

Unit Overview

Content Area: Social Studies

Target Course/Grade Level: 2

Unit Title: Civics, Government, and Human Rights

Overview:

During this unit students will explore how rules and laws affect their classroom, community, and Haddonfield. They will identify places in Haddonfield to live, work, solve problems, and play, and collaborate to design a community that includes those features. Students will learn how people from the past made a difference in their communities, and about the need for leaders and the election process. They will focus on what it means to be a good citizen and then they will conduct a mock demonstration urging community leaders to take certain actions to fix a playground. In connection with Week of Respect, students will discuss discrimination, bias, prejudice, and will learn to stand up for what’s right. Through participation of a service project, students will understand how citizens work together to help one another.

NJCCC Standard Number: 6.1- U.S. History: America in the World

Standard Statement:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Primary Interdisciplinary Connections:

- Lucy Calkins: Writing Units of Study
- Journeys Literacy Program

21st Century Skills/Themes:

Core Social Studies Skills:

- Chronological Thinking: Explain how the present is connected to the past.
- Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- Spatial Thinking: Determine locations of places on maps and globes
- Critical Thinking: Identify primary and secondary sources for reconstructing the past.

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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Learning Targets

Strand: A. Civics, Government, and Human Rights

HADDONFIELD PUBLIC SCHOOLS

Content Statements

- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
- There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
- The United States democratic system requires active participation of its citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “ common good ” have influenced new laws and policies over time at the local and national levels of United States government.
6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.
6.1.4.A.5	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.4.A.7	Explain how the United States functions as a representative democracy , and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
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.
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.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
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).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups,

HADDONFIELD PUBLIC SCHOOLS

	including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is a community? • Why do citizens participate in the election process? • How can individuals inspire others to take social action? • How do citizens work to help each other? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • A community is a place to live, work, play, and solve problems. • Rules help protect people’s rights, help resolve conflicts, and promote the common good. • Government leaders (mayor, governor, president) are elected to act on the behalf of the people. We can identify these leaders in our own community. • It is important to understand and participate in the election process. • Individuals have a responsibility to stand up for “what’s right”. • Citizens help each other by respecting individual’s rights and providing aid where needed.
--	--

<p>Unit Learning Targets <i>Students will be able to...</i></p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Identify important places in a community- where people live, work, play, solve problems. • Record observations about the local community. • Design a fictional community. • Research information about the local community from newspapers. • Identify problems and possible solutions in various communities. • Identify the contributions of individuals to U.S. history and culture. • Vote in a class election. • Predict what community leaders can and cannot do. • Conduct a mock demonstration. • Identify a community problem and propose a solution. • Identify ways to be good citizens. • Decide whether specific actions are those of a good citizen. • Brainstorm good-citizenship actions that students could perform in the community. • Identify good citizens in the community and design statues to honor them.
--

- Locate places on a political map.
- Identify how communities share to meet their economic needs and wants.
- Identify something special about their community.
- Analyze community celebrations to show how people share pride in our country.

Evidence of Learning

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector
- Materials indicated in TCI online teacher subscription for each lesson

Teacher Resources:

TCI: Social Studies Alive: My Community:

Lessons:

- 1- What is a Community
- 11- How Can One Person Make a Difference in a Community? [Link to old unit 11 presentation](#) (Screen captured into a smart notebook)
- 12- How do Leaders Help Their Communities
- 13- What Does a Good Citizen Do?
- 14- What Do Communities Share?

[Link to Procedures for these Units](#)

Links to additional TCI materials for each unit: (will be updated as 2016 version comes out)

- 1- [What is a Community](#)
- 11- How Can One Person Make a Difference in a Community?
- 12- How do Leaders Help Their Communities
- 13- What Does a Good Citizen Do?
- 14- What Do Communities Share?

Materials related to Haddonfield- some previously created by 3rd grade teachers on i:drive (Thanks to all who shared materials!!) These materials may need to be modified for your individual teaching needs.

[Links to 3rd Grade Haddonfield SmartNotebooks and files](#)

[Links to other Haddonfield related websites](#)

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Make a badge to show places in your community. Draw pictures to show how people live, work, play, and solve problems there.
- Make an award for someone who has helped a community
- Think of a good citizen in your community. Draw and tell why he or she is a good citizen.
- Imagine you are a community leader. Write about one problem in your community and a solution.
- Draw a picture of something that makes your community special. Write three sentences about your picture.

Lesson Plans

Suggested Lesson Pacing:

TCI: Social Studies Alive: My Community:

Fall (1st unit)

Teacher Notes:

With each unit be sure to refer back to how each idea can be applied to Haddonfield.

