

**Englewood Public School District**  
**Social Studies**  
**Grade 2**  
**First Marking Period**

**Unit 1: Citizenship, Community, and Government in Action**

**Overview:** Students in the second grade social studies program engage in a study of the American government, civics, culture, geography, and economics and the ways in which these concepts directly affect students. In the process, students learn the social studies themes of citizenship and political science by learning about their community and state, the importance of rules and laws, and how to be a good citizen.

**Time Frame:** 30-40 Days

**Enduring Understandings:**

- *Recognize that societies require rules, laws, and government to protect the rights of people and provide important services.*
- *Identify common good in our society and how each of us can contribute to it.*
- *Recognize that symbols unite communities and demonstrate patriotism.*

**Essential Questions:**

- *In what ways does the government help its citizens?*
- *Who creates the rules/laws and how are they followed?*
- *How are citizens responsible to their community and fellow citizens?*
- *How can symbols unite those they represent and demonstrate patriotism?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</b>	<b>Topics</b>	Students will watch a brief video, “The State House: Our State Government in Trenton”	<b><u>Recommended Literature:</u></b>	<b>Formative Assessments:</b>
	Citizenship	Our State Government in Trenton”	<i>Social Studies Excursions, K-3 Book Two</i> by Janet Alleman & Jere Brophy	Instructors will confer with students to investigate their knowledge (anecdotal records & observation).
	Patriotism	( <a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a> ) and preview key vocabulary. <b>(8.1.2.E.1,</b>	<b><u>Website Resources:</u></b>	Students will receive a grade for participation in classroom discussions and
	Government	<b>NJLSA.R4)</b>		
	American Symbols			

<p><b>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</b></p> <p><b>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</b></p> <p><b>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</b></p> <p><b>6.1.4.A.11 Explain how the fundamental rights of</b></p>	<p><b>Objectives</b></p> <p>Students will apply the following skills and strategies:</p> <p>Acquire and apply vocabulary associated with government, patriotism, and citizenship.</p> <p>Collaborate to create classroom rules.</p> <p>Brainstorm methods to resolve interpersonal conflicts.</p> <p>Analyze how rules and laws aid to resolve conflicts.</p> <p>Determine how New Jersey laws have changed based on the common good.</p> <p>Define responsibility and cooperation.</p> <p>Assess the universal responsibilities of a citizen of the state of New Jersey, the United States, and the world (e.g., adhering to laws, maintaining the environment, respecting the rights of others).</p> <p>Analyze the steps necessary to create change locally and</p>	<p>Students will work collaboratively to create classroom rules, after creating a list of 10 rules, students will vote for the top four rules; these rules will be published, and all students will write their full names at the bottom of the rules. <b>(CRP 1)</b></p> <p>Following a teacher presentation of Lesson 10 from chapter III “Family Rules, and Responsibilities” (<i>Social Studies Excursions, K-3 Book Two</i>), students will discuss the types of rules and responsibilities they have at home and brainstorm a list of responsibilities they have at school. <b>(CRP4)</b></p> <p>Following a teacher presentation of Lesson 13 from chapter III “Families as Citizens” (<i>Social Studies Excursions, K-3 Book Two</i>), students will discuss how to be good citizens. <b>(NJSLSA.SL1, NJSLSA.SL3)</b></p> <p>Following a teacher presentation of Lesson 11 from chapter I, “Communication: Being a Responsible Citizen” (<i>Social Studies Excursions,</i></p>	<p><a href="http://www.state.nj.us/state/historykids/NJHistoryKids.htm">http://www.state.nj.us/state/historykids/NJHistoryKids.htm</a></p> <p><a href="http://www.usconstitution.net/constkidsK.html">http://www.usconstitution.net/constkidsK.html</a></p> <p><a href="http://constitutioncenter.org">http://constitutioncenter.org</a></p> <p><b>Additional Resources:</b>  <a href="https://newsela.com/read/element-govt-state-local/id/29764/">https://newsela.com/read/element-govt-state-local/id/29764/</a> “How Government Works”</p> <p><a href="https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-2-the-constitution">https://constitutioncenter.org/learn/educational-resources/lesson-plans/we-the-civics-kids-lesson-2-the-constitution</a> “We the Kids”</p> <p><a href="http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html">http://www.nea.org/tools/lessons/constitution-day-grades-k-5.html</a> “Constitution Day Activities”</p> <p>More on US symbols:  <a href="http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-hm/">http://lessonplanspage.com/ssartla4thofjulyflagdayamericansymbols12-hm/</a></p> <p>“O Say Can You See?” Book:  <a href="https://www.amazon.com/Americas-Symbols-Landmarks-Important-Words/dp/0439593603">https://www.amazon.com/Americas-Symbols-Landmarks-Important-Words/dp/0439593603</a></p>	<p>activities.</p> <p>Students will be evaluated on teacher created quizzes.</p> <p>Students’ progress will be ascertained via oral and written class work.</p> <p>Students’ understanding of concepts and application of content will be partially evaluated via cooperative learning activities.</p> <p><b>Benchmark Assessment:</b></p> <p>Exact Path</p> <p><b>Summative Assessments:</b></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Scavenger Hunt: Create questions based on a topic or a chapter.</p> <p>Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.</p> <p><b>Alternative Assessments:</b></p> <p>Oral presentations</p>
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<p><b>the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</b></p> <p><b>6.3.4.A.1 – Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).</b></p> <p><b>6.3.4.D.1 – Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</b></p> <p><b>6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</b></p> <p><b>6.3 Active Citizenship in the 21st Century: All</b></p>	<p>at the state level (e.g., letter writing campaigns, voting, demonstrations).</p> <p>Investigate examples of citizens fulfilling their civic duties in the state of New Jersey.</p> <p>Collaborate to create possible solutions to the identified challenge.</p> <p>Communicate solutions to appropriate sources within the community and/or state.</p> <p>Identify the symbols of our nation.</p>	<p><i>K-3 Book Two</i>), students will work collaboratively to create a list of the different types of communication we see and use (phones, television, radio, Internet) and how to use these tools responsibly. <b>(9.2.4.A.41)</b></p> <p>Following a teacher presentation of Lesson 14 from chapter II “Transportation: Being a Responsible Citizen” (<i>Social Studies Excursions, K-3 Book Two</i>), students will work collaboratively to create a list of rules and laws that all drivers and passengers need to obey in order to insure safety for everyone (e.g. passengers-seat belts, car seats, holding the railing, allowing handicap and elderly to sit). <b>(CRP2)</b></p> <p>Students will conduct whole-class research about the Constitution by exploring “The Constitution for Kids” (<a href="http://www.usconstitution.net">www.usconstitution.net</a>) and watching a video to learn about the United States Constitution: <a href="https://www.brainpop.com/socialstudies/ushistory/usconstitution/">https://www.brainpop.com/socialstudies/ushistory/usconstitution/</a> <b>(NJSLSA.R2, 8.2.2.C1)</b></p>	<p>US Constitution Sorting Game: <a href="https://www.brainpop.com/games/sortifyusconstitution/">https://www.brainpop.com/games/sortifyusconstitution/</a></p>	<p>Self-evaluation</p> <p>Peer evaluation</p> <p><a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p><a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p>
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students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

