

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Grade 2	
Unit 1:	Human Impact	Weeks:	4 weeks
Unit 2:	Civil Rights	Weeks:	6 weeks
Unit 3:	Slavery	Weeks:	5 weeks
Unit 4:	Economic Issues	Weeks:	5 weeks
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
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Unit Title: Human Impact		Unit #: 1
Course or Grade Level: Social Studies – Grade 2		Length of Time: 4 weeks
Date Created: 6/26/12		BOE Approval Date:
Pacing	4 weeks	
Essential Questions	Why are social expectations important in second grade? What is the significance of classroom rules in second grade? How do we determine fairness, equality, and common good?	
Content	- Classroom rules - Classroom procedures - Consequences/rewards	
Skills	- Voting on classroom rules - Demonstrate classroom procedures - Differentiate between good and bad behavior	
Assessments	<ul style="list-style-type: none"> • Formative: Teacher Observation, Student participation and performance • Summative: Behavior and graded booklet 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading program • Books • Math program 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Anchor charts • Graphs • Books • Videos • Behavior charts 	
2009 NJCCCS		
Standard: Standard: 6.1 U.S. History: America in the World		
Strand(s): A. Civics, Government, and Human Rights		
6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	CPI # / CPI(s): 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.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.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.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.3 - Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.	

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Unit Title: Civil Rights		Unit #: 2
Course or Grade Level: Social Studies – Grade 2		Length of Time: 6 weeks
Date Created: 6/26/12		BOE Approval Date:
Pacing	6 weeks	
Essential Questions	How did Martin Luther King impact civil rights past and present? How did other historical figures impact civil rights? Why is important for all citizens to be responsible for one another?	
Content	<ul style="list-style-type: none"> - Martin Luther King - Historical figures - Laws 	
Skills	<ul style="list-style-type: none"> - Compare and contrast the laws of African Americans past and present - Model appropriate citizenship - Explain how MLK’s actions changed laws that effected African Americans 	
Assessments	<ul style="list-style-type: none"> • Formative: Quizzes, Tests, Teacher Observation, Student participation and performance • Summative: Graded booklets and various worksheets 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading program • Books 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Books • Videos • Charts • Worksheets 	
2009 NJCCCS		
Standard: 6.1 U.S. History: America in the World		
Strand(s): A. Civics, Government, and Human Rights		
6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.	CPI # / CPI(s): 6.1.4.A.9 - Compare and contrast responses of individuals and groups, past and present, to violations of fundamental 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.10 - Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. 6.1.4.A.12 - Explain the process of creating change at the local, state, or national level.	

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Unit Title: Slavery		Unit #: 3
Course or Grade Level: Social Studies – Grade 2		Length of Time: 5 weeks
Date Created: 6/26/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	<ul style="list-style-type: none"> • How does prejudice lead to conflict? • How did the North and South deal with the conflict between old and new practices? • Why is it important to understand other cultures? 	
Content	<ul style="list-style-type: none"> - Slavery - Prejudice - Laws - Cultures 	
Skills	<ul style="list-style-type: none"> - Identify what impact slavery had on society - Compare and contrast the North and South - Recognize how the laws effected African Americans 	
Assessments	<ul style="list-style-type: none"> • Formative: Quizzes, Tests, Teacher Observation, Student participation and performance • Summative: Graded booklets and various worksheets 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Reading program • Books 	
Lesson resources / Activities	<ul style="list-style-type: none"> • The Drinking Gourd • Videos • Charts • Video Conference • Venn Diagram 	
2009 NJCCCS		
Standard: 6.1 U.S. History: America in the World		
Strand(s): D. History, Culture, and Perspectives		
Content Statement(s):	CPI # / CPI(s): 6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	
	6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	
6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world.	6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	

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Unit Title: Economic Issues		Unit #: 4
Course or Grade Level: Social Studies – Grade 2		Length of Time: 5 weeks
Date Created: 6/26/12		BOE Approval Date:
Pacing	5 weeks	
Essential Questions	How do households employ the economic system to obtain goods and services? How do individuals use money? Why is it important to set financial goals?	
Content	<ul style="list-style-type: none"> - Goods and services - Money - Reward system 	
Skills	<ul style="list-style-type: none"> - Plan a financial goal for individual rewards - Identify uses for money 	
Assessments	<ul style="list-style-type: none"> • Formative: Quizzes, Tests, Teacher Observation, Student participation and performance • Summative: Graded booklets, various worksheets, reward system 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • TBD 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math program • Books 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Various math lessons • Classroom store • Chart • Math money 	
2009 NJCCCS		
Standard: 6.1 U.S. History: America in the World		
Strand(s): C. Economics, Innovation, and Technology		
Content Statement(s):	CPI # / CPI(s): 6.1.4.C.6 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.	
	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.	