This unit has been transferred from 3rd grade. Many of these teachers have generously offered to share materials and lesson ideas, specifically regarding the study of Haddonfield.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

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

[New Jersey State Social Studies Standards](#)

Unit Overview

Content Area: Social Studies

Target Course/Grade Level: 2

Unit Title: Economics, Innovation, and Technology

Overview:

During this unit, students will use hands-on investigation techniques to discover how goods are produced and transported to stores. Students will learn about people who provide services and create service worker puppets to participate in a “job fair”. In an Experiential Exercise, students make choices about what to buy and distinguish between economic needs and wants. They also read about economic principles and practices that help consumers spend wisely.

NJCCC Standard Number: 6.1 U.S. History: America in the World

Standard Statement:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Primary interdisciplinary connections:

- Opinion Writing Unit from Lucy Calkins
- School garden activities
- Journeys Literacy Program
- Math- money

21st Century Skills/Themes:

Core Social Studies Skills:

- Chronological Thinking: Explain how the present is connected to the past.
- Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- Spatial Thinking: Determine locations of places on maps and globes
- Critical Thinking: Identify primary and secondary sources for reconstructing the past.

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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Learning Targets

Strand:

C. Economics, Innovation, and Technology

Content Statements

- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.
- Availability of resources affects economic outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Select and use applications effectively and productively.
- Create original works as a means of personal or group expression.
- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influence price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.8	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.4.C.9	Compare and contrast how the availability of resources affects people across the world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

HADDONFIELD PUBLIC SCHOOLS

6.1.4.C.13	Examine the qualities of entrepreneurs in a <u>capitalistic</u> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Unit Essential Questions

- How are goods made and brought to us?
- Who provides services in a community?
- How can I be a good shopper?

Unit Enduring Understandings

- We get food, clothing, and shelter from our environment. It is important to take care of our environment.
- Goods are things that can be bought, sold, and traded. There are various ways to make and transport goods.
- People provide various types of services in a community to help others.
- People use money to buy and save. Shoppers buy what they need first, then buy the things they want.

Unit Learning Targets

Students will ...

- Categorize family purchases according to where they are bought.
- Assemble a toy using assembly-line techniques.
- Create body movements to represent four modes of transportation.
- Create a process diagram.
- Complete a flowchart showing how goods move from factories to stores.

- Analyze data by categorizing and quantifying service jobs in a picture graph.
- Describe community service jobs at a job fair.
- Identify habits of a good shopper.
- Distinguish between needs and wants.
- Analyze advertised prices to plan a budget-based shopping trip.
- Decide which product to buy based on comparison of features and prices.

Evidence of Learning

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector

Teacher Resources:

TCI: Social Studies Alive: My Community:

Lessons:

- 6- How Are Goods Made and Brought to Us?
- 7- Who Provides Services in a Community?
- 8- How Can I Be a Good Shopper?

[Link to Procedures for these Units](#)

Links to additional TCI materials for each unit: (will be updated as 2016 version comes out)

- 6- How Are Goods Made and Brought to Us?
- 7- Who Provides Services in a Community?
- 8- How Can I Be a Good Shopper?

Materials related to Haddonfield- some previously created by 3rd grade teachers on i:drive (Thanks to all who shared materials!!) These materials may need to be modified for your individual teaching needs.

[Links to 3rd Grade Haddonfield SmartNotebooks and files](#)

[Links to other Haddonfield related websites](#)

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Students create puppets representing service workers and write descriptions of their workers' jobs. Then students describe their puppets' jobs at a "job fair."
- Students will analyze advertisements, compare two products, and choose one to buy.
- Students create flow charts to show how goods are made and transported to stores.

Lesson Plans

Suggested Lesson Pacing: Late Spring (4th Unit)

Teacher Notes:

With each unit be sure to refer back to how each idea can be applied to Haddonfield.

This unit has been transferred from 3rd grade. Many of these teachers have generously offered to share materials and lesson ideas, specifically regarding the study of Haddonfield.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

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

[New Jersey State Social Studies Standards](#)

Unit Overview

Content Area: Social Studies

Target Course/Grade Level: 2

Unit Title: Geography, People, and the Environment

Overview: During this unit, students will learn about maps and map tools. Students will identify geographic features and locate them on a physical map. They will identify and study landforms, and use different types of maps to compare and contrast countries in North America, The United States, and places in Haddonfield. Students will then explore how people use natural resources in various environments and discover the effects of pollution. In Reading Further, students learn how George Washington Carver found many ways to use plants.

