

**Quinton Township School District
Social Studies
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Canada/Egypt/Elections/ Government	Pacing:	September - October
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Unit Summary: Students will develop an understanding of the world in which they live. The students will gain knowledge of general economic concepts, historical figures and events that shaped our society. Students will use various learning tools and artifacts to teach them about the world and the past.

Objectives:

- Students will be able to identify physical features and landforms of countries other than the United States.
- Students will be able to identify traditions, economic and social features of countries.
- Students will be able to identify continents and countries on a globe or a map.
- Students will be able to define a capital.
- Students will be able to name and locate capitals of other countries.
- Students will be able to name famous landmarks of other countries.
- Students will be able to compare and contrast governments of different countries to the United States government.
- Students will be able to identify the President of the United States and the process of voting to choose a president.

Essential Questions:

- How can I find where other countries are located around the world?
- How is America similar and different to other countries such as Egypt and Canada?
- How have other countries' cultures contributed to the United States?
- How is the weather in the United States similar to and different from weather of other countries?
- What are some landmarks in other countries?
- Who are some historical figures who have helped to shape our society?

- How does the weather/climate of a region influence the industry and daily lives of those who live there?
- What does our government do and why is it important?

Common Core State Standards/Learning Targets: 6.1.4.A.2, 6.1.4.A.4, 6.1.4.A.5, 6.1.4.A.7, 6.1.4.A.8, 6.8.A.1.a, 6.1.4.A.CS2, 6.1.4.A.CS9, 6.1.4.A.13, 6.1.4.A.14, 6.1.4.A.15, 6.1.4.B.6, 6.1.4.D.CS1, 6.1.4.A.CS8, 6.1.4.D.1, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.D.CS1, 6.14.D.2, 6.1.4.D.CS4, 6.1.4.B.3, 6.1.4.B9, 6.18.C.2b, 6.2.E.2, 6.5.B.1, 6.1.8.A.1.a, 6.1.4.C.16

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.4.A.1, CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, PFL.9.1.4.A.1 Collaboration, Teamwork, Critical thinking, Problem Solving, Global and Cultural Awareness, Citizenship, Ethics, and Social Responsibility*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 1- Canada/Physical Features/Landforms Lesson 2- Canada/Map Lesson 3- Canada/Flag Lesson 4- Egypt/Physical Features/Landforms Lesson 5- Egypt/Map Lesson 6- Egypt/Flag Lesson 7- Egypt/Cities/Capital/Landmarks Lesson 8- Egypt/Inventions/Products Lesson 9- Egypt/Pyramids/Mummies Lesson 10- Egypt/Language Lesson 11- Egypt/Language (Numerals)</p>	<p>Lesson 1-20 - Curriculum Map</p>	<p>Lesson 1- Student created passports, stamp for passport Lesson 2- Map of Canada activity sheet Lesson 3- iPads to research flag of Canada, flag coloring sheet Lesson 4- Student created passports, stamp for passport, map of Egypt activity sheet Lesson 5- Map of Egypt activity sheet</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • ipad

Lesson 12- America/Constitution
Lesson 13- America/The Preamble
Lesson 14- America/Branches of Government
Lesson 15- America/Branches of Government
Lesson 16- America/Becoming a president
Lesson 17- America/Electing a President
Lesson 18- America/Voting
Lesson 19- America/Role of the President
Lesson 20- America/The White House

Lesson 6- iPads to research flag of Egypt, flag coloring sheet
Lesson 7- SmartBoard/iPads for pictures of landmarks, map, globe
Lesson 8- Look What Comes From Egypt, poster paper
Lesson 9- Mummies Made in Egypt, popsicle sticks, tissues, construction paper, markers or crayons
Lesson 10- Hieroglyphics alphabet on SmartBoard
Lesson 11- Egyptian numerals model on SmartBoard, math problems to solve
Lesson 12- SmartBoard for samples of the Constitution
Lesson 13- SmartBoard for “SchoolHouse Rock- The Preamble” video on YouTube
Lesson 14- Branches of Government reading passages (Teachers Pay

		<p>Teachers)</p> <p>Lesson 15- Branches of Government activity (Teachers Pay Teachers)</p> <p>Lesson 16- “How to Become a President” YouTube video, “When I Become President” activity</p> <p>Lesson 17- Weekly Reader “All About America” (Review from last year)</p> <p>Lesson 18- Mock Voting Ballot Sheets</p> <p>Lesson 19- “The Job of the President” on YouTube, “Seven Jobs for One President” anchor charts and writing activities (Teachers Pay Teachers)</p> <p>Lesson 20- SmartBoard to do virtual tour of the White House (whitehouse.gov)</p>	
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Formative Assessment Plan

Summative Assessment Plan

Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

- Completed Projects
- Student Conferences
- Anecdotal Notes
- Rubrics

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- End of Unit Assessment
- Mid Year Benchmark
- End of Year Benchmark

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth.

