

Subject Area: Social Studies

Grade Level: 2

Unit 1: Citizenship in Communities

Dates: September

Time Frame: 13 days

Overview

The students will learn what makes up a community and why rules and laws are needed to create fair, safe and orderly communities. This unit also explores how citizens affect their communities. The focus is on the Civics Strand of the New Jersey Core Curriculum Content Social Studies Standards.

Enduring Understandings

- In a democratic society, rules and laws are important.
- Citizens participate in the rulemaking process and abide by the rules of a community.
- A community is a place where together, people solve problems.

Skill and Knowledge Objectives

- Create classroom rules.
- Read nonfiction text and focus on comprehension skills (main idea and supporting details, connections, use nonfiction text features, questioning).
- Participate in collaborative conversations.
- Demonstrate content knowledge through illustrations and written expression.
- Identify cause and effect.
- Discuss why leaders are needed in a democratic society.
- Distinguish between a rule and a law.
- Discuss why rules and laws change over time.
- Appreciate the individual's participation in the rulemaking process.
- Understand and demonstrate actions of good citizens.
- Discuss the importance of safety rules.
- Explain why laws are needed in a community.
- Describe how community leaders are chosen.
- Identify the President, governor, and mayor as leaders who help communities.
- Explain how the people of the United States elect their leaders.
- Participate in creating classroom rules.
- Develop a list of ideal qualities of an effective leader.
- Understand your role of being a citizen of a classroom community.

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *community, rules, laws, consequences, hero, fair, safe, leader*

Formative Assessment:

- Student participation
- Teacher observation of students discussion during reading
- Dry Erase Map Activities

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- See *Lesson Master* pages 92, 93, 99, 100 (Chapter 12-13)

Resources

- *No David* by David Shannon
- *David Goes to School* by David Shannon
- *Real Heroes Don't Wear Capes* by Laura Driscoll
- *No Rules for Rex* by Daisy Alberto
- *Rules and Laws* by Ann Marie Kishel
- *Officer Buckle and Gloria* by Peggy Rathmann (book or video)
- Shiver, Gobble and Snore-youtube clip
- *Responsive Classroom: Rules in School*
- *Social Studies Alive* textbook: Chapters 1, 12-13

Standards

NJ Social Studies Learning Standards:

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1 (Financial Literacy), 9.2 Career, 9.4 Life Literacies and Key Skills

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

ELA Standards

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Unit 1: Citizenship in Communities Activities

<p>Lesson 1: What rules do we need in our classroom community?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>No David</i> by David Shannon ● <i>David Goes to School</i> by David Shannon <p>Activities: Discuss the need for classroom rules and establish rules and consequences.</p>	<p>Lesson 2: What is community?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Social Studies Alive</i> Student Textbook <p>Activities: Follow <i>Social Studies Alive</i> Chapter 1 (may take multiple days).</p>	<p>Lesson 3: Honoring September 11th-What is a hero?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Real Heroes Don't Wear Capes</i> by Laura Driscoll <p>Activities: Students define hero, whole class will read story, whole class will complete "Hero Sandwich" activity.</p>	<p>Lesson 4: Why do we need rules?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>No Rules for Rex</i> by Daisy Alberto <p>Activities: After reading the story, students discuss that rules make things fair, safe, and organized.</p>	<p>Lesson 5: How are rules and laws similar and different?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Rules and Laws</i> by Ann Marie Kishel (nonfiction) ● <i>Officer Buckle and Gloria</i> (fictional) <p>Activities: 1. After reading the story, students discuss that laws make things fair, safe, and organized just like</p>
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				rules. However, a law must be followed by everyone, but rules can vary by situation. 2. Students distinguish between rules and laws by role-playing and creating a t-chart of rules/laws.
<p>Lesson 6: How are community leaders chosen?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook (See Lesson Guide for Ch. 12 PREVIEW “Mock Election”) <p>Activities: Complete <i>Social Studies Alive</i> Chapter 12 Student Text pages 129-130.</p>	<p>Lesson 7: How do community leaders help their community?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook (See Lesson Guide for Chapter 12 Experience Exercise) <p>Activities: Complete <i>Social Studies Alive</i> Chapter 12 Student Text pages 131-137.</p>	<p>Lesson 8: What does a good citizen do?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook (see Lesson Guide for Ch. 13 Writing for Understanding) See p. 163 for Home-School Connection “Acting as a Good Citizen” <p>Activities: <i>Social Studies Alive</i> Ch. 13 Student Text p. 144-147.</p>	<p>Lesson 9: What are the qualities of a good leader?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook (See Lesson Guide for Ch. 13 Good Citizen Lincoln page 164) <p>Activities: <i>Social Studies Alive</i> Chapter 13 Student Text pages 144-147.</p>	<p>Lesson 10: ASSESSMENT</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 12 & Chapter 13 assessments. <p>Activities: See <i>Lesson Master</i> pages 92, 93, 99, and 100.</p>
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Unit 2: Maps Skills

