

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT

Social Studies

COURSE TITLE

Second Grade Social Studies

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BOARD OF EDUCATION INITIAL ADOPTION DATE:
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Course Philosophy

The study of history, geography, economics, government and civics is the study of humanity, of people and events that have individually and collectively shaped our nation and the world. A strong and effective social studies program helps students make sense of the world in which they live, allows them to make connections between major ideas and their own lives, and it helps them see themselves as active members of a global community. By studying maps and understanding how geography influences where people live, students will consider how citizens choose a community. Students will investigate how Robbinsville has changed over time in order to understand how it came to be the community they have come to know today. By examining real and hypothetical problems facing local residents, students will consider how citizens can make a difference in improving the quality of life in their community. Through the study of government, students will come to understand why people need laws.

Course Description

Second grade students will study the community in which they live, Robbinsville. This study will include a look at the geography, culture and history of our community, as well as the rights and responsibilities of its citizens. Once students understand the basic characteristics of a community they will begin a journey through literature and map skills to other communities, rural, urban and suburban. Students will spend time comparing and contrasting communities, including how goods and services move in and out of communities and things people do for work. Students are also introduced to local government and law to discover what it means to be a citizen of their local community and the United States.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> • Second Grade Read Alouds 	<ul style="list-style-type: none"> • Scholastic News • Seesaw • education.com • docsteach.org • NJ Social Studies Companion Notebook • Native Americans <ul style="list-style-type: none"> ◦ Native American Heritage Month https://nativeamericanheritagemonth.gov/for-teachers/ ◦ Smithsonian https://americanindian.si.edu/nk360/lessons-resources/search-resources • AAPI Kathy Lu (Kathy@immigranthistory.org) & Maya <ul style="list-style-type: none"> ◦ Immigrant Initiative History ◦ SAADA <p>National Geographic Map Skills for Elementary Students</p> <p>Google Maps</p> <p>Learning for Justice Classroom Resources</p> <p>Information on Creating Timelines</p> <p>Celebrating New Jersey student companion</p> <p>GLSEN Elementary Resources</p> <p>PBS Learning Media</p>

Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: [SEL Lesson 1](#); Students will reflect on their own inside/outside traits and use words/ pictures to describe themselves.

Example 2: SEL Lesson 2; Students will identify emotions, when they feel certain emotions and why.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: SEL Lesson 3; Students will identify their own strengths/ weaknesses and discuss how to turn them into goals.

Example 2: SEL Lesson 4; Students will practice appropriate classroom ethics and behavior, how to control outbursts, and how to keep focused on their work.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: SEL Lesson 5: Create class rules & discuss why we have rules. Teacher will focus conversation around empathy.

Example 2: SEL Lesson 6: Class will practice appropriate use of manners and appropriate classroom language.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: SEL Lesson 7: Class will discuss friendship and identify traits of great friends. Students will work collaboratively to listen to one another.

Example 2: SEL Lesson 8/9: Students will practice listening and speaking skills through activities, partner work, and morning meeting.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the

well-being of self and others.

Example 1: SEL Lesson 10; Class will work collaboratively to identify, practice, and depict classroom rules.

Example 2: SEL Lesson 11; Students will work in partners and small groups to talk about work with respect and accountability.

Integration of 21st Century Themes and Skills

<u>NJSLS-CLKS 9.4: Life Literacies and Key Skills</u>	
Creativity and Innovation	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. • 9.4.2.CI.2: Demonstrates originality and inventiveness in work. <p><u>Can be found in unit:</u> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities</p>
Critical Thinking and Problem Solving	<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. • 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. • 9.4.2.CT.3: Uses a variety of types of thinking to solve problems (e.g., inductive, deductive). <p><u>Can be found in unit:</u> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities</p>
Digital Citizenship	<ul style="list-style-type: none"> • 9.4.2.DC.2: Explain the importance of respecting the digital content of others. • 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet. • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. • 9.4.2.DC.7: Describe actions peers can take to positively impact climate change. <p><u>Can be found in unit:</u> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities</p>

Global and Cultural Awareness	<ul style="list-style-type: none"> • 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. <p><u>Can be found in unit:</u></p> <ul style="list-style-type: none"> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities
Information and Media Literacy	<ul style="list-style-type: none"> • 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. • 9.4.2.IML.2: Represent data in a visual format to tell a story about the data. • 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults <p><u>Can be found in unit:</u></p> <ul style="list-style-type: none"> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities
Technology Literacy	<ul style="list-style-type: none"> • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.3: Enter information into a spreadsheet and sort the information. • 9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content. • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools • 9.2.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts. <p><u>Can be found in unit:</u></p> <ul style="list-style-type: none"> 1- Our Communities Geography 2- Urban, Suburban, and Rural Communities 3- Robbinsville Township Over Time 4- Rights, Rules, and Responsibilities

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

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

Students learn about different careers found in all types of communities, the responsibilities of those jobs, and how they benefit the community.

