

**Maywood Public Schools**

**Social Studies**  
**Grade 2**

## I. Introduction/Overview/Philosophy

The purpose of this social studies program is to develop an awareness in children that they are citizens of a global society and to further their understanding of the democratic process by practicing its principles within the classroom. To achieve this, the students will continue to be introduced to the concepts of citizenship, democracy and constitutional government. They will be able to identify, interpret, and participate through practice in the classroom.

Students will be introduced to social studies skills. They will learn the process of change and its effects upon this and the larger community. The concept of cause and effect and comparison will be studied. Tolerance and respect for others, their culture and their beliefs will be stressed, emphasizing social institutions and the concept of prejudice and foul-play and Character Education. Students will gain a preliminary introduction to economics using the ideas of money, work, wants and needs. Geography will be studied through the use of maps and globes and knowing how to locate places within their community.

Initial introduction to work and careers will be infused into the lessons as appropriate. This grade level is heterogeneously grouped and provides a strong introduction to social studies which will be reinforced at each of following grade levels. It is a one-year program and meets the New Jersey Student Learning Standards and Holocaust and Amistad Mandate studies.

## II. Objectives

### **Course Outline:**

#### **Geography**

- Introduce maps and globes
- Identify map symbols and a simple map key and its elements
- Use a compass rose to identify and apply cardinal directions
  - North, South, East, West
- Locate the following on a map or globe
  - Maywood
  - New Jersey
  - North and South Pole, Equator, Prime Meridian
  - 4 hemispheres
  - continents
  - oceans
- Identify different types of landforms
  - mountains, rivers, islands, etc.
- Distinguish between a state and national boundaries
  - Locate countries in North America
- Recognize the importance of conserving natural resources and environmental conservation.

#### **Citizenship**

- Understand people have basic civic responsibilities
- Recognize the importance of making good choices

- Understand the importance of rules and rights and that rules and rights are enforced to create fairness and equality
- Identify the responsibilities of the school and the community.
- Discuss how community leaders work together.
- Understand and use voting and majority rule in making group decisions
  - Voting in elections
  - Rule-making
- Understand and master the concepts of time
  - Hours/half hours
  - Days and weeks
  - Months of the year
  - Years/seasons
  - Calendar
  - National holidays and months
  - Time reference words

### **My Community**

- Understand the meaning of a community.
- Discuss the history of how and why communities and towns began
- Community Case Study- Maywood
  - Examine the history and origin of Maywood
  - Identify community services that exist within Maywood
  - Compare and contrast our community long ago to today

### **Economics in Daily Life**

- Discuss basic laws of economics
  - Understand that money is earned through work
  - Recognize that money is an exchange for goods and services
  - Recognize money as a means of obtaining needs and wants
  - Describe the role money plays in everyday life through spending and saving.

### **Cultures & Perspectives**

- Understand that people have different ethnic heritages.
  - Understand that we have ancestors
  - Discuss family history
- Compare and contrast the US to other countries
  - Identify some differences in customs/language
  - Research holidays and traditions of different cultures that are celebrated around the world.
- Understand that cultural differences enrich our classroom, community and nation
- Develop an appreciation for ourselves and others
- Recognize ways that culture influences literature, art, music
  - biographies, oral histories

### **Our Country- The United States of America**

- Understand our nation has a history by identifying symbols of national pride
  - The Flag, The Statue of Liberty, Liberty Bell, The Pledge of Allegiance
  - Understand that the U.S. Constitution provides basic rights and freedoms.
- Identify famous African Americans in US History
- Identify important figures that make important differences in our communities, world, and country.
  - Mayor, Governor, President
- Know how and why we celebrate important government holidays and events such as:

- President's Day, Memorial Day, Veterans' Day, Flag Day, Independence Day, Labor Day, Election Day and New Year's Day
- Compare and contrast our nation long ago and today

**Student Outcomes:**

Students will begin the development of social studies skills. These skills will be with them as they proceed through the Maywood school system and will help them throughout their adult and career life. Students are expected to work to their best ability levels in the following skill areas.