<p>Lesson 1: Why We Need Maps</p> <p>Materials: <i>Social Studies Alive</i></p> <ul style="list-style-type: none"> See Lesson Guide for Ch. 3 Preview steps 1 and 2 For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) <p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use maps. 2) Teacher will do a read aloud of Joan Sweeney’s <i>Me</i></p>	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 28 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11. Students will then play the “Floor Maps Game” found on page 11 in the Interactive Student</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities: Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>. Students will then play the “Compass Rose Game” found on <i>Lesson</i></p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton <p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p>
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<p>on the Map.</p>		<p>Notebook.</p>	<p>Masters pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions:</p> <ul style="list-style-type: none"> - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chapter 3 Assessment (Lesson Masters pages 14-15). • Interactive Student Notebook pages 16 & 17. • Barefoot Island (free download from TpT). <p>Activities: Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid Map," and "Barefoot Island" creating an island map.</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> • Continents and Oceans song • Nesting Cups activity <p>Activities: Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song.</p> <p>Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See page 41 in Lesson Guide for Chapter 4 preview. <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text pages 36 and 37</i>. Students will then complete <i>Interactive Student Notebook page 19</i>.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See page 41 in Lesson Guide for Chapter 4. • Lesson Masters pages 18-20. <p>Optional Resource:</p> <ul style="list-style-type: none"> • <i>Geography from A-Z</i> by Harriett Baron <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text pages 36 and 37</i>. Students will then complete <i>Interactive Student Notebook page 19</i>.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See pages 42-43 in Lesson Guide for Chapter 4. • Lesson Masters page 21. • Interactive Desk Maps <p>Optional Resource:</p> <ul style="list-style-type: none"> • <i>Maps and Globes</i> (pg. 28-33) by Harriett Baron <p>Activities: Read pages 42 and 43 in the <i>Social Studies Alive Student Textbook</i>. Students will then complete <i>Interactive Student Notebook pages 22 and 23</i>.</p>
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See pages 43 & 44 in Lesson Guide for Chapter 4. <p>Activities: Read pages 44-47 in the <i>Social Studies Alive Student Textbook</i>. Students will then complete <i>Interactive Student Notebook pages 24 and 25</i>.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chapter 4 Assessment (Lesson Masters pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> • Map Skills Scoot <p>Activities: Students will complete either the <i>Social Studies Alive Chapter 4 Assessment</i> or complete the <i>Map Skills Scoot</i>.</p>			

Differentiate Instruction, depending on individual student need (IEP, ELL/MLL; At Risk; Gifted) by: Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)

- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student need (504) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Be given an outline of a lesson
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting
- Sit where they learns best
- Take a test in small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Subject Area: Social Studies

Grade Level: 2

**Unit 2:
Map Skills**

Dates: October

Time Frame: 13 days

Overview

Students learn about maps and map tools and explore how maps help people find places. Students apply new knowledge as they read and create maps. They learn the names of common geographic features and that physical maps show those different features. These skills will be reinforced during the Regions unit.

Enduring Understandings

- The geography of a region influences the way people change and adapt to their surroundings.
- The United States consists of various regions with different characteristics.

Skill and Knowledge Objectives

Social Studies and LA Skills Objectives

- Identify cardinal and intermediate directions using a compass rose.
- Use symbols and map keys to gather information from a map.
- Find locations and determine directions on maps and globes.
- Identify major landforms and bodies of water.
- Identify the 7 continents and the 5 oceans.
- Locate various states on a map.
- Identify the United States on a map and a globe.
- Read informational text and apply comprehension skills (identify main idea and key details, make connections, use nonfiction text features, ask/answer questions)
- Participate in collaborative conversations
- Demonstrate content knowledge through illustrations and written expression
- Questioning and posing problems/solutions
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision

Knowledge Objectives

- Understand that a map is a drawing of a real place drawn from above.
- Explore how maps and map tools help people find places.

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *community, rules, laws, consequences, hero, fair, safe, & leader*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading
- Dry-erase Map Activities

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Mid-Unit for end of Chapter 3:
 - Chapter 3 Written Assessment

- Barefoot Island Assessment (See Attached)
- Creating Your Own Playground Grid Map (Interactive Student Notebook pages 16 & 17)
- Chapter 4: Written Assessment (See *Lesson Master* pages 92, 93, 99, 100)

Resources

- *Me on the Map*, by Joan Sweeney
- *Maps and Globes*, by Harriett Barton
- *Geography from A to Z*, by Harriett Barton
- *2010 Social Studies Alive: My Community*. Teachers' Curriculum Institute, Rancho Cordova, CA 95741.

Standards

NJ Social Studies Learning Standards:

- .6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)
- 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1 (Financial Literacy), 9.2 Career, 9.4 Life Literacies and Key Skills

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
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- 9.1.2.FP.3: Identify the factors that influence people to spend or save
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Unit 2: Maps Skills

Lesson 1: Why We Need Maps

Lesson 2: How We Use Map Keys

Lesson 3: How We Use Grid Maps

Lesson 4: How We Use a Compass Rose and Cardinal

Lesson 5: How We Use Different Types of Maps

<p>Materials: Social Studies Alive</p> <ul style="list-style-type: none"> See Lesson Guide for Ch. 3 Preview steps 1 and 2 For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) <p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use maps. 2) Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 28 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11.</p> <p>Students will then play the "Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities: Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton <p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions: - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?</p>
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Chapter 3 Assessment (Lesson Masters</i> pages 14-15). Interactive Student Notebook pages 16 & 17. Barefoot Island (free download from TpT. <p>Activities: Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid Map," and "Barefoot Island" creating an island map.</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Continents and Oceans</i> song Nesting Cups activity <p>Activities: Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song.</p> <p>Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in Lesson Guide for Chapter 4 preview. <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 41 in Lesson Guide for Chapter 4. Lesson Masters pages 18-20. <p>Optional Resource: • <i>Geography from A-Z</i> by Harriett Baron</p> <p>Activities: Follow <i>Social Studies Alive Chapter 4 Student Text</i> pages 36 and 37. Students will then complete <i>Interactive Student Notebook</i> page 19.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 42-43 in Lesson Guide for Chapter 4. Lesson Masters page 21. Interactive Desk Maps <p>Optional Resource: • <i>Maps and Globes</i> (pg. 28-33) by Harriett Baron</p> <p>Activities: Read pages 42 and 43 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 22 and 23.</p>
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See pages 43 & 44 in Lesson Guide for Chapter 4. <p>Activities: Read pages 44-47 in the <i>Social Studies Alive</i> Student Textbook. Students will then complete <i>Interactive Student Notebook</i> pages 24 and 25.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Chapter 4 Assessment (Lesson Masters</i> pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> Map Skills Scoot <p>Activities: Students will complete either the <i>Social Studies Alive</i> Chapter 4 Assessment or complete the Map Skills Scoot.</p>			
<p>Differentiate Instruction, depending on individual student need (IEP, ELL/MLL; At Risk; Gifted) by:</p> <p>Presentation Accommodations</p> <ul style="list-style-type: none"> Use alternate texts at lower readability level 				

- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student need (504) by:

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Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Subject Area: Social Studies

Grade Level: 2

Unit 3:

Native Americans

Dates: November

Time Frame: 11-14 days

Overview

The students will explore how environment and natural resources affect communities and the way its people live. Native Americans used their natural resources to determine the type of food, clothing and shelter they used in their daily life. The students will investigate and compare the shelters, clothing, and foods among the tribes in each region. Students will also explore how the traditional Native American lifestyle has changed but their people and culture still exist today.