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

Students learn about the differences of entrepreneurship and social entrepreneurship, and describe ways they can be social entrepreneurs in their communities.

NJ Climate Change Standards Integration

As students explore the disciplines within social studies, they will think critically about the reciprocal relationship between people and the environment in relation to resources, populations, and climate change. Embedding the NJ Climate Change Standards throughout the social studies curriculum provides an opportunity to engage in authentic learning experiences related to communities, global social issues, and positive citizenship. Students will partake in advocacy projects and inquiry based learning as they analyze and address developmentally appropriate issues related to climate change. Through these learning experiences, they will apply literacy skills such as gathering and synthesizing information, analyzing data, drawing conclusions, and communicating ideas effectively. With use of this interdisciplinary approach, students will connect scientific processes and concepts related to climate change to the corresponding human consequences and learn how to take appropriate action to develop potential solutions.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Second Grade Social Studies

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Unit 1: Our Community's Geography	In this unit, students will learn the characteristics and properties of different types of maps, how to navigate them, why they're important, and what they represent. Students will discuss how weather, humans, and different cultures can affect an environment. Creating awareness around climate change and how students can be social entrepreneurs in their communities. Identifying different landforms, regions/characteristics of NJ and the US are also goals.	September-October	Formative <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters
			Summative <ul style="list-style-type: none"> · Formal Writing · Open response · Drawings
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> · Participates in discussions and activities about themselves and the world around them · Applies and models understanding (i.e. orally, through drawing, and/or through writing) · Exit tickets · Socratic Seminars
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> · Map making · Climate change posters/brochures
Unit 2: Urban, Suburban, and Rural Communities	In this unit, students will learn the characteristics of different types of communities, community helpers who hold responsibilities within those communities, and the impact those helpers have on the betterment of the community itself. We will also focus on the distribution of goods and services within different communities and ways that they are exchanged, as well as different services the government provides us.	December-January	Formative <ul style="list-style-type: none"> • Notebook checks • Turn and Talk • Question and Answer • Exit Tickets • Posters
			Summative <ul style="list-style-type: none"> · Formal Writing · Open response

			<ul style="list-style-type: none"> · Drawings <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Participates in discussions and activities about themselves and the world around them · Applies and models understanding (i.e. orally, through drawing, and/or through writing) · Exit tickets · Socratic Seminars <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Community Characteristics Collage
<p>Unit 3: Robbinsville Township Over Time</p>	<p>In this unit, students will discuss Robbinsville's history! Researching how Robbinsville first started, notable landmarks and individuals, noticing changes occur over time, and comparing to how we live in Robbinsville now. Creating a timeline of the town's history is a goal and how it affects our current lives. Students will also reflect on how and why communities can change over time.</p>	February-March	<p>Formative</p> <ul style="list-style-type: none"> ● Notebook checks ● Turn and Talk ● Question and Answer ● Exit Tickets ● Posters <p>Summative</p> <ul style="list-style-type: none"> · Formal Writing · Open response <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Participates in discussions and activities about themselves and the world around them · Applies and models understanding (i.e. orally, through drawing, and/or through writing) · Exit tickets · Socratic Seminars <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> · Robbinsville Community Member's Interview
<p>Unit 4: Rights, Rules, and Responsibilities</p>	<p>In this unit, students will focus on what government is, the different levels of government, how it works, and how individuals can work with government at different levels to make rules. Students will identify what makes a good rule/law, the purpose of having rules/laws, and why it's important those rules/laws are fair and respectful of all individuals.</p>	May-June	<p>Formative</p> <ul style="list-style-type: none"> ● Notebook checks ● Turn and Talk ● Question and Answer ● Exit Tickets ● Posters <p>Summative</p> <ul style="list-style-type: none"> · Formal Writing · Open response <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> · Participates in discussions and activities about themselves and the world around them · Applies and models understanding (i.e. orally, through drawing, and/or through writing)