<p>tests.</p> <ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 		<ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Projects (meets the learning interests and styles of students)
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**Quinton Township School District
Social Studies
Grade 2**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	England/Ireland/ Spain/Mexico/Brazil	Pacing:	February - April
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Unit Summary: Students will develop an understanding of the world in which they live. The students will gain knowledge of general economic concepts, historical figures and events that shaped our society. Students will use various learning tools and artifacts to teach them about the world and the past.

Objectives:

- Students will be able to identify traditions, economic and social features of countries around them.
- Students will be able to locate Ireland, England, Spain, Mexico, and Brazil on a map.
- Students will be able to identify physical features, landforms, and flags of Ireland, England, Spain, Mexico, and Brazil.
- Students will be able to use map concepts.
- Students will be able to identify animals for different countries.
- Students will be able to identify traditions and celebrations of different cultures.

Essential Questions:

- How can I find where other countries are located around the world?
- How is America's government similar to and different from England's?
- How have other countries' cultures contributed to the United States?
- How is the weather in the United States similar to and different from weather of other countries?
- What are some landmarks in other countries?
- Who are some historical figures who have helped to shape our society?

- How does the weather/climate of a region influence the industry and daily lives of those who live there?

Common Core State Standards/Learning Targets: 6.1.4.A.2, 6.1.4.A.4, 6.1.4.A.5, 6.1.4.A.7, 6.1.4.A.8, 6.8.A.1.a, 6.1.4.A.CS2, 6.1.4.A.CS9, 6.1.4.A.13, 6.1.4.A.14, 6.1.4.A.15, 6.1.4.B.6, 6.1.4.D.CS1, 6.1.4.A.CS8, 6.1.4.D.1, 6.1.4.D.2, 6.1.4.D.3, 6.1.4.D.4, 6.1.4.D.D.CS1, 6.14.D.2, 6.1.4.D.CS4, 6.1.4.B.3, 6.1.4.B9, 6.18.C.2b, 6.2.E.2, 6.5.B.1, 6.1.8.A.1.a, 6.1.4.C.16

Interdisciplinary Connections/Including 21st Century Themes and Skills: *CAEP.9.2.4.A.1, CAEP.9.2.4.A.2, CAEP.9.2.4.A.3, CAEP.9.2.4.A.4, PFL.9.1.4.A.1 Collaboration, Teamwork, Critical thinking, Problem Solving, Global and Cultural Awareness, Citizenship, Ethics, and Social Responsibility*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Lesson 21- England/Physical Features/Landforms Lesson 22- England/Cities/Capital Lesson 23- England/Flag Lesson 24- England/Heritage Lesson 25- England/Landmarks Lesson 26- England/Government Lesson 27- England/Tradition Lesson 28- Ireland/Physical Features/Landforms Lesson 29- Ireland/Cities/Capital Lesson 30- Ireland/Flag Lesson 31- Ireland/Landscape Lesson 32- Ireland/Weather/Sports/Plants</p>	<p>Lesson 21- 60- Curriculum Map</p>	<p>Lesson 21- Student created passports, stamp for passport Lesson 22- Map of England activity sheet, globe Lesson 23- iPads to research flag of England, flag coloring sheet Lesson 24- “Exploring England” worksheet Lesson 25- <u>A True Book of England</u>, booklet paper, SmartBoard for pictures of landmarks Lesson 26- <u>A True Book of</u></p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • ipads