Enduring Understandings

- The geography of a region influences the way people change and adapt to their surroundings.
- The United States consists of various regions with different characteristics.
- Native Americans created the first communities in the United States.

Skill and Knowledge Objectives

- Find locations and determine directions on maps and globes.
- Identify major landforms and bodies of water.
- Explore the various climates of the U.S.
- Identify the United States on a map and a globe.
- Identify cause and effect.
- Compare and Contrast the Native American tribes.
- Read informational text and apply comprehension skills (identify main idea and key details, make connections, use nonfiction text features, ask/answer questions).
- Participate in collaborative conversations.
- Demonstrate content knowledge through illustrations and written expression.
- Appreciate the diversities and commonalities of Early/Native American tribes.
- Understand the importance of the land to the Early/Native American tribes.
- Describe the types of food, clothing, shelter and artwork used among Early/Native American tribes.
- Compare and contrast food, clothing, shelter and artwork among several tribes.
- Identify cultural representations of Early/Native American tribes.

Assessments

Benchmark:

- TCI

Pre-Assessment:

- Frontload Vocabulary (Words to Know): *environment, natural resources, totem poles*

Formative Assessment:

- Student participation
- Teacher observation of student discussion during reading

- Dry Erase Map Activities

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Written Assessment (See model)

Resources

- *Jingle Dancer* by Cynthia Leitich Smith
- *Social Studies Alive: My Community*. Teachers' Curriculum Institute, Rancho Cordova, CA 95741.
- www.teachtci.com

Standards

NJ Social Studies Learning Standards:

- 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1 (Financial Literacy), 9.2 Career, 9.4 Life Literacies and Key Skills

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Unit 3: Native Americans

<p>Lesson 1: How People Use Their Environment</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Social Studies Alive Student Textbook</i> • Lesson Guide for Chapter 5, Phase 1 • Interactive Student Notebook (pg. 28) <p>Activities: Read <i>Social Studies Alive Student Textbook</i> pages 49-54, discussing how people use their environment for things that they need and want. Create a t-chart of what is made by people vs. nature (see lesson guide for further instructions). Students will then complete Interactive Student Notebook page 28.</p> <p>Optional activity: Island/Mountain activity (Found in Chapter 5, Phase 1 directions).</p>	<p>Lesson 2: The Early Americans</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>United Streaming: Native Americans: The First People (21:00)</i> <p>Activities: Activate schema and introduce the “early americans” (native americans) through the suggested video above.</p>	<p>Lesson 3: How Various Native American Tribes Use Their Environment to Provide for Their Needs.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Nonfiction books about Native American tribes</i> <p>Activities: In partnerships or groups, students will explore various tribes from different regions using different nonfiction books. As they read, students will take notes or draw pictures (with labels) as they hunt for information on environment. Students should focus on plants, animals, climate, etc. Students will share their observations when they are done.</p>	<p>Lesson 4: How Natural Resources were used to build shelters for Native American Tribes.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Nonfiction books about Native American tribes</i> • <i>Optional TpT Resource: Native American Homes BUNDLE for Differentiation</i> <p>Activities: Students will predict where they think specific Native American homes would be found based on what they learned about the tribes’ environments. In partnerships or groups, students will continue to explore various tribes from different regions using different nonfiction books. As they read, students will take notes or draw pictures (with labels) as they hunt for information on homes. Students will share their observations when they are done, comparing and contrasting homes of the different tribes. Students will then explain why the homes were a good choice for each tribe and discuss how the environment influenced the tribes’ shelter.</p>	<p>Lesson 5: How natural resources and climate important to the foods of the Native American tribes.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Nonfiction books about Native American tribes</i> <p>Activities: In partnerships or groups, students will explore various tribes from different regions using different nonfiction books. As they read, students will take notes or draw pictures (with labels) as they hunt for information on food. Students should focus on plants, animals, climate, etc. Students will share their observations when they are done.</p> <p>Create a venn diagram to compare NA foods with the foods of today.</p>
<p>Lesson 6: How natural resources and climate important to the clothing of the Native American tribes.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Nonfiction books about Native American tribes</i> <p>Activities: In partnerships or groups, students will explore various tribes from different regions using different nonfiction books. As they read, students will take notes or draw pictures (with labels) as they hunt for information on clothing. Students should focus on plants, animals, climate, etc. Students will share their observations when they are done.</p> <p>Create a venn diagram to compare NA clothing with the clothing of today.</p>	<p>Lesson 7: Native American art reflects their beliefs and values.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Totem Tale</i> by Deb Vanasse • Totem Pole printables • Paper towel tubes (1 per student) <p>Activities: Discuss the meaning of totem poles and read the book <i>Totem Tales</i> as well as printables. Create totem poles.</p> <p>Discuss how Native Americans used art to show beliefs. What beliefs did the totem pole represent? How did the tribe use the resources they had available?</p>	<p>Lesson 8: Native American art used natural resources in their art and culture.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Native American Rattle Activity (Directions & patterns)</i> • <i>Native American Pictographs</i> • <i>Native American Dance Fans</i> <p>Activities: Have the class make one of the native american crafts from above.</p>	<p>Lesson 9: Native American music and dance used natural resources and reflected their beliefs and values.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Jingle Dancer</i> by Cynthia Leitich Smith <p>Activities: Do a teacher read-aloud of <i>Jingle Dancer</i>. Feel free to supplement the lesson with videos of Native American dance.</p>	<p>Lesson 10: Native American games help children learn skills needed as adults.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Native American games handout <p>Activities: Read through the NA games with the class. Discuss how each game can be used to learn skills needed as an adult.</p>
<p>Lesson 11: Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • Native American assessment <p>Activities: Students will take the NA assessment.</p>				