			<ul style="list-style-type: none">· Exit tickets· Socratic Seminars
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none">· Candy Campaigns/Elections

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Unit #1: Our Community's Geography

Enduring Understandings:

- Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
- Maps and globes have special features (symbols, map legends)
- Maps provide information and have special purposes
- There are many different kinds of maps
- Locations can be described using cardinal directions (north, south, east, west)
- Locations can be described using intermediate directions (northeast, southeast, northwest, southwest)
- Major physical features of New Jersey and the U.S. can be located on a map
- Landforms, bodies of water, hemisphere, continent, country, and states can be located on maps
- Communities use human and natural resources in different ways
- Geographic features influence how and where communities develop
- Physical features and natural resources may affect how people provide for their needs
- People adapt and make changes to the environment in positive and negative ways (housing, transportation systems, schools, marketplaces, and recreation areas)
- Environmental factors influence the life-styles of community residents (schools, buildings, sports and recreation facilities, extreme weather preparation)

Essential Questions:

- How does geography influence where people live and why?
- How does a community's geography shape the lifestyles of its citizens?
- How are communities different/similar?
- Why do people choose to live and work in the areas they choose?

Interdisciplinary Connections

- **2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.**
- **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.**

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.Geo.SV1 6.1.2.Geo.SV.2 6.1.2.Geo.SV.3	<ul style="list-style-type: none"> ● What physical features can be found on a map? ● Why are there different types of maps? ● What are the properties of various maps? ● Why are there different types of maps? ● What are their purposes? (school maps, class map included) 	<ul style="list-style-type: none"> ● I can locate landforms, bodies of water, hemisphere, continent, country, and states on a map. ● I can describe locations using cardinal (north, south, east, west) and intermediate directions (northeast, southeast, northwest, southwest). ● I can identify different types of maps and understand their purposes. ● I can compare and contrast different types of maps. ● I can identify and navigate map features. 	<ul style="list-style-type: none"> ● Read aloud ● Refer to anchor chart ● Video ● Class discussion ● Centers- students can rotate through centers ● Landform picture project- students will draw a picture that includes different land forms and label them ● Video- directions song ● map skills 	Maps for Kids video Types of Maps Anchor Chart Different views of NJ Maps Navigating a Neighborhood Map Landform anchor chart Landform picture project Directions song Map Skills: A Compass Rose Video National Geographic Map Skills for Elementary Students	Closing circle Center conversation Unit Assessment Exit Slips
6.1.2.Geo.PP.1	<ul style="list-style-type: none"> ● What are the different physical and human characteristics that might make a good place to live? 	<ul style="list-style-type: none"> ● I can define what physical and human characteristics of a place are. ● I can list reasons why NJ/Robbinsville might be a good place to live. ● I can discuss how geographic features influence where communities develop. ● I can explain how physical features and natural resources may affect how people provide for their needs. ● I can identify and discuss the ways environmental factors influence community lifestyles (schools, buildings, sports and recreation facilities, extreme weather preparation). 	<ul style="list-style-type: none"> ● Refer back to previous work on geography and what makes certain areas suitable for settlement ● Students will map out their own ideal community. ● Students will interview their parents about why they chose to move to Robbinsville. ● Students can look more closely at different geographic locations and can rate by livability. ● Class can discuss and chart what makes NJ a desirable place to live (Things to consider: geographic 	Map of NJ Helping Your Child Learn Geography Google Earth Possible map blank map grid for students Parent Interview- What made us choose	Socratic Seminar Closing Circle Class Discussion Unit Assessment

