

**Stratford Public Schools
Social Studies Curriculum,
Written By: Heather Ruden
Grade Level 2
Unit Name: Continuity and Change
BOE Approved August, 2022**

Content Statements and Rationale: Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas. Students at this age are ready to understand how the past affects the present in their own community.	NJSLS: 6.1.2.Geo.GI.1 6.1.2.HistoryCC.1 - 3 6.1.2.HistorySE.3 6.1.2HistoryCA.1
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<p>Unit Essential Questions:</p> <p>Who are the Native Americans?</p> <p>What is an explorer?</p> <p>What is farming and how does it benefit a community?</p> <p>How did the development of railroads change where people lived?</p> <p>How did the increased population of Stratford change the town?</p> <p>How is Stratford in the past similar and different from the Stratford of today?</p>	<p>Unit Enduring Understandings:</p> <p>Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.</p> <p>An explorer is a person who traveled to learn about a new place. Explorers come from Europe to America.</p> <p>Farming is growing crops or raising animals. Farmers produce food that can be sold to others in the community.</p> <p>Railroads connected places, reduced travel time, and made it easier for people to move from one place to another.</p> <p>As more people came to Stratford to live, they built houses, churches, and schools.</p> <p>Stratford today has houses, churches, schools, farming, and railways. It has more people living in it now than then and new things have continued to be built.</p>
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<p>Benchmarks and Assessments:</p> <p>Formative: Quick Checks Lesson Follow-Ups (Drawing, Writing, Q&A) Making Connections (Drawing, Writing, Q&A) Topical Projects Guided Reading Role Playing</p> <p>Identify Native Americans as the first people to live in North America.</p> <p>Explain why explorers came to America.</p> <p>Explain what farming is and how it benefits a community.</p> <p>Explain the role of railroads in human migration.</p>	<p>Unit Student Learning and Activities Overview</p> <p>Engagement during small group discussions, independent work, and collaborative activities.</p> <p>Capacity to answer both targeted and open-ended questions.</p> <p>Capacity to present information to others through written work, presentations, and oral reports.</p> <p>Capacity to locate and use information in order to answer the essential questions.</p> <p>Capacity to use online tools</p>
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<p>Identify ways that communities change as their population grows.</p> <p>Compare and contrast the Stratford from the past to the Stratford today.</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks</p>	
<p>Key Terms (Essential Vocabulary):</p> <p>Native Americans explorers farming railroads population</p>	
<p>Resources:</p> <p>Scholastic News stratfordnj.org stratfordoriginal.com Leveled trade books/ informational text/ library books Internet sites Audio Cds</p>	
<p>Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ○ Use online tools to learn about the Leni Lenape of New Jersey. ○ Using a globe or map, trace the route that European explorers took from Europe to NJ. ○ Brainstorm reasons that explorers would choose to take such a long journey to come to a new area. (English Language Arts) ○ Discuss farming and identify ways that crops and livestock are used by people.(English Language Arts) ○ Using a state or local map, identify the locations of railways. Make observations about their placement. (English Language Arts) ○ Compare and contrast traveling by railroad to traveling by horse or on foot. (English Language Arts) ○ Create a settlement and discuss what structures would need to be built in addition to houses to meet the needs of people.(English Language Arts, Fine and Performing Arts, Science, Mathematics) ○ Create a timeline of the development of Stratford from being inhabited by Native Americans to today. ○ Compare and contrast the Stratford of today to the Stratford of the past, using the timeline as a reference.(English Language Arts) 	

<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	<p>Suggested Timeline:</p> <p>3 weeks</p>
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