Unit 2: Maps Skills

<p>Lesson 1: Why We Need Maps</p> <p>Materials: Social Studies Alive</p> <ul style="list-style-type: none"> See Lesson Guide for Ch. 3 Preview steps 1 and 2 For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt) <p>Activities: 1) Students will participate in a classroom scavenger in order to illustrate the need to use maps. 2) Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>.</p>	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities: Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities: Read Student Text pages 28 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11.</p> <p>Students will then play the "Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities: Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton <p>Activities: Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions should stand and hold up their map. Sample questions: - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?</p>
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- Use visual presentations of verbal material, such as word webs and visual organizers
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Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
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- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

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Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
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Subject Area: Social Studies

Grade Level: 2

Unit 4:

Regions

Dates:
March-April

Time Frame: 8 weeks
Northeast Region: 14 days
Southeast Region: 14 days
Midwest Region: 14 days
West Region: 14 days

Overview

The students will explore the different regions of the United States, focusing on geography, history, economics and civics strands. The focus for each region is as follows:

- **Northeast Region:** Geography: Students will compare urban, suburban, and rural communities.
- **Southeast Region:** History and how citizens have spurred on change.
- **Midwest Region:** Economics: Students will explore the difference between needs and wants and learn how goods and services are provided in a community.
- **West Region:** Geography, economics, and history to see how all play a role within a community.

Enduring Understandings

- The geography of a region impacts the way people change and adapt to their surroundings.
- The United States consists of several regions with different characteristics.
- Community members can use their positive character traits to enact change through their actions.

Essential Questions

- How is the United States diverse?
- How and why does change happen?

Skill and Knowledge Objectives

- Identify cardinal and intermediate directions using a compass rose.
- Use symbols and map keys to gather information from a map.
- Find locations and determine directions on maps and globes.
- Identify major landforms and bodies of water.
- Locate various states on a map.
- Identify states within the regions of the United States on a map and a globe.
- Identify cause and effect.
- Read informational text and apply comprehension skills (identify main idea and key details, make connections, use nonfiction text features, ask/answer questions)
- Participate in collaborative conversations
- Demonstrate content knowledge through illustrations and written expression.
- Recognize that the fifty states contribute to our nation as a whole.
- Compare and contrast the types of communities (farm, rural, suburban, city and urban) existing within each region.
- Recognize the existence of various state symbols (bird, flag, flower, etc.).
- Analyze how different regions contribute a variety of goods and services.
- Locate places of interest, landmarks, and monuments, and determine their historical significance.
- Discuss the qualities, characteristics, and contributions of American heroes/heroines past and present.
- Appreciate the similarities and differences of American citizens.
- Recognize how events of the time influenced a hero's actions.

Assessments

Benchmark:

- **TCI**

Pre-Assessment:

- Have students complete a survey for each region before teaching it. Students should label any states that they know within the region and describe what they know about the climate, landforms, landmarks, and people.

Formative Assessment:

- Student participation
- Teacher observation of student discussion.

Self-Reflection/Self-Assessment:

- Exit cards
- Teacher-generated rubric or rating scale
 - Self-assessment of understanding of lesson content
 - Self-assessment of group participation

Summative Assessment:

- Northeastern Region Assessment
 - Written Test (Chapter 2 Assessment, Lesson Masters Book)
- Southeast Region Assessment
 - Southeastern Hero Project (REQUIRED): *Research and present information about a hero from the southeast. Choice of activity including mural, poster, dramatization, Living Museum, or timeline to demonstrate and synthesize contributions of an influential American.*

- Midwestern Region Assessment
 - Written Test (REQUIRED)
- West Region Culminating Activity
 - Planning a Trip to the West (REQUIRED)

Resources

- 2010 Social Studies Alive: My Community. Teachers' Curriculum Institute, Rancho Cordova, CA 95741.
 - www.teachtci.com
- [Celebrating New York](#), Marion Dane Bauer
- [The Erie Canal](#), Lisa Bullard
- [The Empire State Building](#), Lisa Bullard
- [Those Shoes](#), Maribeth Boelts

Optional: Other suggested optional titles are included in the activity list for each region.

Standards

NJ Social Studies Learning Standards:

- 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.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

NJSLS Standard 8.1 Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

NJSLS Standard 9.1 (Financial Literacy), 9.2 Career, 9.4 Life Literacies and Key Skills

- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. External factors can influence the items that an individual wants or needs.
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Unit 4: Regions Northeast (approximately 14 days)

Lesson 1: What are the states and geographic features of the Northeast?

Materials:

- NE region blank map
- US desk maps (political and physical)

Activities:

- Students explore a map to, identify the states and geographic

Lesson 2: How are communities different?

Materials:

- *Social Studies Alive* text Chapter 2,
- Communities placards
- Lesson Guide Preview section, p 13.

Activities:

- Compare and contrast types of communities
- Introduce vocabulary

Lesson 3: What are characteristics of urban/suburban/rural communities?

Materials:

- *Social Studies Alive* text Chapter 2
- Communities placards
- Lesson Guide Phase Four, p 16-17
- Student Handout 2B (p 6-7)

Lesson 4: How were suburbs created?