			features, natural resources, environmental factors)	Robbinsville as our home?	
6.1.2.Geo.HE.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3 6.1.2.Geo.GI.2	<ul style="list-style-type: none"> What are the cultural characteristics and environmental characteristics in different regions of New Jersey and the U.S.? What is life like in those regions? How can I use technology to help me understand this concept? 	<ul style="list-style-type: none"> I can identify and describe natural resources. I can identify natural resources in New Jersey. I can describe how citizens use natural resources. I can identify the different regions of the United States. I can compare and contrast the characteristics and geography of the regions of the United States. I can identify the different regions of the United States. I can compare and contrast the characteristics and geography of the regions of the United States. 	<ul style="list-style-type: none"> Take students for a nature walk and have them identify natural resources they see Read Alouds Create webs for uses of different natural resources Refer to natural resources definitions Refer to region maps Students can color in blank maps to show regions in different colors Videos 	Natural resources anchor chart and nature walk observation A few definitions and social studies activities, as well as some potential morning work that could tie in! U.S. Regions Maps Blank U.S. Map Videos: Tour of the States Regions of the U.S. Maps of different geographic locations (desert, beach, mountains, rivers, etc.) Facts about NJ regions and their features myWorld Interactive Student workbook pgs 2-7	Closing Circle Class Discussion Unit Assessment

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Unit #2: Urban, Suburban, and Rural Communities

Enduring Understandings: <ul style="list-style-type: none"> • A community is a population of various individuals in a common location. • It can be characterized as urban, suburban, or rural. • Population density and use of the land are some characteristics that define and distinguish types of communities. 	Essential Questions <ul style="list-style-type: none"> • What factors help us to identify a community? • How are communities the same and different? • How do these communities affect each other? • How are people affected by living in these communities?
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p> <p>W.2.7 Participate in shared research and writing projects (global issue/climate change)</p> <p>2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
Standard 6.1	What different characteristics define Urban, Suburban, and Rural communities?	I can define an urban, suburban and rural community.	<ul style="list-style-type: none"> • Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. • Venn Diagrams - whole class poster 	Identifying different communities - comparing urban, suburban, and rural using a interactive map- Communities Word Bank	See PBL options offered in Reading Workshop units
6.1.4.B.1	How is the geography of these three communities similar and different?	I can identify the geography and characteristics of an urban community. I can identify the geography and characteristics of a suburban community. I can identify the geography and characteristics of a rural community. I can compare and contrast the geography and characteristics of an urban, suburban, and rural community.	<ul style="list-style-type: none"> • Create maps that represent the communities on a smaller scale(school, classroom, household, community) • Refer back to Unit 1 maps. • T-chart of three communities similarities or differences 	T-chart of three communities- Slideshare Types of Communities	Class discussion T-chart

6.1.4.B.2	What is the location relationship of urban, suburban, rural communities?	<p>I can identify where urban communities are located.</p> <p>I can identify where suburban communities are located.</p> <p>I can identify where rural communities are located.</p>	<ul style="list-style-type: none"> Flip chart Spiral definition - add to a previous 	BrainPop Resources	Class discussion, T-chart
6.1.4.B.4	What resources are readily available or shared among these communities?	<p>I can list resources and services provided by urban communities.</p> <p>I can list resources and services provided by suburban communities.</p> <p>I can list resources and services provided by rural communities.</p> <p>I can list resources we use in Robbinsville that come from Urban and Rural communities.</p>	<ul style="list-style-type: none"> Create a patchwork “quilt” of each community with resources or businesses. 	My school and community worksheet Scholastic Resources	Quilt
6.1.4.B.6	How are the cultures, economics, and physical environment of these communities the same and/or different?	<p>I can compare and contrast the cultures of urban, suburban, and rural communities.</p> <p>I can compare and contrast the physical environment of urban, suburban, and rural communities.</p>	<ul style="list-style-type: none"> Virtual class trip- Cut and paste picture sort (whole class or individual) 	<p>Read Aloud : Burton, Virginia Lee. <i>The Little House.</i> (Level L)</p> <p>Communitiv Sort</p>	Different communities picture sort
6.1.4.B.7	Why are some locations in New Jersey and the United States more suited for settlement than others? Which communities are best for which type of living/ housing/ jobs?	<p>I can identify and describe the benefits of settling in an urban community.</p> <p>I can identify and describe the benefits of settling in a suburban community.</p> <p>I can identify and describe the benefits of settling in a rural community.</p> <p>I can list and explain what communities are best for certain jobs, living, and housing.</p>	<ul style="list-style-type: none"> Use <i>Little House</i> to help generate ideas of natural resources. Use attached worksheets. 	Urban Natural Resources Rural Natural Resources	Class discussion; <i>Little House</i> documents
6.1.2.Civics.PI.1 6.1.2.Civics.PI.5	What are the roles different community members can hold and what are the responsibilities that go with them?	<p>I can identify how NJ/Robbinsville uses human resources.</p> <p>I can describe how citizens change a community in positive and negative ways (political involvement, volunteering, etc).</p>	<p>Mini lessons</p> <ul style="list-style-type: none"> BEE a part of your community Creating a Volunteer Spirit 	BEE a part of your community Creating a Volunteer Spirit	<p>Closing Circle</p> <p>Class Discussion</p> <p>Unit Assessment</p>
6.1.2.CivicsPD.1 6.1.2.CivicsPD.2 6.1.2.CivicsCM.1 6.1.2.CivicsCM.2 6.1.2.CivicsCM.3	How can individuals work together effectively to make decisions for the betterment of their communities? What characteristics could help a person become a leader in their community?				

