



# West Windsor-Plainsboro Regional School District

## Social Studies Grade 2

Unit 1: Celebrating Differences and Respecting Others	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: Grade 2</b>	
Summary and Rationale	
<p>The second grade social studies curriculum is designed to guide our students in developing acceptance and empathy in order to create a more inclusive environment, where all community members are welcomed and valued. In this first unit, students will be exposed to a variety of perspectives and identities through literature and other resources. Through discussion and self-reflection, students will identify simple ways they can “take action” to help others. This experience will allow students to grow their understanding of the world around them and challenge the status quo to bring about change.</p>	
Recommended Pacing	
19 periods	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Civics PD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.Civics PR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
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.Econ ET.1	Explain the difference between needs and wants.
6.1.2.Econ ET.2	Cite examples of choices people make when resources are scarce.
6.1.2.Civics CM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.Civics CM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.Civics CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.3.Civics PD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
<p>This unit addresses the NJ Holocaust mandate.</p> <p>This unit addresses the NJ Amistad mandate.</p> <p>This unit addresses the AAPI mandate.</p>	
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.2.2.:	Recounts stories, including fables and folktales from diverse cultures, and determines their central message/theme, lesson, or moral
RL.2.3.:	Describe how characters in a story respond to major events and challenges using key details
RL.2.5.:	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections
RL.2.10.:	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed
SL.2.1.A:	Follow agreed upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
SL.2.1.B.:	Build on others' talk in conversations by linking their explicit comments to the remarks of others
SL.2.5:	Use multimedia; add drawings or other visual displays or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.2:	List ways to give back, including making donations, volunteering, and starting a business.
9.1.2.FP.1:	Explain how emotions influence whether a person spends or saves.
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 (e.g., commercials, family, culture, society).
9.1.2.PB.2:	Explain why an individual would choose to save money.
9.1.2.CAP.:	Define entrepreneurship and social entrepreneurship.
9.4.2.CI.1:	Demonstrate openness to new ideas and perspectives
9.4.2.CI.2:	Demonstrate originality and inventiveness in work
9.4.2.GCA:	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Interdisciplinary Standards</b>	
2.1.2.EH.1:	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Community members are proud of their identity and enjoy celebrating it with others.</li> <li>Community members recognize their identity is unique and may be different from that of others.</li> <li>Community members appreciate the differences that exist among one another.</li> <li>Community members develop different perspectives when talking about their differences and listening to those of others.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do my own experiences and background shape my identity?</li> <li>How are we the same and how are we different?</li> <li>How do I see myself and how do others see me?</li> <li>How can I use my new way of thinking to learn more about the world?</li> <li>How can I be a more respectful, empathetic member of my classroom community?</li> <li>How will I use my new perspective to show kindness and compassion to others in the world?</li> </ul>	
<b>Objectives</b>	
<b>Community members will:</b> <ul style="list-style-type: none"> <li>Identify different layers to their own individual identity (example: culture, family structure, socioeconomics, gender roles, traits, talents, interests, etc)</li> <li>Recognize similarities and differences exist between their own identity, culture, family structure, and that of others.</li> <li>Engage in discussions around topics of identity by asking questions, considering facts, listening to and sharing opinions. (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Equity Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate)</li> <li>Identify ways in which they can help other individuals feel loved and accepted. (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Equity Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate)</li> <li>Identify ways in which they can take action and be an advocate for positive change in their community. (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Equity Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate)</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Informal discussions and collaboration</li> <li>Self reflection</li> <li>Demonstrate ability to ask questions, form opinions and support those opinions with reasons</li> <li>Written responses &amp; drawings</li> <li><b>Culminating Project:</b> “The Best Part of Us” After reading the text set and having class discussions, the class will create “The Best Part of Us” Belief Board. Each student will write something that is the best part of them reflecting their current thinking and celebrate adding it to the class board.</li> </ul>	
<input checked="" type="checkbox"/>	Formative Assessment
<input checked="" type="checkbox"/>	Summative Assessment
<input checked="" type="checkbox"/>	Alternative Assessment
<input checked="" type="checkbox"/>	Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and	

summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

## Resources

### Read Aloud Resources:

What I Like About Me by Allia Zobel Nola (HCM)  
Sparkle Boy by Leslea Newman (HCM/ICM)  
Odd Velvet by Mary E. Whitcomb  
I'm So Not Wearing a Dress by Julie Merberg  
Hair Love by Matthew A Cherry  
Eyes that Kiss in the Corners by Joanna Ho  
I Am Enough by Grace Byers  
Ruby's Wish by Shirin Yim Bridges  
The Ocean Calls by Tina Cho (AAPI)  
Fry Bread by Kevin Noble Maillard (AAPI)  
Bilal Cooks Daal by Aisha Saeed  
The Ugly Vegetables by Grace Lin (AAPI)  
Lailah's Lunchbox: A Ramadan Story by Reem Faruqi  
Mommy's Khimar by Jamilah Thompkins-Bigelow  
Mango, Abuela and Me by Meg Medina  
Islandborn by Junot Diaz  
Milo Imagines the World by Matt de la Peña  
My Family, Your Family, Our Family by Emma Carlson Berne  
My Day with the Panye by Tami Charles  
Amy Wu and the Perfect Bao by Kat Zhang  
Stella Brings the Family by Miriam B. Schiffer  
The Family Book by Todd Parr  
In Our Mothers' House by Patricia Polacco  
And Tango Makes Three by Justin Richardson  
Uncle Bobby's Wedding by Sarah S. Brannen  
ABC: A Family Alphabet Book by Bobbie Combs.  
Same, Same but Different by Jenny Sue Kostecki-Shaw  
When Father Comes Home by Sarah Jung  
The Proudest Blue by Ibtihaj Muhammad  
Our Favorite Day of the Year By A.E. Ali, Rahele Jomepour Bell (holidays)  
Maddie's Fridge by Lois Brandt  
Ian's Walk by Laurie Lears  
Those Shoes by Maribeth Boelts

### Websites:

- Learning for Justice - [www.learningforjustice.org](http://www.learningforjustice.org)
- Better World Ed - [www.betterworlded.org](http://www.betterworlded.org)
- [www.learningtogive.org](http://www.learningtogive.org)
- Pan Asian Padlet created by West Windsor-Plainsboro School District

[Interview Sheet](#) - (Primary Source)



Unit 2: Communities	
<b>Content Area: Social Studies</b>	
<b>Course &amp; Grade Level: Second Grade</b>	
Summary and Rationale	
<p>In Unit 2, second grade students will explore the many people and places that make up their school and neighborhood community. Early in the unit, students will focus on the community in which they live: West Windsor-Plainsboro. Topics for discussion include the history, geography, economics, and culture of our community. By studying historical photographs of our community, students will consider reasons why the WW-P community has evolved from an agricultural community into a modernized suburb.</p> <p>As students outline the characteristics between rural, suburban and urban communities, they'll investigate how communities meet the needs of everyone; learning how goods and services are produced and distributed. Finally, students are introduced to the citizens and local government who work to solve problems and make communities more inclusive and equitable. As students begin to identify small problems within their school and neighborhood community, they will evaluate their own role, considering ways they can contribute in order to be a good citizen.</p>	
Recommended Pacing	
19 days	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
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 .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.CivicsP D.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsP D.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsP R.1	Determine what makes a good rule or law.
6.1.2.CivicsP R.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsP R.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsP R.4	Explain (how individuals can work together to make decisions in the classroom) why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsC M.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsC M.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoPP. 1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
6.1.2.CivicsD P.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
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)
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 .4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.EconET .2	Cite examples of choices people make when resources are scarce.
6.1.2.EconE M.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconE M.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.EconE M.3	Identify ways in which people exchange(d) goods and services today, and in the past (e.g., purchase,
6.1.2.History CC.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.History CC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.History CC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.2.CivicsP D.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
<p>This unit addresses the NJ Holocaust mandate.</p> <p>This unit addresses the NJ Amistad mandate.</p> <p>This unit addresses the AAPI mandate.</p>	
<p align="center"><b>New Jersey Student Learning Standards for English Language Arts</b>  <b>Companion Standards</b></p>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>



RL.2.1	Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.4.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.DA.4	Make predictions based on data using charts or graphs.
8.1.2.AP.4	Break down a task into a sequence of steps.
<b>Interdisciplinary Standards</b>	
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation that people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
2-ESS2-1	Developing and using technology has impacts on the natural world.
2-ESS2-2	Maps show where things are located. One can map the shapes and kinds of land and water in any area.
2-PS1-2	Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Community members respect similarities and differences among one another.</li> <li>Individuals can be part of more than one community.</li> <li>Though communities may look different, they share common characteristics.</li> <li>Citizens look for ways to make their community more inclusive and equitable for everyone.</li> <li>Community members respect and follow laws that are created for their community to function safely.</li> <li>Community members work together to solve problems.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>How do I view my own role within my community?</li> <li>How do I view the role others play within my community?</li> <li>How can I use a map to find a location in my community?</li> </ul>	

- What factors have caused my community to change from an agricultural community to a modernized suburban community?
- How does my community meet the needs of all its citizens through goods and services?
- How can I use my new way of thinking to be a more respectful, empathetic member of my classroom and neighborhood community?
- How do individuals work together to bring about positive change within their community?