Materials:

- Lesson Guide pgs 16-17, Text p 20-23

Activities:

- Read "Reading Further" p 20-23
- Compare and contrast Bedminster to Levittown.
- Continue community

Lesson 5: What are the places of interest, monuments, and landmarks of New York?

Materials:

- Lightning Bolt Readers [Empire State Building Book](#)
- [Larry Gets Lost in New York](#)
- [This Is New York](#)
- Reading A to Z: [The Story of the Statue](#)

<ul style="list-style-type: none"> landforms of the NE region. Using desk maps, students identify states and label blank map. Search for various landforms on the desk map and circle with dry erase markers. 	<ul style="list-style-type: none"> urban, suburban, rural Draw pictures of different types of communities (Preview 2) 	<p>Activities:</p> <ul style="list-style-type: none"> Read student SSA Ch. 2 and complete student handout 2B. In groups, students draw each type of community using features from handout (or create collage with magazine pictures). Students will classify their own community as urban, suburban, or rural. 	<p>collages/drawings.</p>	<ul style="list-style-type: none"> United Streaming videos: The Statue of Liberty <p>Activities: Students will be shown photos of New York City and recognize this is an urban community Possible activities: - view video clips of landmarks - read trade book - illustrate pictures for travel scrapbook</p>
<p>Lesson 6: How are communities different within a state?</p> <p>Materials:</p> <ul style="list-style-type: none"> Celebrating New York Lightning Bolt Readers Erie Canal <p>Activities:</p> <ul style="list-style-type: none"> Discuss how yesterday we explored an urban area of New York but that there is a variety of communities within a state. Choose a book to show another aspect of the state of New York and discuss differences to New York City. 	<p>Lesson 7: What are the places of interest, monuments, and landmarks of _____?</p> <p><i>Spans several days to cover 1-3 states as desired.</i></p> <p>Materials:</p> <p>Maine:</p> <ul style="list-style-type: none"> One Morning in Maine The Sea Chest Video Clip: Lighthouses in Maine – Safeshare.TV Role Play: blueberry picking, bear chase, pulling up lobster traps <p>Massachusetts:</p> <ul style="list-style-type: none"> Larry Gets Lost in Boston United Streaming: And Then What Happened Paul Revere? <p>Pennsylvania:</p> <ul style="list-style-type: none"> US Facts and Fun worksheets: see page 54-55, 78-79, 142-143 Video Clip: Ben's Tours–One Day in Philadelphia – Safeshare.TV <p>Activities:</p> <ul style="list-style-type: none"> view video clips of landmarks in a chosen state role play virtual trip write about and illustrate a virtual trip in a travel scrapbook illustrate pictures for travel make state postcard or brochure 	<p>Lesson 8: How do the qualities and characteristics of a hero contribute to society?</p> <p>Possible state-hero connections: Maine: Rachel Carson Massachusetts: Paul Revere Pennsylvania: Ben Franklin New Jersey: Molly Pitcher New York: Susan B. Anthony</p> <p>Activities: (Choose one per region, more if desired.) Listen to a biography or video about a hero. Determine contributions of the hero and their positive character traits?</p>	<p>Lesson 9: How does the geography of the Northeast impact the way people live?</p> <p>Activities: Talk about how the type of community you live in impacts the way you live. Play Northeast Game to synthesize information learned.</p>	<p>Lesson 10: ASSESSMENT</p> <p>Materials:</p> <ul style="list-style-type: none"> Chapter 2 TCI assessment in Lesson Master, 8-9 <p>Activities: Students will take Chapter 2 assessment.</p>

Unit 4: Regions Southeast (approximately 14 days)				
<p>Lesson 1: What are the states and geographic features of the Southeast?</p> <p>Materials:</p> <ul style="list-style-type: none"> Map Challenge: SE region US desk maps 	<p>Lesson 2: How does one person make a difference?</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide, Ch 11: pages 137-146 Text, Ch 11: pages 119-123 	<p>Lesson 3: How does one person make a difference?</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide, Ch 11: pages 137-146 TCI, Ch 11: pages 119-123 	<p>Lesson 4: How can YOU make a difference?</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide, Ch 11: pages 137-146 Text, Ch 11: pages 124-127 	<p>Lesson 5: How did people in Southeastern states make a difference? What problems were they solving?</p> <p>Materials:</p> <ul style="list-style-type: none"> George Washington Carver, Social Studies

<p><i>(political and physical)</i></p> <p>Activities: Map Challenge:</p> <ul style="list-style-type: none"> • Students explore a map of the SE region, identifying states and geographic landforms. • Using desk maps, students identify states and label blank map. Search for various landforms on the desk map and circle with dry erase markers. 	<p>Activities:</p> <ul style="list-style-type: none"> • See Preview section, p 139 Lesson Guide 	<p>Activities: Read text Ch 11. Participate in response groups (see pages 139-141 in Lesson Guide)</p>	<p>Activities: See Reading Further section in Lesson Guide, p 142. Read text pages 124-127.</p>	<p><i>Alive text p58-61. Lesson Guide p 59-60. Interactive Student Guide p 30.</i></p> <p><i>Other possible heroes:</i></p> <ul style="list-style-type: none"> -Rosa Parks (<i>Rookie Biography</i>) -George Washington Carver (<i>Rookie Biography</i>) -Ruby Bridges (<i>The Story of Ruby Bridges</i>) -Jackie Robinson (<i>Teammates, Rookie Biography</i>) -Harriet Tubman <p>Activities:</p> <ul style="list-style-type: none"> · Listen to a biography or video about a hero from the South · Identify the problem and solution each hero's actions addressed · Determine contributions of the hero and their positive character traits. (Repeat with additional heroes at right as desired.)
<p>Lesson 6: What are the places of interest, monuments, and landmarks of _____?</p> <p><i>Spans several days to cover 1-3 states as desired.</i></p> <p>Materials: Louisiana:</p> <ul style="list-style-type: none"> • <i>Celebrate Mardi Gras by creating masks and listening to jazz</i> • <i>United Streaming: The Jeff Corwin Experience: Louisiana Swampy Ecosystem</i> <p>Florida:</p> <ul style="list-style-type: none"> • <i>Lightning Bolt Reader: The Everglades</i> • <i>Celebrate Florida</i> • <i>Brain Pop video: Everglades</i> <p>Virginia:</p> <ul style="list-style-type: none"> • <i>Lightning Bolt Reader: The Capitol Building</i> <p>Texas:</p> <ul style="list-style-type: none"> • <i>Celebrating Texas</i> • <i>Armadillo Rodeo</i> <p>Activities:</p> <ul style="list-style-type: none"> -view video clips of landmarks in a chosen state -role play virtual trip -write about and illustrate a virtual trip in a travel scrapbook -illustrate pictures for travel - make state postcard or brochure 	<p>-CULMINATING ACTIVITY- Spans several days.</p> <p>Lesson 7: How have heroes enacted positive change in the Southeast?</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Rookie Biographies or any on-level biography</i> <p>Activities:</p> <p>Synthesize what was learned about heroes and an individual's ability to enact change. Create a project to show what was learned:</p> <ul style="list-style-type: none"> - Posters/mural of heroes and the lessons students can learn from them (i.e. Stand up for what you believe in!, Treat others fairly, etc.) -Dramatization of a hero's actions and important events - Living Museum -Timeline - Identifying and Solving Real-life Problems, Enrichment p 144 Lesson Guide <p>On final day, present to class.</p>			
<ul style="list-style-type: none"> • 				

