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Cliffside Park Public Schools

GRADE: 2

Second Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: September, October, November

Chapter 1: My Community, My Country

Chapter 2: Working to Meet Our Needs

Objectives:

- Identify and describe characteristics of good citizenship
- Demonstrate good citizenship by taking responsibility for personal actions, respecting and being fair with others, and being honest.
- Identify rules and laws and describe their purpose in school, community, and society.
- Explain the consequences of an absence or violation of rules and laws.
- Define government and describe its purpose.
- Describe government services and how they meet the needs of citizens in a community.
- Describe why the Declaration of Independence was written.
- Identify symbols and songs that reflect democracy and freedom.
- Identify historical figures and events that we celebrate.
- Recognize that everyone has basic human needs and different wants.
- Explain that people must make choices because they cannot have everything they want.
- Use a cost/benefit grid to make a decision about how to spend time or money.
- Explain that when you choose one thing, you give up something else and that the value of the thing you give up is known as the opportunity cost.



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- Explain how producers decide what to produce based on the needs and wants of consumers and the benefits of what they produce to consumers.
- Recognize and explain that producers make goods to earn income.
- Understand how to read and make a flowchart.
- Identify and describe services in the community.
- Recognize and explain that people provide services to earn income.
- Identify the place where we trade for goods or services as a market.
- Explain that a price a consumer pays depends on the supply and demand of the good.
- Explain that income that people do not spend on goods and services is called savings.
- Identify and explain why people save and borrow money at banks.

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

Duration: September, October, November

Essential Questions:

- How do people best cooperate?
- How do people get what they need?



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Enduring Understandings:

Chapter 1: My Community, My Country

Responsible citizens respect others and make contributions to their school, community, state, and country.

The United States is founded on the principle that all citizens have common rights that are protected and guaranteed.

The role of the government is to make and enforce laws and provide services for the common good.

Our country's symbols, documents, and historical events reflect democratic values, principles, and beliefs.

Chapter 2: Working to Meet Our Needs

People have to make choices about needs and wants because resources are limited.

Using money is easier than bartering for making exchanges.

People trade goods and services within their communities, with other states, and with other countries.

Money can be saved to spend at a later time. Some people use banks to save or borrow money.

2014 NJ Student Learning Standards

6.1.3.A.1, 6.1.3.A.2, 6.1.3.A.3, 6.1.3.A.4, 6.1.3.A.6, 6.1.3.A.7, 6.1.3.A.8, 6.1.3.A.9, 6.1.3.D.1, 6.1.3.D.2, 6.1.3.D.3,

6.1.3.D.4, 6.1.3.D.5, 6.1.3.D.10, 6.1.3.D.12, 6.1.3.D.17, 6.3.3.A.1, 6.3.3.A.2

6.1.3.B.1, 6.1.3.B.2, 6.1.3.B.3, 6.1.3.B.10, 6.1.3.D.17

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:



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- **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 define terms from the Declaration of Independence.
 - NJLSA.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 or tone.
- “Our Country Today” Song
- **Technology:**

<http://www.state.nj.us/education/holocaust/911/k12curr.pdf>

<http://www.archives.gov/education/lessons/constitution-day/>

<http://www.readworks.org>

<https://jr.brainpop.com/>

SmartBoards

Language Arts Literacy:

A-Z Books

- *Firefighters* (Level “J”/”M”)
- *The Thanksgiving the Jacks Built* (Level “J”)
- *The Thanksgiving the Other Jacks Built* (Level “J”)



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- *Barack Obama* (Level "K")
- *Friends Around the World* (Level "I")

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>

<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:



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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

- 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
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Art:

- Family Coat of Arms
- Native American Art Projects



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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.)
- *Colonial Life* (Level “L”)
- *Ancient Egypt* (Level “I”)
- *Totem Poles* (Level “N”)
- *Mount Rushmore* (Level “N”)
- *Heroes of September 11* (Level J)

Time for Kids

Readworks passages

Cultural/Holidays:

- Observe Constitution Day: Read “Shh! We’re Writing the Constitution” by Jane Fritz, discuss, and complete an activity.
- Observe September 11: Read A-Z book *Heroes of September 11* (Level J) and write a thank you letter to the heroes.
- Observe Fire Prevention Week: Attend Firefighter Phil assembly. Draw your fire escape route.
- Observe Columbus Day: Read mini book on Christopher Columbus. Complete a craft of Christopher Columbus and sequence the events of his voyage.
- Observe Election Day: Read “Duck for President”. Sequence events from the story and the class decides if Duck should or should not be president.
- Observe Veterans’ Day: Discuss vocabulary words and the five branches of the military. Write a letter thanking a veteran for their services

Leveled Readers:

Below Level: *John Adams*

On Level: *President John Adams*

Advanced: *John Adams: Our Second President*



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Geography

- 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:

- Draw a map of Cliffside Park
- Draw something you need and something you want

Math

- Graphing
- Mapping distance
- Problem-solving
- Complete chart on page 56 in Social Studies workbooks.
- Analyze chart on page 75 to answer question #2.

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

Tier 3 Vocabulary: citizen, respect, responsible, government, rights, law, court, Congress, symbol, independence, needs, wants, benefit, scarce, resource, cost, goods, producer, consumer, income, opportunity cost, skill, trade, barter, supply, demand, save, savings, borrow, loan

Core Instructional Materials/Resources/Digital Tools:

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



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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.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data



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8.2 Technology Education, Engineering, Design, and Computation	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 Chapter tests	



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Differentiation/Accommodations/Modifications
(Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented Students will write a song that highlights the role of citizens within a country.	English Language Learners will make a list of the positive and	Students with IEPs/504s will make a list of the positive and negative characteristics of citizens within a country.	At-Risk Learners will make a list of the positive and negative characteristics of citizens within a country.



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<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>negative characteristics of citizens within a country.</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>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>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>
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Sources

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



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