## Objectives

### Community members will:

- Identify characteristics of communities and classify them based on their attributes (suburban, rural, urban)
- Describe how the WW-P community can provide for the needs and wants of its community members (i.e. need of food is satisfied by farms, supermarkets, restaurants)
- Identify and use the basic elements of different maps, i.e. classroom, building, school and neighborhood
- Identify community helpers and their role in contributing to a more inclusive and equitable space for all
- Name the classroom rules and explain why following rules is an important way to keep everyone safe
- Discuss how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good
- Timeline the history of WW-P and identify reasons for its' growth as an agricultural community to a modern suburban community
- Describe how culture and language enrich a community and are evident in daily activities and small businesses that are established there
- Describe ways to show empathy, tolerance, respect and acceptance towards all members of the community, celebrating differences in our culture, language, socioeconomics, abilities, etc. (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Equity Curriculum Mandate)
- Identify ways in which ordinary citizens can make a difference within their community (Amistad Curriculum Mandate, Equity Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate)

## Evidence of Learning

### Assessment:

- Informal discussions and collaboration
- Self reflection
- Demonstrate ability to ask questions, form opinions and support those opinions with reasons
- Written responses and drawings
- Demonstrate how to use a school map to find specific locations
- **Culminating Project:** "Community Garden" bulletin board display

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

## Resources

### Core Text:

All Are Welcome by Alexandra Penfold and Suzanne Kaufman

My School Community by Bobbie Kalman

The Invisible Boy by Trudy Ludwig

School's First Day of School by Adam Rex

Look Where We Live: A First Book of Community Building by Scot Ritchie

The Day I Swam into a New World *Learning for Justice*

What Can a Citizen Do? by Dave Eggers

Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles by Phillippe Cousteau and Deborah Hopkinson

What's My Role? by Colleen Hord

I Am A Good Citizen by Jenny Fretland Vanvoorst (EPIC)

Being A Good Citizen by Rachelle Kreisman

Show Me Community Helpers: My First Picture Encyclopedia by Clint Edwards

What If Everyone Did That? by Ellen Javernick

We've Got Character!: I Follow the Rules by Charlotte Taylor

Why Do We Need Rules and Laws by Jessica Pegis

No Rules For Rex by Daisy Alberto

Just Ask! Be Different, Be Brave, Be You by Sonia Sotomayor

Celebrating All Communities: Celebrating All Abilities by Abby Colich

What Makes Us Unique: Our First Talk About Diversity by Dr. Jillian Roberts

Are You Like Me? by Bobbie Kalman

All the Way to the Top: How One Girl's Fight for Americans with Disabilities Changed Everything by Annette Bay Pimentel

City Green by DyAnne DiSalvo-Ryan

#### **Websites**

Teaching Tolerance- [www.learningforjustice.org](http://www.learningforjustice.org)

Historical Society of West Windsor- <https://www.westwindsorhistory.com/>

Township of Plainsboro New Jersey- <https://www.plainsboronj.com/317/History>

EPIC online e-books- [www.getepic.com](http://www.getepic.com)

BrainpopJr - [www.brainpopjr.com](http://www.brainpopjr.com)

[Classroom Communities Around the World](#) (Primary Source)

[WWP Community Slides](#) (Primary Source)

Historical Photographs of West Windsor & Plainsboro Twp (Primary Source)

Unit 3: Be the Change...Take Action!	
Content Area: Social Studies	
Course & Grade Level: Second Grade	
Summary and Rationale	
<p>In unit 3, second graders will continue to grow into more empathetic and reflective thinkers by looking for places locally where they can make a difference. As citizens of the WWP community, students are learning they each play a role in making the world more equitable and just. Learning about others and the needs of different populations within a community can help inspire children to take necessary steps towards service and action. Students will learn that all individuals learn differently and those differences should be respected. They'll consider how big and small changes must be made so that schools are more equitable and accessible for all learners. Second graders will be immersed in literature that serves both as mirrors and windows; allowing them to uncover situations where change is needed. Students will learn different ways to demonstrate advocacy for issues within the community they care about. They'll explore several paths to advocacy which include but are not limited to kindness, speaking up, and participating in acts of service. Every child has a voice and a responsibility. It is up to them to be the change.</p>	
Recommended Pacing	
17 days	
New Jersey Student Learning Standards for Social Studies	
<p><b>Standards for 6.1 U.S. History:</b> America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.2.Civics CM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.Civics CM.2	Use evidence from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.Civics CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Civics PD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.Civics PI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicPI .5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.12.History UP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
6.1.2.Geo.G I.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.Geo.S V.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.S V.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.EconE T.1	Explain the differences between needs and wants.
6.1.2.EconE	Cite examples of choices people make when resources are scarce.