**Unit 4: Regions
Midwest (approximately 14 days)**

<p>Lesson 1: What are the states and geographic features of the Midwest region?</p> <p>Materials:</p> <ul style="list-style-type: none"> Map Challenge: MW region US desk maps (political and physical) <p>Activities:</p> <ul style="list-style-type: none"> Students explore a map to, identify the states and geographic landforms of the MW region. Using desk maps, students identify states and label blank map. Search for various landforms on the desk map and circle with dry erase markers. 	<p>Lesson 2: Need Vs. Want</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Those Shoes</i> by Maribeth Boelts* or video link: http://safeshare.tv/w/HIQYBWRYaC <p>Activities:</p> <p>Discuss the differences between needs and wants. Read and discuss <u>Those Shoes</u>. Make a T-chart of needs/wants or illustrate needs and wants.</p>	<p>Lesson 3: How Are Goods Made?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Lesson Guide pages 67-81 Interactive Notebook page 33 Lesson Master 6A page 31-32I <p>Activities:</p> <p>Follow Lesson Guide 67-81. Read Phase 1: Assembly Line Manufacturing on pages 69-70. Complete Interactive Notebook page with students.</p>	<p>Lesson 4: How Are Goods Brought to Us?</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide pages 67-81 Interactive Notebook page 34-37 Lesson Master 6B page 33 <i>Social Studies Alive</i> text pages 63-69 <p>Activities:</p> <p>Follow Lesson guide pages 67-81. Spend 2 days on Phase 2: Learning How Goods Are Produced and Transported. Complete Interactive Notebook page.</p>	<p>Lesson 5: How does Midwest Provide Goods and Services?</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>United Streaming: Corn: From Farm to Table (14:49)</i> <i>United Streaming: Let's Explore Around the Farm (17:00)</i> <i>Interstate 80 Iowa Corn Song</i> http://safeshare.tv/w/LQZEtbfxhZ <p>Activities:</p> <p>View videos or read literature to understand types of communities in the Midwest and how the farms of the Midwest provide food for the US</p>
<p>Lesson 6: How are communities different within a state?</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide pages 83-92 Lesson Master pages 37 <i>Social Studies Alive</i> text pages 77-81 <i>Interactive Student Notebook</i> page 43-44. <p>Activities:</p> <p>Preview section and complete Phase 1: all steps. Complete Enrichment activity page 90. Have students compare and contrast the types of jobs in different communities focusing on jobs that are in every community vs jobs most likely found in urban/suburban/rural communities.</p>	<p>Lesson 7: What are the places of interest, monuments, and landmarks of _____?</p> <p>Spans several days to cover 1-3 states as desired.</p> <p>Materials:</p> <p>Missouri:</p> <ul style="list-style-type: none"> Lightning Bolt Readers <u>The Gateway Arch</u> <p>South Dakota:</p> <p>*Reading A to Z: <i>Mount Rushmore</i></p> <p>*<i>Social Studies Alive</i> text, 168-169</p> <p>*After reading about <i>Mount Rushmore</i>, students can illustrate their own mountain with 4 role models, they would choose to carve.</p> <p>Illinois:</p> <ul style="list-style-type: none"> <i>Larry Gets Lost in Chicago</i> <i>Journey of a Pioneer</i> <i>Lightning Bolt Readers The Great Lakes</i> <i>If You're Not From the Prairie</i> <i>Dandelions</i> <p>Activities:</p> <ul style="list-style-type: none"> -view video clips of landmarks in a chosen state -role play virtual trip -write about and illustrate a virtual trip in a travel scrapbook -illustrate pictures for travel - make state postcard or brochure 	<p>Lesson 8: How do the qualities and characteristics of a hero contribute to society?</p> <p>Possible state-hero connections:</p> <p>Rookie Biographies: Theodore Roosevelt, Amelia Earhart, Abraham Lincoln, Sitting Bull</p> <p>Georgia O'Keefe, <u>My Name is Georgia</u>, Henry Ford</p> <p>Activities:</p> <p>(Choose one per region, more if desired.) Listen to a biography or video about a hero. Determine contributions of the hero and their positive character traits?</p>	<p>Lesson 9: How do regions all contribute to our goods and services? (2 days)</p> <p>Materials:</p> <ul style="list-style-type: none"> Lesson Guide pages 171-176 <i>Interactive Notebook</i> page 86-87 Lesson Master 14A, B, C page 101-107 <i>Social Studies Alive</i> text pages 149-155 <u>Look What Came From the United States</u> <p>Activities:</p> <p>See Preview and Phase 1 of Chapter 14. Read and discuss text p 149-155. Discuss the major goods produced in the Midwest. Think of other goods and resources which come from the other regions.</p> <p>Play Trading Game (Experiential Exercise Phase 1). Illustrate goods grown or produced in boxes page 86-87 of Interactive Student Notebook and connect to states.</p>	<p>Lesson 10: ASSESSMENT</p> <p>Materials:</p> <ul style="list-style-type: none"> Midwest assessment <p>Activities:</p> <p>Students will take the Midwest Assessment.</p>
<p>•</p>				

