township Public Schools Curriculum Map
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UNIT OF STUDY	Unit 4: Geography, People & Environment
PACING	Approximately 13 Days
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What are different types of maps? ● What information can we learn from maps and globes? ● What makes an area a good place to live? ● How can we use technology to learn about a region? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Spatial thinking and geographic tools can be used to visualize and interpret data. ● Spatial thinking can be used to comprehend and analyze phenomena related to the places and spaces around them. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify features of a map (physical versus political). ● Identify different types of landforms in the United States. ● Discuss how location of the landforms impacts natural resources. ● Discuss how states rely on one another and the goods they produce. ● Demonstrate what they have learned in completing the common assessment. 	
COMMON ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Identify where our school is on a map.
Formative	<ul style="list-style-type: none"> ● Identify and label continents and oceans on a map. ● Recognize various countries representing cultures of classmates. ● Compare maps and globes and how they are used. ● Choose a landform to label and add details related to its environment. ● Locate various features on a map using a key. ● Create a map and a key of your bedroom or a place in your house. ● Locate places on a map using cardinal directions (north, south, east, and west) on a map.
Summative	<ul style="list-style-type: none"> ● <u>Summative: Common Assessment</u> Create a physical map of a newly discovered island and identify features comparing this map to a political map. Discuss the economic impact of resources and landforms located there.
Benchmark	<ul style="list-style-type: none"> ● <u>Summative: Common Assessment</u> Create a physical map of a newly discovered island and identify features comparing this map to a political map. Discuss the economic impact of resources and landforms located there.

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NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.PP.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).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Comprehensive Health & Physical Education

- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

Computer Science & Design Thinking

- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

English Language Arts

- 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.2.4 - 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 (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Mathematics

- None

Science

- 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.
- 2-ESS2-3 Earth's Systems Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Visual & Performing Arts

Hillsborough Township Public Schools Curriculum Map
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- 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

World Languages

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- None.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4-Life Literacies & Key Skills

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

CAREERS ASSOCIATED WITH THIS UNIT

- Meteorologist, community planner, farmer, cartographer

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- Promote multiculturalism by identifying countries of origin on a map.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

***NJ SEL** sub-competencies are listed that are addressed in this unit*

Self-Awareness

- None

Self-Management

- Recognize the skills needed to establish and achieve personal and educational goals

Social Awareness

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- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

Relationship Skills

- None

Responsible Decision-Making

- None

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- Bang, Molly. *Common Ground: The Water, Earth, and Air We Share*. Scholastic Inc., 1997.
- Dillemoth, Julie, and Laura Wood. *Mapping My Day*. Magination Press, an Imprint of the American Psychological Association, 2017.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- Hirsch, Rebecca E. *Using Physical Maps*. Lerner Publications, 2017.
- Lamothe, Matt. *This Is How We Do It: One Day in the Lives of Seven Kids from around the World*. Chronicle Books, LLC, 2017.
- Laroche, Giles. *If You Lived Here: Houses of the World*. Houghton Mifflin Harcourt, 2011.
- Leedy, Loreen. *Mapping Penny's World*. Square Fish, 2012.
- Priceman, Marjorie. *How to Make a Cherry Pie and See the U.S.A.* Dragonfly Books, 2013.
- Natural Resources for Kids. *YouTube*, 12 Nov. 2018, https://youtu.be/dsTgyb_ITtk, Accessed 5 Aug. 2022.
- *Jr.brainpop.com*, <https://jr.brainpop.com/>.
- "Home." *EmbraceRace*, <https://www.embracerace.org/>.
- "PBS Parents." *PBS*, Public Broadcasting Service, <https://www.pbs.org/show/pbs-parents/>.