NJCCC Standard Number: 6.1 U.S. History: America in the World

Standard Statement:

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Primary interdisciplinary connections:

- Lucy Calkins: Writing Units of Study
- Journeys Literacy Program
- School Garden
- Science Activities
- Math

21st Century Skills/Themes:

Core Social Studies Skills:

- Spatial Thinking: Determine locations of places and interpret information on maps and globes.
- Presentational Skills: Use evidence to support an idea in a written and/or oral format.
- Critical Thinking: Use a variety of sources.

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.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP12.** Work productively in teams while using cultural global competence.

Learning Targets

Strand: B. Geography, People, and the Environment

Content Statements:

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Patterns of settlement across Earth’s surface differ markedly from region to region, place to place, and time to time.
- Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.8	Compare ways people choose to use and distribute natural resources.
6.1.4.B.9	Relate advances in science and technology to environmental concerns, and to actions taken to address them.
6.1.4.B.10	Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.

8.1.2.A.2	Create a document using a word processing application.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How and why do use maps? • What natural resources do people use? How do they use them? • Why do people choose to live in certain locations? • Why do people use different types of maps? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Different maps can show different kinds of information. Some maps show small areas, such as parks or neighborhoods. Other maps show large areas, such as cities, states, and countries. • Map grids can help us to find specific locations: our school, our house, other locations in our town • Map keys and cardinal directions can be used to understand different types of maps. • The United States has many regions with different landforms and climates. • People have settled in places with good natural resources. These places can be rural, urban, or suburban areas.
--	---

<p>Unit Learning Targets <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Locate places on a map. • Use a map grid, map key, and compass rose. • Follow cardinal directions. • Trace a route on a map. • Create maps. <ul style="list-style-type: none"> • Identify and locate geographic features on a physical map. • Apply knowledge of geographic features in a game. • Label a map of North America with physical features and country names. <ul style="list-style-type: none"> • Distinguish between things that are from nature and those made by people. • Analyze how people live in different environments. • Describe how the natural resources of different environments can be used for food, clothing, and shelter. • Explain the causes and effects of land, water, and air pollution. • Use a map grid of Haddonfield to locate important places: their school, their house, Borough hall, shopping district, the Fire Station.
--

Evidence of Learning

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector

Outline of map of North America

Maps of the world, North America, The U.S.

Grid maps of Haddonfield

Physical map of the U.S.

Teacher Resources:

TCI: Social Studies Alive: My Community:

Lessons:

3- How Do We Use Maps?

4- What Is Geography?

5- How Do People Use Our Environment?

Links to additional TCI materials for each unit:

[3- How Do We Use Maps?](#)

[4- What Is Geography?](#)

[5- How Do People Use Our Environment?](#)

Materials related to Haddonfield- some previously created by 3rd grade teachers on i:drive (Thanks to all who shared materials!!) These materials may need to be modified for your individual teaching needs.

[Links to 3rd Grade Haddonfield SmartNotebooks and files](#)

[Links to other Haddonfield related websites](#)

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Students draw a map of a playground- create key, use grid, and answer questions.
- Students create a picture journal of geographic features
- Make a map of your school. Write how to get from your house to your school.
- Create a brochure (on the computer or on paper) of your community. Include natural resources, landforms, points of interest, climate, rural/urban/suburban
- Use a grid map to find the absolute location of important places in Haddonfield (school, home, borough hall, playground/park, business district, etc.)

Lesson Plans

Suggested Lesson Pacing: Late Winter/Early Spring (3rd Unit)

Teacher Notes:

With each unit be sure to refer back to how each idea can be applied to Haddonfield.

This unit has been transferred from 3rd grade. Many of these teachers have generously offered to share materials and lesson ideas, specifically regarding the study of Haddonfield.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

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

[New Jersey State Social Studies Standards](#)

Unit Overview

Content Area: Social Studies

Target Course/Grade Level: 2

Unit Title: History, Culture, and Perspectives

Overview:

Students will begin the unit by learning about the features, advantages, and disadvantages of urban, rural, and suburban communities, and will identify those in Haddonfield. Next, they will investigate how communities have changed over time. Students will apply their knowledge to explore the history of Haddonfield by analyzing historical photographs and illustrations, sequencing historical events on a timeline, and creating a personal timeline. Students will develop an understanding of how our country gained independence, and how famous leaders influenced this change. Students will identify historical symbols, landmarks, and important holidays, and how they reflect our cultural traditions and values. The summative performance task at the end of this unit is designed for students to broaden their knowledge and appreciation of the many historical and popular landmarks and sites in Haddonfield.

NJCCC Standard Number: 6.1 U.S. History: America in the World:

Standard Statement: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Primary Interdisciplinary Connections:

- Study of Haddonfield
- Holidays
- Lucy Calkins: Informational Writing Unit
- Journeys Literacy Program

21st Century Skills/Themes:

Core Social Studies Skills:

- **Chronological Thinking:** Place key historical events people in historical eras using timelines and explain how the present is connected to the past.
- **Presentational Skills:** Use evidence to support an idea in a written and/or oral format.
- **Critical Thinking:** Distinguish fact from fiction

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.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP12.** Work productively in teams while using cultural global competence.