6.1.2.EconEM.1 6.1.2.EconEM.2 6.1.2.EconEM3	What skills and knowledge are required to produce specific goods and services? What are some goods and services in our local community and other communities? How do people exchange goods and services and how was it accomplished in the past?				
6.1.2.CivicsPI.2 6.1.2.EconNE.2	What goods and services does our government provide for us? In Robbinsville?				
6.3.2.GeoGI.1 6.3.2.GeoGI.2 6.3.2.CivicsPD.1	What is a significant global issue (ex-climate change) and how does it impact different regions around the world? What are some possible solutions? How can I bring this to the attention of my local leaders?				

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Unit #3: Robbinsville Over Time

Enduring Understandings: <ul style="list-style-type: none"> Changes over time can be described using dates and timelines. Changes over time can be examined by using evidence such as maps, population charts, photographs, paintings, newspapers, biographies, and other historical artifacts. Robbinsville has changed over time and will continue to change in the future The architectural landscape of Robbinsville includes old and new features (historic buildings, landmarks) Robbinsville changed and grew during the 1800's, 1900's, 2000's 	Essential Questions <ul style="list-style-type: none"> How and why do communities change over time? How is Robbinsville shaped by other local communities? Why is it important for us to learn about Robbinsville's past? What factors influenced change in a community? Why was Robbinsville considered a good place to settle?
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>MP.4 Model with mathematics.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.2.Geo.GI.1	<ul style="list-style-type: none"> Why do people, goods, and ideas move from place to place? 				
6.1.2.History.CC.1 6.1.2.History.CC.2 6.1.2.History.CC.3 6.1.2.History.SE.3	<ul style="list-style-type: none"> What is the history of my community/Robbinsville? How does what happened in the past affect how we live now? 	<p>I can investigate old photographs and newspapers from Robbinsville.</p> <p>I can discuss what photographs and newspapers imply about Robbinsville's past.</p> <p>I can compare and contrast different types of communities.</p> <p>I can call on prior knowledge in order to define the type of community Robbinsville is currently.</p>	<ul style="list-style-type: none"> Mini lesson- refer to photograph of newspaper article and tell what it tells you about Robbinsville's past Centers- students will look at different artifacts and write what they tell them about Robbinsville's past Closing circle- students will share out about what they learned about Robbinsville through the artifacts 	Sharepoint photographs Newspaper articles Possible Mini Lesson Idea: What Building Used to Be There? Unit 2 Venn diagram Maps of Robbinsville, past and present	PBL TBD Unit Assessment Center discussion Closing circle Possible PBL-A Landmark over Time (Robbins House); See "Let's Remember" PBL from Thinking Through