Unit 4: Regions West (approximately 14 days)

Lesson 1: What are the states and geographic features of the West region?

Materials:

- *Map Challenge: W region*
- *US desk maps (political and physical)*

Activities:

- Students explore a map to, identify the states and geographic landforms of the W region.
- Using desk maps, students identify states and label blank map. Search for various landforms on the desk map and circle with dry erase markers.

Lesson 2: How do communities change?

Materials:

- Lesson Guide pages 105-118 (Ch 9)
- See materials needed on page 106.
- *Social Studies Alive* text pages 97-101

Activities:

- Follow the guide for:
- Preview
 - Problem Solving group work

Lesson 3: How has Los Angeles changed?

Materials:

- *Social Studies Alive Student textbook* pages 102-105.
- Interactive Notebook page 56-57.
- Lesson Guide pages 112-113.

Activities:

- Follow Lesson Guide page 112.

****MAY TAKE MULTIPLE DAYS****

Lesson 4: How Has San Francisco changed?

Materials:

- *Social Studies Alive Student textbook* pages 97-102.
- Interactive Notebook page 56-57.
- Lesson Guide pages 120-127.

Activities:

- Follow Lesson Guide pages 120-127.

Lesson 5: What are the places of interest, monuments, and landmarks of _____?

Spans several days to cover 1-3 states as desired.

Materials:

- California:**
Lightning Bolt Redwood Forests
Larry Gets Lost in San Francisco
Celebrating California
- Colorado:**
Lightning Bolt The Rocky Mountains
- Arizona:**
Big Moon Tortilla
Cactus Hotel
Lightning Bolt The Grand Canyon
United Streaming: Jeff Corwin Experience: Desert Ecosystem
Celebrating Arizona
- Washington:**
Larry Gets Lost in Seattle
- Wyoming:**
Lightning Bolt Yellowstone National Park
- Alaska:**
This Place is Cold
The Bravest Dog Ever: The True Story of Balto
- Hawaii:**
Give kids Hawaiian name (www.e-hawaii.com/hawaiian/names)

Activities:

- view video clips of landmarks in a chosen state
- write about and illustrate a virtual trip in a travel scrapbook
- make state postcard/brochure

Lesson 6: How do the qualities and characteristics of a hero contribute to society?

Possible state-hero connections:

Sally Ride
Sacajawea
Teddy Roosevelt
Sitting Bull
Bessie Coleman
Levi Strauss Gets a Bright Idea
Cesar Chavez

Activities:

- (Choose one per region, more if desired.) Listen to a biography or video about a hero. Determine contributions of the hero and

Lesson 7: How does tourism affect Western communities?

Materials:

- Lesson Guide page 176
- *Social Studies Alive Student textbook* page 153
- Interactive Student Notebook pages 108-110.

Activities:

- Introduce the vocabulary word "tourism." Read student textbook page 153 and discuss. Follow Phase 2 of Lesson Guide page 176.

****TAKES MULTIPLE DAYS****
Lesson 8: ASSESSMENT

Materials:

- Nonfiction texts on various states.
- "Planning a Vacation to the West" organizer
- Vacation Rubric

Activities:

- Students will design a vacation to a popular tourist spot.

their positive character traits?				
•				

Unit 4: Regions Unit Culminating Activity (Approximately 5 days)				
<p>Lesson 1: How much of the world is covered in water?</p> <p>Materials:</p> <ul style="list-style-type: none"> Map of the World for display and students completion <p>Activities:</p> <ul style="list-style-type: none"> Display map of the World focusing on the world's oceans Discuss that the earth is map up of ¾ water Students label oceans and color on individual maps. 	<p>Lesson 2: How does climate change effect our world?</p> <p>Materials:</p> <ul style="list-style-type: none"> Why Melting Glaciers Matter to the Coasts 1 mid side clear tub Water Blue food coloring 1 ball of clay Colored push bins <p>Activities:</p> <ul style="list-style-type: none"> Teacher watches video prior to demonstration Do demonstration to show rising sea levels due to climate change Discuss the effect of climate change on our coasts 	<p>Lesson 3: What can we do?</p> <p>Materials:</p> <ul style="list-style-type: none"> Greata and the Giants by Z. Tucker and Z. Persico <p>Activities:</p> <ul style="list-style-type: none"> Read aloud Greata and the Giants Discuss and list activities that students can do to help our world. 	<p>Lesson 4: Let's take Action!</p> <p>Materials:</p> <ul style="list-style-type: none"> Seeds to plant a tree Shovel <p>Activities:</p> <ul style="list-style-type: none"> Students plant a class tree 	

