



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

Second Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: June

Chapter 5: Our Nation Past and Present

Resource: My World Social Studies--We Do Our Part 2013

Learning Objectives:

- Identified tools and resources used to learn about history.
- Know the difference between primary and secondary sources.
- Use secondary sources such as biographies to learn about the past.
- Know that Native Americans were the first inhabitants of North America.
- Compare Native American cultures from different regions.
- Compare life in the past to life today.
- Learn about contributions of notable individuals.
- Know that some things change while others stay the same.
- Know about the first colonies in North America.
- Know about founding of the United States.
- Know how the arrival of Europeans affected native Americans.
- Identify key people and events that shaped our nation.
- Compare life in the past to life today.
- Understand that some things change but other stay the same.
- Identify the contributions of innovators.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

- Identify technological innovations that help keep our nation.
- Distinguish between a fact and an opinion.
- Demonstrate comprehension of fact and opinion in writing
- Understand that individuals can affect history.
- Identify the contributions of historical figure who affected our nation's history.
- Identify historical figures who exemplify admirable character traits

Duration:

- June

Essential Questions:

- How has your family changed over time?
- What are some ways we learn about the past?

Enduring Understandings:

Over time, some things change, and some things remain the same.

Over time, communities grow and change.

We can identify and use historical resources to understand the past.

Developments in technology affect the way people live.

The actions of individuals can affect history.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

2014 NJ Student Learning Standards

6.1.2.A.13, 6.1.2.A.14, 6.1.2.A.15, 6.1.2.D.2 6.1.2.D.3 6.1.2.D.13
6.1.2.B.1, 6.1.2.B.2, 6.1.2.B.3, 6.1.2.B.10 6.1.2.D.17

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Active Citizenship: 6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3, 6.3.4.A.4, 6.3.4.B.1, 6.3.4.C.1, 6.3.4.D.1

Interdisciplinary Connections:

- Students will create a list of characteristics of an important American hero
 - NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Technology:

<http://www2.ed.gov/free/index.html>

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

<http://njamistadcurriculum.com/>

www.pearsonsuccessnet.com

www.pearsonsuccessnetplus.com

<http://www.scholastic.com/teachers/lesson-plan/celebrate-your-heritage>

<https://kids.usa.gov/history/american-history/index.shtml>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

<https://kids.usa.gov/history/index.shtml>

<http://www.socialstudiesforkids.com/subjects/ushistory.htm>

Language Arts Literacy:

- A-Z books
- Time for Kids

Cultural/Holidays:

- Observe Flag Day: color the American flag

Leveled Readers:

A-Z books

Trade Books:

The Tortilla Factory (Paulson)

The Keeping Quilt by Patricia Polacco

Molly's Pilgrim by Barbara Cohen

Grandfather's Journey by Allen Say

Chicken Sunday by Patricia Polacco

Time for Kids

A-Z Books

- Maria's Family Celebration (Level "K")
- Friends Around the World (Level "I")
- World Holidays (Level "L")
- Shoes Around the World (Level "L")

Geography



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

- compare & contrast information that can be found on different types of maps
- use geographical tools: political and physical maps
-
- globes: directionality: north, south, east, west

Current Events:

- Find current events to compare community, state, national & global challenges and solutions
-

Art:

- Family Coat of Arms
- Native American Art Projects

Math

- *One Grain of Rice: A Mathematical Folktale* Demi (A reward of one grain of rice doubles day by day into millions of grains of rice when a selfish raja is outwitted by a clever village girl.)

Tier 2 Vocabulary: identify, compare, understand, distinguish, clarify

Tier 3 Vocabulary: history, generation, century, monument, primary source, journal, secondary source, biography, Native Americans, explorer, settlers, Pilgrims, immigrant, pioneer, ancient, invention, telegraph, civil rights, innovators

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

myWorld Social Studies: We Do Our Part workbooks
smartboard
leveled readers

21st Century Themes and Skills:
(CRP Standards)

12 Career Ready Practices follow the link below.

Career Ready Practices:

<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology

<http://www.state.nj.us/education/techno/>

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

8.2 Technology Education, Engineering, Design, and Computation

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data
8.1.5.A.5 Create and use a database to answer basic questions.
8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.
8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints
8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

Assessments and Performance Tasks:

Activities:

Students will bring in a family artifact to share with the class. We will compare it the present.

Assessment:

Observation



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

		Chapter tests	
Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)			
Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

<p>Gifted and Talented Students will research and compile a list of how America or their community has changed within the last 100 years.</p> <p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>English Language Learners will compare and contrast the Native American culture with their own.</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Students with IEPs/504s will compare and contrast the Native American culture with their own.</p> <p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>At-Risk Learners will compare and contrast the Native American culture with their own.</p> <p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
---	---	---	--

Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>
Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>
Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Educational Technology: <http://www.state.nj.us/education/techno/>

Holocaust, Genocide, Tolerance, and Acceptance

- Kindergarten-4th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

GRADE: K-6 (Banded Curriculum)

Unit Name: Amistad Education
Duration: 1 week
Enduring Understanding: <ul style="list-style-type: none">● Slaves revolted against their superiors and eventually gained their freedom.
Essential Questions: <ul style="list-style-type: none">● Why were slaves used in the Americas?● How were slaves brought to the Americas?● How were slaves on the <i>Amistad</i> slave ship able to gain their freedom?
Topics Covered: <ul style="list-style-type: none">● Slavery● Amistad● Civil War● Human rights● Africa● Middle Passage● Triangular Trade



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

Assessments:

Formative:

- Newsela articles
- www.readworks.com
- www.izzit.org
- Upfront Magazine articles
- Grade appropriate articles regarding slavery

Summative:

- End of unit assessments
- Writer's workshop reflection
- Reader's workshop discussion

Alternative:

- Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

Relevant Standards:

NJSLS--Social Studies

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.11 Explain how the fundamental rights of 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.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

CCSS (English/Language Arts and Social Studies/History Literacy Standards

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10

Interdisciplinary Activities and Connections:

- Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.

Core Instructional Materials/Resources/Digital Tools:

- My World Social Studies K-3 Series, Pearson
- Brain Pop
- Teacher Tube
- Youtube
- Supplemental reading materials that focus on slavery and the Amistad

Modifications to Support

Modifications to Support Our Learners



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Amplify learning by providing more challenging texts● Allow G & T students to complete author studies on specific writers during this time period● Create Google Slide presentation on pertinent topics from within the unit	<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Allow for peer to peer collaboration within the classroom● Assign an English speaking mentor to help student with language difficulties● Have ELL teacher assist in appropriate modifications and	<ul style="list-style-type: none">● Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 2

<ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study	<p>accommodations for all assessments</p> <ul style="list-style-type: none">● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	
---	---	--