Learning Targets

Strand: D. History, Culture, and Perspectives

Content Statements

- Individuals and families have unique characteristics.
- There are many different cultures within the classroom and community.
- Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- Key historical events, documents, and individuals led to the development of our nation.
- Personal, family, and community history is a source of information for individuals about the people and places around them.
- The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.

CPI #	Cumulative Progress Indicator (CPI)
6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
6.1.4.D.8	Determine the significance of New Jersey’s role in the American Revolution.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.14	Trace how the American identity evolved over time.

HADDONFIELD PUBLIC SCHOOLS

6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
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).
6.3.4.A.2	Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
8.1.2.A.2	Create a document using a word processing application.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can we compare communities? • How do people and places change over time? • What do we know about the people who lived in North America long ago? • How do we honor people and events in our country’s history? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Communities (Specifically Haddonfield) grow and change throughout history based on human interactions and technology. • Rural, Urban, and Suburban communities can be compared by describing how people live, work, play, and solve problems. We can identify these places in Haddonfield. • Leaders such as Thomas Jefferson and George Washington helped win our country’s independence. • Haddonfield has changed vastly from its early settlement in the 1700’s including transportation, architecture, land, businesses, and population. • There are symbols and landmarks that represent our heritage such as: the bald eagle, The Statue of Liberty, The Washington Monument, The Jefferson Memorial, and the Lincoln Memorial. • We honor our history by celebrating holidays: Presidents’ Day, Memorial Day, Labor Day, Independence Day, Haddonfield’s Tri-Centennial.
--	--

<p>Unit Learning Targets</p> <p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify the features of urban, rural, and suburban communities. • Compare and contrast features of different types of communities. • Determine the relative location and population densities of urban, rural, and suburban communities.
--

- Identify advantages and disadvantages of different types of communities.
- Analyze survey results by creating bar graphs.
- Identify the factors that cause a community to grow and change.
- Explain the reasons communities get smaller.
- Identify causes and effects of changes in the local community.
- Analyze historical photographs and illustrations.
- Sequence historical events on a timeline.
- Create a personal timeline.
- Describe the process of how and why settlers first came to Haddonfield.
- Describe the ways Thomas Jefferson and George Washington helped win our country's independence.
- Compare Haddonfield long ago to Haddonfield today.
- Identify several of our country's symbols and landmarks.
- Identify several of our country's holidays.

Evidence of Learning

Equipment/Materials needed:

- TCI teacher subscription
- TCI interactive student notebook/text book
- Projector

Teacher Resources:

TCI: Social Studies Alive: My Community:

Lessons:

- 2- How Are Communities Different?
- 9- How Do Communities Change?
- 10- How Did One Community Change?

[Link to Procedures for these Units](#)

Links to additional TCI materials for each unit: (will be updated as 2016 version comes out)

[2- How Are Communities Different?](#)

9- How Do Communities Change?

10- How Did One Community Change?

Materials related to Haddonfield- some previously created by 3rd grade teachers on i:drive (Thanks to all who shared materials!!) These materials may need to be modified for your individual teaching needs.

[Links to 3rd Grade Haddonfield SmartNotebooks and files](#)

[Links to other Haddonfield related websites](#)

Various materials or trade books to teach about Holidays

Formative Assessments: Formative assessments used throughout each unit should be preparing students for the summative assessment. Possible formative assessments include, but are not limited to:

- Create a graph to show the number of people who would like to live in each community. Explain your personal choice.
- Draw a historical figure- use senses to describe what happened
- Identify causes and effects of changes in your community.
- Create a “Haddonfield” then and now flip-book to describe how buildings, land, transportation, and jobs have changed since its early beginnings.

Summative Assessment:

Students will research interesting places in Haddonfield. They will write an informational piece describing that special place, create a visual presentation, and orally present it to the class.

The suggested Summative Performance Assessment can be found in the Elementary Social Studies Audit Folder under the Social Studies Assessment File. The file is named: Grade 2 Summative Performance Assessment.

[Rubric for Summative Assessment](#)

Lesson Plans

Suggested Lesson Pacing: Late Fall or Winter (2nd Unit)

Teacher Notes: With each unit be sure to refer back to how each idea can be applied to Haddonfield. This unit has been transferred from 3rd grade. Many of these teachers have generously offered to share materials and lesson ideas, specifically regarding the study of Haddonfield.

Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

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

[New Jersey State Social Studies Standards](#)