**General Skills**

- Develop historical understanding using cause, effect and consequences
- Recall information define words, and identify main ideas
- Classify information, ideas and objects into categories
- Determine simple cause and effect relationships
- Predict outcomes
- Suggest alternative solutions to a simple problem
- Gather information through observation
- Compare and contrast simple information
- Recognize and define a problem
- Develop an understanding of the concept of history and historical events
- Understanding viewpoints
- Identify similarities and differences
- Be able to express a point of view
- Demonstrate ability to listen for information

**Critical Thinking and Problem Solving Skills**

- Understand the definition of a problem through class observation and role-playing
- Determine which problems can be solved independently versus those requiring adult intervention
- Apply problem-solving skills, modeled by the teacher, to their daily classroom activities and behaviors
- Organize, synthesize, interpret and evaluate information through the use of graphs, tables, webs and charts
- Develop an understanding of maps, atlases, map keys and dictionaries as a source of information

**Active Citizenship Skills**

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternative solutions
- Develop strategies to reach a consensus and resolve conflict
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

**Technology**

- Develop computer skills
- Develop an awareness of how a computer can be used to find information
- Develop an appreciation of television and video as informational systems

**Self-Management**

- Establish and practice appropriate school and classroom behavior with an emphasis on self-monitoring
- Learn and practice the skills necessary to work in cooperative group situations

- Develop and practice constructive response to criticism of self and others
- Develop and practice actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender
- Develop an understanding of how to use time efficiently and effectively through classroom and homework assignments and homework
- Develop and apply study skills in classroom assignments
- Develop an awareness of how ability, effort and achievement are interrelated through modeling

### **Chronology and Time**

- Identify events and changes in historical periods
- Identify relationships
- Place events and factual information in sequential order
- Show ability to express information related to current events
- Show the ability to use simple time references such as now, then, after, before
- Organize daily experiences in temporal order using sequence words such as first, next, last
- Recognize events as past, present and future

## ***New Jersey Student Learning Standards***

### ***CAREER READY PRACTICES***

#### ***CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRP2 Apply appropriate academic and technical skills.***

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### ***CRP4 Communicate clearly and effectively and with reason.***

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### ***CRP5. Consider the environmental, social and economic impacts of decisions.***

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### ***CRP6. Demonstrate creativity and innovation.***

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and

suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRP7. Employ valid and reliable research strategies.***

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

***CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.***

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRP11. Use technology to enhance productivity.***

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRP12. Work productively in teams while using cultural global competence.***

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***TECHNOLOGY***

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

***Strand A. Technology Operations and Concepts***

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.5 Create and use a database to answer basic questions.

***Strand B. Creativity and Innovation***

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

***Strand E. Research and Information Fluency***

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

***Strand F. Critical Thinking, Problem Solving, and Decision-Making***

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding

**8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

***Strand A. Nature of Technology: Creativity and Innovation***

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

**21ST CENTURY LIFE AND CAREERS**

**Standard 9.1 Personal Financial Literacy**

***Strand B. Money Management***

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.5 Identify ways to earn and save.

***Strand D. Planning, Saving, and Investing***

9.1.4.D.1 Determine various ways to save.

***Strand F. Civic Financial Responsibility***

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

**Standard 9.2 Career Awareness, Exploration, And Preparation**

***Strand A. Career Awareness***

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)**

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.

6.1.4.A.3 Determine how “fairness,” “equality,” and the “[common good](#)” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.C.2 Distinguish between needs and wants and explain how [scarcity](#) and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 2 class.

### IV. Methods of Assessment

#### *Student Assessment*

Students will be assessed based upon their development and understanding. Assessment by teacher will be based upon student progress in some of the following areas and skills:

Discussion	Story retelling
Murals	Dioramas/models
Other artwork	Charts/graphs
Time lines	Writing samples
Oral reports	Glossary work
Interviewing	Role plays
Map work	Cooperative work
Skills checklists	Worksheets
Questions/answers	Games
Mind maps	Dance/song
Flash cards	Technology skills

#### *Curriculum/Teacher Assessment*

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

### V. Grouping

The course is required of all students in the second grade.



## VI. Articulation/Scope & Sequence/Time Frame

This is a second-grade course.