Following the video, students will identify vocabulary words from the Bill of Rights by playing “Bill of Rights Bingo” ([http://constitutioncenter.org/media/files/Bill\\_of\\_Rights\\_Bingo.pdf](http://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf)).  
**(NJSLA.R2.)**

Students will understand how the state government functions by determining the legislative district they live in and who their legislators are:  
(<http://www.state.nj.us/state/historykids/NJHistoryKids.htm>) After determining who their legislators are, students will have a class discussion about why they think the legislative districts are of different sizes? Do they think that is fair?  
**(CRP4)**

Students will work collaboratively to conduct table discussions about equality, fairness, and justice (“Equality Doesn’t Mean Justice”).  
**(NJSLA.SL1)**

Students will learn about symbolism and the importance of the American flag by designing their own

flag  
(<http://constitutioncenter.org/media/files/Flags.pdf>).  
(8.2.2.C.1)

Students will display their patriotism and celebrate freedom by fashioning their own Lady Liberty hat  
([http://constitutioncenter.org/media/files/Lady\\_Liberty\\_Hats.pdf](http://constitutioncenter.org/media/files/Lady_Liberty_Hats.pdf)). (NJSLA.W7, 8.2.2.C.1)

### **Holocaust**

Investigate New Jersey state laws that protect all citizens (e.g., law and traffic rules, anti- harassment and bullying laws).

Students will work in groups to research the laws NJ has to protect citizens from bullying. Students will choose one law and discuss why it is important. Students will create a poster of the law and how it protects all citizens. Students will share their poster.

Holocaust (RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education)  
<https://nj.gov/education/holocaust/curriculum/>

<https://www.stopbullying.gov/laws/new-jersey/index.html>

<https://www.stopbullying.gov/kids/what-you-can-do/index.html>

<https://pacerkidsagainstbullying.org/>

### **Formative Assessment:**

Student created poster

## Key Vocabulary

Community, Citizen, Responsibility, Law, Constitution, Representative Democracy, Government, Patriotism **Accommodations and**

## Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success. At first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"><li>• Pre-teach vocabulary</li><li>• Speak and display terminology</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Provide ELL students with multiple literacy strategies.</li><li>• Word walls</li><li>• Use peer readers</li><li>• Give page numbers to help the students find answers</li><li>• Provide a computer for written work</li></ul>	<ul style="list-style-type: none"><li>• Provide prompts when asking students questions</li><li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li><li>• Work with paraprofessional</li><li>• Use multi-sensory teaching approaches.</li><li>• Work with a partner</li><li>• Provide concrete examples</li><li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-">http://www.cast.org/our-</a></li></ul>	<ul style="list-style-type: none"><li>• Provide prompts when asking students questions</li><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li><li>• Peer Support</li><li>• Increase one on one time</li><li>• Teachers may modify instructions by modeling</li></ul>	<ul style="list-style-type: none"><li>• Students can present their findings to the class or another class</li><li>• Students can extend research outside of class</li><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Real world scenarios</li><li>• Problem-based learning</li><li>• Student Driven Instruction</li></ul>

<ul style="list-style-type: none"> <li>• Provide two sets of textbooks, one for home and one for school</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<p>work/about-udl.html#.VXmoXcfD-UA)</p> <ul style="list-style-type: none"> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>• William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>
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**Interdisciplinary Connections: ELA - NJSLS/ELA:**

**NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning.

**NJSLSA.W7:** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.SL1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP4:** Communicate clearly and effectively and with reason.

**Integration of 21st Century Standards NJSLS 9:**

**9.2.4.A.4:** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Integration of Technology Standards NJSLS 8:**

**8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.

**8.2.2.C.1:** Brainstorm ideas on how to solve a problem or build a product.