

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
<u>Unit 1</u> We Belong To Many Groups 3-4 weeks	What are some ways that people are different from you? What are ways that you learn on a classroom? What are kinds of places found in a neighborhood? Who is responsible in taking care of a neighborhood? What is map? What are symbols and what do they represent on a map? What are the differences in the people in your community?	6.2 D,1-2 6.4 A, 1-4	Describe the school environment. Explore appropriate classroom behavior. Describe family and responsibilities. Define and discuss a neighborhood. Define a city. Identify a map and its symbols. Recognize cardinal directions. Identify diversity in Americans.	-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions	-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers
<u>Unit 2</u> Where We Live	How would you describe the land where you live? What is a city,	6.1 A,5 6.6 A,1 B,1-2 C,1	Distinguish the differences in a city, suburban and farm/small setting.	-Class discussions -Writing Assignments -Quizzes	-Web Quests -Interactive student mapping on laptops - Class discussions	-Read the text book (discuss, analyze and write about the material) -Participate in class discussions

<p>3-4 weeks</p>	<p>suburb, farm, and why would people choose to live in one? What are land formations? What bodies of water are found on the Earth? What kind of symbols and colors are used on a map? What is a flow chart? What are the seven continents and four oceans? What is the difference between a map and a globe? What is a resource and how do we use it? What is conservation and how do we conserve our resources? How do you read a flow chart and a</p>		<p>Identify land formations on a physical map. Identify how people live in different settings. Compare a map and a globe. Recognize how people adapt to there environment. Explain a flow chart. Define resource and how people depend on them. Define conservation and logical conclusions to protect our land.</p>	<ul style="list-style-type: none"> -Tests -Essays -Vocabulary -Projects -Comprehension questions 	<p>-Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<ul style="list-style-type: none"> -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers
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<p><u>Unit 3</u> We All Work Together</p> <p>3-4 weeks</p>	<p>What are the community services in a community? What are a consumer and producer? Why should people pay taxes? What information does a pictograph provide? Why do countries trade goods? What is income and why is it important? Why is it important to save money? What is a diagram and what are steps needed to read one?</p>	<p>6.5 A, 1-4 B, 1</p>	<p>Describe how community services meet people's needs. Discuss and read a pictograph. Recognize countries and the goods that they trade. Define a producer and consumer. Define income and saving money. Explain a diagram and the information that it provides.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 4</u> People Make History</p> <p>3-4 weeks</p>	<p>How is the word history and story connected? Who were the Native Americans and how were they different</p>	<p>6.1 A, 1-2 6.2 6.3 6.6 A, 2-3</p>	<p>Define history as stories of past. Identify Native Americans and describe their way of life. Sequence a series</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension</p>

	<p>from each other? What is a time line and how does it show history? How is your life similar and different from the early settlers? What can you learn from a history map? Who are the leaders of our country? How is amp grid useful in finding directions? Why are museums and historians important to the community?</p>		<p>of events. Describe early history and the American settlers. Use a historical map to identify the 13 colonies. Define roles of leaders in our country. Describe contributions from famous people. Read a map grid.</p>	<p>-Projects -Comprehension questions</p>	<p>-Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 5</u> Being A Good Citizen 3-4 weeks</p>	<p>What are the pictures symbols representing our country? What is voting? What happens to people's vote on Election day? What are the three branches of</p>	<p>6.2 A, 1-6 B,1</p>	<p>Identify symbols of America Recognize voting and its process in the government. Identify the three branches of government and their responsibilities.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises</p>

	<p>government and what are their responsibilities? How many states are there and what are their capitals? What is freedom and why is it important?</p>		<p>Identify states and capitals. Use cardinal directions. Identify freedom and how citizens enjoy it.</p>		<p>Activities -Group classroom projects -Teacher made review questions</p>	<p>-Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>
<p><u>Unit 6</u> People in Time and Place 3-4 weeks</p>	<p>What is transportation and why is it important to the US. What is a pioneer? What is your heritage and how does this affect your background? How do you celebrate holidays? How does weather affect ones life?</p>	<p>6.1 A,1-2 6.2 E, 1-3 6.3 6.4 A, 2-4 6.6 E, 2</p>	<p>Identify types of transportation used in the US. Describe a pioneer life. Recognize that many Americans' ancestors came from other places. Explain a family tree. Describe family, ethnics, and religious customs. Discuss various holidays and celebrations. Discuss weather and impact on life.</p>	<p>-Class discussions -Writing Assignments -Quizzes -Tests -Essays -Vocabulary -Projects -Comprehension questions</p>	<p>-Web Quests -Interactive student mapping on laptops - Class discussions -Independent student reading and writing assignments -Differentiated Instruction -Critical thinking Activities -Group classroom projects -Teacher made review questions</p>	<p>-Read the text book (discuss, analyze and write about the material) -Participate in class discussions -Cooperative learning activities -Complete Web Quests -Answer comprehension questions -Fill out a map of the area -Complete workbook exercises -Paired and shared reading -Guided reading -Primary and secondary sources -Graphic organizers</p>

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Second Grade