## VII. Resources

### ***Texts/Supplemental Reading/References***

- Internet programs and sources
- *Weekly Reader*
- *Scholastic News*
- School Library
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Youtube, BrainPop, and other online resources and supplemental materials.
- Speakers- The teacher may bring in speakers from the community to enhance the subject material being taught.
- New Jersey Amistad Commission Resources- NJ Department of Education  
[www.nj.gov/education/amistad](http://www.nj.gov/education/amistad)
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education  
[www.nj.gov/education/holocaust/](http://www.nj.gov/education/holocaust/)

## VIII. Suggested Activities

- Walking tours of the community to support geographical and historical learning
- Field trips as deemed suitable by the teachers and administration
- Field trip to the Meadowlands Museum
- Map activities
- Thematic units
- Current Events

## IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments

## X. Interdisciplinary Connections

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

The self-contained classroom dictates that the teacher does all subjects, with the assistance of special teachers for library, physical education, world language, etc. As the primary teacher, subject disciplines can effectively be integrated. Mathematics can be combined with economics and science. Teachers will use interdisciplinary reading and writing assignments across the curriculum to enhance learning wherever possible. Careers can also be combined with many subjects. Thematic units will be infused into the curriculum.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Hands-on materials with guided notes
- Pre-cut materials
- Allowing for errors
- Teacher created resources
- Reduce the expectations of character traits introduced
- Pre-selected classroom rules to choose from
- Hands-on coins and bills
- Mock store- Simulations
- Partner research
- Venn Diagram to compare/contrast
- *50 States that Rhyme* lyrics provided
- Variety of patriotic songs sung

### *Differentiation for Enrichment*

- Google Maps and other applications
- Model/map building materials
- School Conservation Program
- Online video components
- Use of technology
- Independent research
- Research and analysis activities
- Real life cost and saving scenarios
- Change Game
- Inquiry based instruction
- Variety of higher level cultural books available

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<b>Geographical Development</b> <ul style="list-style-type: none"> <li>● Map Skills</li> <li>● Landforms</li> <li>● Conservation</li> <li>● Weekly Reader Activities</li> </ul>	7 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>● Hands-on materials with guided notes</li> <li>● Pre-cut materials allowing for errors</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Google Maps and other applications</li> <li>● Model/map building materials</li> <li>● School Conservation Program</li> <li>● Online video component</li> </ul>	6.1.4.B.2 6.1.4.B.3 6.1.4.B.4 6.1.4.B.5 CRP1-12 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E & F	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/ Times for Kids Weekly Readers</li> <li>● Activities: We Are Good Citizens!, Growth Mindset, Making Friends</li> <li>● Three Communities, Fire Safety, Pumpkins</li> <li>● Create a map/model of the town of Maywood</li> <li>● Create writing sample regarding how landforms affect communities</li> <li>● Utilize Scholastic/Times for Kids online video component</li> </ul>
<b>My Community</b> <ul style="list-style-type: none"> <li>● History of communities</li> <li>● Maywood Community Case Study</li> <li>● Weekly Reader Activities</li> </ul>	7 weeks	<i>For Support:</i> <ul style="list-style-type: none"> <li>● Pre-made timeline for students to complete</li> </ul> <i>For Enhancement:</i> <ul style="list-style-type: none"> <li>● Use of technology to create timeline</li> <li>● Independent research of town</li> </ul>	6.1.4.A.1 6.3.4.A.1 CRP1-12 9.2.4.A.1-4 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E & F	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/Times for Kids</li> <li>● Weekly Readers Activities: Autumn Changes, Spiders, Veterans Day, Pilgrims/Wampanoag, Winter Holiday, Hibernation</li> <li>● Interpret and compare charts/graphs</li> <li>● Writing Samples regarding the history of Maywood</li> <li>● Create a timeline of Maywood</li> <li>● Field Trip to Meadowlands Museum/ Borough Hall</li> </ul>