Unit 2: Maps Skills				
<p>Lesson 1: Why We Need Maps</p> <p>Materials:</p> <p>Social Studies Alive</p> <ul style="list-style-type: none"> See Lesson Guide for Ch. 3 Preview steps 1 and 2 For step 3, read <i>Me on the Map</i> by Joan Sweeney; continue treasure hunt <p>Activities:</p> <ol style="list-style-type: none"> Students will participate in a classroom scavenger in order to illustrate the need to use maps. Teacher will do a read aloud of Joan Sweeney's <i>Me on the Map</i>. 	<p>Lesson 2: How We Use Map Keys</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 26 in Lesson Guide for Chapter 3 Phase 1. <p>Activities:</p> <p>Read Student Text pages 25-27 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Interactive Student Notebook</i> page 10.</p>	<p>Lesson 3: How We Use Grid Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 27-28 in Lesson Guide for Chapter 3 Phase 2. <p>Activities:</p> <p>Read Student Text pages 28 in Chapter 3 of <i>Social Studies Alive</i>. Complete <i>Lesson Masters</i> page 11.</p> <p>Students will then play the "Floor Maps Game" found on page 11 in the Interactive Student Notebook.</p>	<p>Lesson 4: How We Use a Compass Rose and Cardinal Directions</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 28-29 in Lesson Guide for Chapter 3 Phases 3 & 4. <p>Activities:</p> <p>Read Student Text page 29 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>Students will then play the "Compass Rose Game" found on <i>Lesson Masters</i> pages 12 & 13.</p> <p>Students will then complete pages 12 & 13 in the Interactive Student Notebook.</p>	<p>Lesson 5: How We Use Different Types of Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> <i>Social Studies Alive</i> Student Textbook See page 30 (steps 1-4) in Lesson Guide for Chapter 3 Reading Further. Pages 12-23 of <i>Maps and Globes</i> by Harriett Barton <p>Activities:</p> <p>Complete Mapping a Trip step 1 in Lesson Guide. Read Student Text page 30-35 in Chapter 3 of <i>Social Studies Alive</i>.</p> <p>The teacher will then lead the class in a game of Who Has a Map? To do this, the teacher will hand out a variety of maps (globe, political map, physical map, grid map, etc.) to groups of students. The teacher will then call out a question and students whose map answers the questions</p>

				<p>should stand and hold up their map. Sample questions:</p> <ul style="list-style-type: none"> - Who has a map that would help them find Australia? - Who has a map with a map key? - Who has a map that can help them find a library?
<p>Lesson 6: Mid-Unit Assessment</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chapter 3 Assessment (Lesson Masters pages 14-15). • Interactive Student Notebook pages 16 & 17. • Barefoot Island (free download from TpT). <p>Activities:</p> <p>Students will complete a map skills assessment to show what they have learned so far. Options include the Chapter 3 written assessment, "Creating Your Own Playground Grid Map," and "Barefoot Island" creating an island map.</p>	<p>Lesson 7: Continents and Oceans</p> <p>Materials:</p> <ul style="list-style-type: none"> • Continents and Oceans song • Nesting Cups activity <p>Activities:</p> <p>Students will fill in a map of the seven continents and four oceans. To help them remember them, have students learn the <i>Continents and Oceans</i> song.</p> <p>Students will then create nesting cups to show the difference between a continent, country, and state.</p>	<p>Lesson 8: Exploring Geography</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See page 41 in Lesson Guide for Chapter 4 preview. <p>Activities:</p> <p>Follow <i>Social Studies Alive Chapter 4 Student Text pages 36 and 37</i>. Students will then complete <i>Interactive Student Notebook page 19</i>.</p>	<p>Lesson 9: Landforms</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See page 41 in Lesson Guide for Chapter 4. • Lesson Masters pages 18-20. <p>Optional Resource:</p> <ul style="list-style-type: none"> • <i>Geography from A-Z</i> by Harriett Baron <p>Activities:</p> <p>Follow <i>Social Studies Alive Chapter 4 Student Text pages 36 and 37</i>. Students will then complete <i>Interactive Student Notebook page 19</i>.</p>	<p>Lesson 10: How We Use Physical Maps</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See pages 42-43 in Lesson Guide for Chapter 4. • Lesson Masters page 21. • Interactive Desk Maps <p>Optional Resource:</p> <ul style="list-style-type: none"> • <i>Maps and Globes (pg. 28-33)</i> by Harriett Baron <p>Activities:</p> <p>Read pages 42 and 43 in the <i>Social Studies Alive Student Textbook</i>. Students will then complete <i>Interactive Student Notebook pages 22 and 23</i>.</p>
<p>Lesson 11: Climate</p> <p>Materials:</p> <ul style="list-style-type: none"> • Social Studies Alive Student Textbook • See pages 43 & 44 in Lesson Guide for Chapter 4. <p>Activities:</p> <p>Read pages 44-47 in the <i>Social Studies Alive Student Textbook</i>. Students will then complete <i>Interactive Student Notebook pages 24 and 25</i>.</p>	<p>Lesson 12: End of Unit Assessment (Choose 1)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chapter 4 Assessment (Lesson Masters pages 22 & 23). <p>OR</p> <ul style="list-style-type: none"> • Map Skills Scoot <p>Activities:</p> <p>Students will complete either the <i>Social Studies Alive Chapter 4 Assessment</i> or complete the <i>Map Skills Scoot</i>.</p>			
<p>Differentiate Instruction, depending on individual student need (IEP, ELL/MLL; At Risk; Gifted) by:</p> <p>Presentation Accommodations</p> <ul style="list-style-type: none"> • Use alternate texts at lower readability level • Work with fewer items per page or line and/or materials in a larger print size • Use magnification device, screen reader, or Braille / Nemeth Code • Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) • Be given a written list of instructions • Record a lesson, instead of taking notes • Have another student share class notes with him • Be given an outline of a lesson • Be given a copy of teacher's lecture notes • Be given a study guide to assist in preparing for assessments • Use visual presentations of verbal material, such as word webs and visual organizers • Use manipulatives to teach or demonstrate concepts <p>Response Accommodations</p>				

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material
- Get graded or assessed using a different standard than the one for classmate

Differentiate Instruction, depending on individual student need (504) by:

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Be given an outline of a lesson
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting
- Sit where they learns best
- Take a test in small group setting
- Use sensory tools
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

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