		<p>I can call on prior knowledge in order to define the type of community Robbinsville once was.</p> <p>I can identify changes in Robbinsville's population over time.</p> <p>I can discuss why population changes in Robbinsville may have occurred.</p> <p>I can research how Robbinsville received its name.</p>	<ul style="list-style-type: none"> • Revisit Venn diagram created in Unit 2 or create a new diagram. • Students will discuss which type of community Robbinsville would be based on what they've learned • Groups can present to the rest of the class, providing evidence for their reasoning • Compare past and present maps of Robbinsville in order to see changes (building up of houses, buildings, businesses, etc.) • Class discussion • Students can begin by drawing a picture of what they think Robbinsville looked like in the past. • Class discussion- previous names • Refer to articles 	<p>Article about increase in population in Mercer County</p> <p>Robbinsville Census- 2000 vs. 2010</p> <p>History of Robbinsville article</p> <p>History of Robbinsville</p> <p>Our Changing Community Lesson Plans</p>	Project-Based Learning Book
6.1.2.HistoryCA.1	<ul style="list-style-type: none"> • Why and how do communities change over time? 	<p>I can identify and discuss changes that have occurred in Robbinsville over time.</p> <p>I can investigate factors that caused change in Robbinsville.</p>	<ul style="list-style-type: none"> • Students will pose questions about Robbinsville's past • Students will complete a "Then and Now" activity using information from the article and their knowledge of Robbinsville today. https://www.pinterest.com/pin/192317846557315448/ • Students will complete a current events project 	<p>Read Aloud: <u>A House on Maple Street</u> by Bonnie Pryor</p> <p>Google Map of Robbinsville</p>	<p>Class Discussion</p> <p>Closing Circle</p> <p>Unit Assessment</p> <p>Exit Slip- What is one way Robbinsville has changed over time?</p>

Robbinsville Public Schools

Unit #4: Rights, Rules and Responsibilities

Enduring Understandings: <ul style="list-style-type: none"> The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules. The process of holding elections and voting is an example of democracy in action in schools, the Robbinsville community New Jersey, and the nation. Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service. Citizens provide service to their community in a variety of ways. 	Essential Questions: <ul style="list-style-type: none"> What is the government and why do people need laws? How does the government work together? What makes a good citizen?
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p> <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. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. 	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1	How do values shape our community's citizens? How do we work together to form a nation? What is government?	I can acquire the knowledge and skills to think analytically about how values as productive citizens in local, national, and global communities work together to form our government and communities.	<ul style="list-style-type: none"> Define citizenship- add to their definition as they learn. 	PBS Importance of Democracy Video	PBL-TBD
6.1.4.A.7	What is a democracy? Why did America choose this type of government? How do you elect representatives? What is the process of electing a president?	I can define a democracy. I can list reasons why this type of government represents America (free, equal, fair, chosen by the people). I can create a sequence chart of running for president.	<ul style="list-style-type: none"> Hold mock elections Create own election posters 	PBS Kids The Democracy Project Voting Ballot	Election posters Presidential election timeline

		I can create a sequence chart of electing a president.			
6.1.4.A.11	What are our responsibilities as citizens? What makes a good citizen?	I can define a citizen. I can identify and list citizen responsibilities.	<ul style="list-style-type: none"> • Bingo- Student responsibilities • Recipe book for citizenship 		Recipe book Bingo participation Writing prompt: "What Makes a Good Citizen?"
6.1.2.CivicsPI.3 6.1.2.CivicsPI.6	<ul style="list-style-type: none"> • What is the government and how does it work? • How do individuals work together in the government to make rules? 	<ul style="list-style-type: none"> • I can list and describe the three branches of government. • I can make connections to who makes our laws and how a law is created. • I can role play how voting and choosing a president works on a smaller scale - school, classroom. 	<ul style="list-style-type: none"> • Bills- Laws activities • Get students to write bills, vote and mock making them into a law. 	Three Branches of Government Additional article How a bill becomes a law Schoolhouse Rock Video: "I'm Only a Bill"	Venn diagrams of the three different branches of government Sequencing the steps of how a bill becomes a law
6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3 6.1.2.CivicsPR.4	<ul style="list-style-type: none"> • What makes a good rule or law? • Why are rules and laws necessary and how are they designed to benefit the common good? • Why do people in power have a responsibility to make rules that are fair and respectful to individual rights? 	<ul style="list-style-type: none"> • I can list reasons why we need laws. • I can differentiate between a right and a responsibility. • I can provide examples of rights and how they help our community. 	<ul style="list-style-type: none"> • Video • Flip chart • Brain -Pop activity sheets 	BrainPop Rights and Responsibilities Video Scholastic	Class Discussion Create a classroom set of laws
6.1.2.EconET.5	<ul style="list-style-type: none"> • How do the local and state governments make decisions that affect individuals and the community? 	<ul style="list-style-type: none"> • I can compare and contrast a mayor, governor, and president. • I can list the different responsibilities of these three levels of government. 	<ul style="list-style-type: none"> • Tree- Branches of Government project 		Venn diagrams of different government leaders

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners

(ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers

notes/outline	<ul style="list-style-type: none"> • Reading partners 	learning	
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring

multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>