				<ul style="list-style-type: none"><li>• Utilize Scholastic/Times for Kids online video component</li></ul>
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<p><b>Citizenship Development</b></p> <ul style="list-style-type: none"> <li>● Rights and Rules</li> <li>● Making good choices</li> <li>● Elections</li> <li>● School and Community</li> <li>● Responsibilities</li> <li>● Weekly Reader Activities</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Reduce the expectations of character traits introduced</li> <li>● Pre-selected classroom rules to choose from</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Student research and analysis of local elections</li> <li>● Independent study of presidents</li> </ul>	<p>6.1.4.B.4 6.1.4.A.2 6.1.4.A.3 6.1.4.A.11 6.3.4.A.1 6.3.4.D.1 CRP1-12 9.2.4.A.1-4 8.2.5.A.4 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E &amp; F</p>	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/ Times for Kids Weekly Readers</li> <li>● Class Discussions</li> <li>● Interpret and compare Charts/graphs</li> <li>● Writing Samples regarding how elections affect communities</li> <li>● Schoolwide mock election</li> <li>● Class and playground created rules</li> <li>● Utilize Scholastic/Times for Kids online video component</li> <li>● Weekly Reader Activities: Dr. Martin Luther King Jr., Winter Changes, Penguins, Author Study, Presidents’ Day</li> </ul>
<p><b>Economics in Daily Life</b></p> <ul style="list-style-type: none"> <li>● Needs and Wants</li> <li>● Money</li> <li>● Spending and saving</li> <li>● Scholastic Times Activities</li> </ul>	<p>6 weeks</p>	<p><i>For support:</i></p> <ul style="list-style-type: none"> <li>● Hands-on coins and bills</li> <li>● Mock store</li> <li>● Partner research of famous women/African Americans</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Real life cost and saving scenarios</li> <li>● Change Game</li> <li>● Independent research of famous women/African Americans</li> </ul>	<p>6.1.4.C.2 6.1.4.C.10 6.1.4.C.11 6.3.4.A.1 CRP1-12 9.1.4.B.1,5 9.1.4.D.1 9.1.4.F.1, 2 9.2.4.A.1-4 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E &amp; F Amistad</p>	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/ Times for Kids Weekly Readers</li> <li>● Other artwork</li> <li>● Discussions</li> <li>● Writing Samples about famous women/African Americans</li> <li>● Charts/graphs</li> <li>● Utilize Scholastic/Times for Kids online video component</li> <li>● Scholastic Times Activities: Black History Month, Dental Health Month, Groundhog Day, Read Across America Day, Women’s History Month</li> </ul>

<p><b>Cultures &amp; Perspectives</b></p> <ul style="list-style-type: none"> <li>● Ethnicity</li> <li>● Compare and Contrast USA to other countries</li> <li>● Appreciation for cultural differences</li> <li>● Cultural influences</li> <li>● Weekly Reader Activities</li> </ul>	<p>6 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● Pre-made Venn Diagram to compare/contrast countries</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Research cultures of other countries</li> <li>● Variety of higher level cultural books available</li> </ul>	<p>6.1.4.A.15 6.1.4.D.2 6.1.4.D.4 6.1.4.D.13 6.1.4.D.14 6.1.4.D.20 6.3.4.A.1 6.3.4.D.1 CPR1-12 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E &amp; F</p>	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/ Times for Kids Weekly Readers</li> <li>● View cultural artwork</li> <li>● Sharing personal culture/ethnicity with class</li> <li>● Writing Samples describing personal culture</li> <li>● Read and interpret charts/graphs about endangered animals</li> <li>● Utilize Scholastic/Times for Kids online video component</li> <li>● Weekly Reader Activities: Saint Patrick’s Day/Ireland, Habitats, Earth Day, Endangered Animals, Needs of a Plant</li> </ul>
<p><b>Our Country-The United States of America</b></p> <ul style="list-style-type: none"> <li>● National Symbols</li> <li>● National Holidays</li> <li>● Famous Figures</li> <li>● Weekly Reader Activities</li> </ul>	<p>7 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> <li>● 50 States that Rhyme lyrics provided</li> <li>● Variety of patriotic songs sung</li> </ul> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> <li>● Research historical figures</li> <li>● Compare and contrast holidays</li> </ul>	<p>6.1.4.A.10 6.3.4.A.1 6.3.4.D.1 CPR1-12 8.1.5.A.3, 5 8.1.2.A.2,4 8.1.5.B.1 8.1.5 E &amp; F Amistad</p>	<ul style="list-style-type: none"> <li>● Read and discuss Scholastic/ Times for Kids Weekly Readers</li> <li>● Create artwork symbols that represent our country</li> <li>● Timeline of a famous figures life</li> <li>● Writing samples regarding a national holiday, symbols, or famous figures</li> <li>● Interpret and compare charts/graphs</li> <li>● Create classroom 50 States posters</li> <li>● Weekly Reader Activities: Natural World Affect Humans, Summer Safety, Summer Sky, Insects, Ocean</li> </ul>