<p>Lesson 33- Ireland/Immigration Lesson 34- Ireland/Tradition Lesson 35- Spain/Physical Features/Landforms Lesson 36- Spain/Cities/Capital Lesson 37- Spain/Flag Lesson 38- Spain/Climate Lesson 39- Spain/Landmarks Lesson 40- Spain/Products/Jobs Lesson 41- Spain/Tradition (Bullfighting) Lesson 42- Spain/Tradition (Flamenco Dance) Lesson 43- Mexico/Physical Features/Landforms Lesson 44- Mexico/Map/Flag Lesson 45- Mexico/Tradition/Celebration (Cinco de mayo) Lesson 46- Mexico/Land Regions Lesson 47- Mexico/Migration Lesson 48- Mexico/Products/Jobs Lesson 49- Mexico/Aztecs Lesson 50- Mexico/Family Life Lesson 51- Mexico/Volcanoes Lesson 52- Mexico/Food Lesson 53- Brazil/Map/Flag Lesson 54- Brazil/Cities/Countries in South America Lesson 55- Brazil/Plants/Food Cycle Lesson 56- Brazil/Products/Jobs Lesson 57- Brazil/Rainforest Lesson 58- Brazil/Layers of the</p>		<p><u>England</u> p. 31, Crown, beads, glue Lesson 27- Teacup, crayons Lesson 28- Student created passports, stamp for passport Lesson 29- Map of Ireland activity sheet, globe Lesson 30- iPads to research flag of Ireland, flag coloring sheet Lesson 31- SmartBoard to display pictures of countryside in Ireland, 12” x 18” paper, green tissue (variety of greens), glue Lesson 32- Booklet paper, <u>A True Book of Ireland</u> Lesson 33- <u>A True Book of Ireland</u>, construction paper, green paint, potatoes for potato prints Lesson 34- <u>Riverdance</u> video on YouTube Lesson 35- Student created passports, stamp for passport Lesson 36- SmartBoard for pictures of the capital city, map of Spain activity sheet, globe</p>	
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Rainforest

Lesson 59- Brazil/Animal Adaptations

Lesson 60- Brazil/Birds

Lesson 37- iPads to research flag of Spain, flag coloring sheet

Lesson 38- The True Book of Spain, SmartBoard

Lesson 39- SmartBoard for pictures of Pyrenees Mountains and Basilica of Sagrada Familia, flipbook

Lesson 40- True Book of Spain, pie chart for job percentages

Lesson 41- The Story of Ferdinand, picture paper, SmartBoard

Lesson 42- SmartBoard to view castanets, flamenco dancing video on YouTube, pictures of costumes, picture paper

Lesson 43- Student created passports, stamp for passport

Lesson 44- SmartBoard for pictures of the capital city, map of Mexico activity sheet, globe, iPads to research flag of Mexico, flag coloring sheet

Lesson 45- video of Cinco de Mayo custom celebrations on YouTube,

		<p>SmartBoard</p> <p>Lesson 46- land regions map, crayons, colored pencils, SmartBoard</p> <p>Lesson 47- crayons/colored pencils, construction paper, SmartBoard</p> <p>Lesson 48- <u>Look What Comes From Mexico</u>, paper, pencils</p> <p>Lesson 49- construction paper, markers for Aztec mask</p> <p>Lesson 50- pictures of Mexican homes, crayons/colored pencils, construction paper for mural of homes, SmartBoard for pictures of families/fiesta</p> <p>Lesson 51- Volcano video on YouTube</p> <p>Lesson 52- Food guide pyramid, SmartBoard</p> <p>Lesson 53- Student created passports, stamp for passport, SmartBoard for pictures of the capital city, map of Brazil activity sheet, globe, iPads to research flag of Brazil, flag coloring sheet</p>	
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		<p>Lesson 54- Globe/Map of South America</p> <p>Lesson 55- SmartBoard for pictures of food cycle, construction paper, colored pencils</p> <p>Lesson 56- Product/Job Guide, paper and crayons for product bar graph</p> <p>Lesson 57- <u>Does It Always Rain in the Rainforest?</u> Book,</p> <p>Lesson 58- Layers of the Rainforest activity sheet, YouTube videos of the rainforest</p> <p>Lesson 59- <u>Rainforest Wildlife</u> book, Tree Frog camouflage activity</p> <p>Lesson 60- poster board, crayons/colored pencils, SmartBoard to display pictures of rainforest birds</p>	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>

<p>Suggested activities to assess student progress: Completed Projects Student Conferences Anecdotal Notes Rubrics</p>	<p>End of Unit Assessment Mid Year Benchmark End of Year Benchmark</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student’s IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students’ understanding of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students’ native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one’s relationships with people, societal institutions, nature

<p>instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<p>daily routine</p>		<p>and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). • Gifted and Talented Compacting Projects (meets the learning interests and styles of students)
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