T.2	
6.1.2.EconE T.5	Describe how local and state governments make decisions that affect individuals and the community.
<b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.3.2.Civics PD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
<p>This unit addresses the NJ Holocaust mandate.</p> <p>This unit addresses the NJ Amistad mandate.</p> <p>This unit addresses the AAPI mandate.</p>	
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of key details in a text.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
W.2.7	Participate in shared research or writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observation)
W.2.8	Recall information from experiences or gather information from provided sources to answer a question
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.4.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems.
9.4.4.CI.2	Demonstrate originality and inventiveness in work.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.2.DA.1	Collect and present data, including climate change data, in various visual formats.
8.2.2.ED.1	Communicate the function of a product or device.
8.2.2.ED.2	Collaborate to solve a simple problem, or illustrate how to build a product using the design process.
8.2.2.ED.3	Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
2-ESS2-1	Compare multiple solutions to a problem.
2-ESS2-2	Develop a model to represent patterns in the natural world.
2-ESS2-3	Obtain information using various texts, text features (e.g., headings, table of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● By taking action, I can make a difference in the world.</li> <li>● There are different ways to take action.</li> <li>● Disabilities are part of who we are, they don't define us.</li> <li>● Being different is what makes each of us special.</li> <li>● People learn in different ways and with different supports.</li> <li>● Learning about our differences grows our perspective.</li> <li>● Everyone should be treated with empathy and compassion.</li> <li>● Engineers design inclusive spaces for community members.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can a young person make a difference in the world?</li> <li>● What are some different ways to take action?</li> <li>● Why are people different?</li> <li>● What is the difference between a visible and an invisible disability?</li> <li>● What can I do to make sure all my classmates feel welcomed and included?</li> <li>● What are some changes that should occur within my school or community that would ensure everyone feels included?</li> <li>● What is an issue in my local community that I care about?</li> <li>● How do engineers make design decisions that ensure inclusivity?</li> </ul>	
<b>Objectives</b>	
<b>Community members will:</b> <ul style="list-style-type: none"> <li>● Identify different ways to take action within their community, (i.e. direct service, indirect service, advocacy and research)</li> <li>● Describe how learning about our differences changes one's perspective (Amistad Curriculum Mandate, Holocaust Curriculum Mandate, Equity Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate)</li> <li>● Develop an appreciation for how others learn and carry out day to day activities (Equity Curriculum Mandate)</li> <li>● Explain why it's important for all individuals to feel confident and proud of who they are</li> <li>● Utilize "people first" language when referring to an individual with a disability</li> <li>● Differentiate between "visible" disabilities (ie., Down's Syndrome, Autism) and "invisible" disabilities (i.e, Diabetes, ADHD, Hearing Loss) (People with Disabilities Curriculum Mandate)</li> <li>● Give examples of ways in which community spaces are designed to be inclusive, (i.e. wheelchair ramps on sidewalks, sensory stations on playgrounds) (People with Disabilities Curriculum Mandate)</li> <li>● Utilize technology to research and present inclusive designs that meet the needs of special populations (People with Disabilities Curriculum Mandate)</li> <li>● Identify issues within their community they care about and want to change</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>● Informal discussions and collaboration</li> <li>● Self reflection</li> <li>● Demonstrate ability to ask questions, form opinions and support those opinions with reasons</li> <li>● Written responses and drawings</li> </ul>	

<ul style="list-style-type: none"> <li>• Inclusive playground design map &amp; presentation; “Project Playground”</li> <li>• Final project: “If I Built a School”</li> </ul>
<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment
<input checked="" type="checkbox"/> Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. <a href="#">Accommodations</a>
<b>Resources</b>
<p><b>Core Text:</b></p> <p><u>Charlotte and the Quiet Place</u> By Deborah Sosin</p> <p><u>Maddi’s Fridge</u> by Lois Brandt</p> <p><u>Those Shoes</u> by Maryanne Boelts</p> <p><u>A Bike Like Sergio’s</u> by Maribeth Boelts</p> <p><u>I Can Help</u> by Reem Faruqi</p> <p><u>Mango, Abuela, and Me</u> by Meg Medina</p> <p><u>You Are Enough: A Book About Inclusion</u> by Margaret O’Hair</p> <p><u>Ian’s Walk</u> by Laurie Lears</p> <p><u>Diabetes Doesn’t Stop Maddie</u> by Sarah Glenn Marsh</p> <p><u>Mixed</u> by Arree Chung</p> <p><u>If I Built a School</u> by Chris van Dusen</p> <p><a href="#">“Design for All: Project Playground”</a></p> <p><a href="#">“Inclusive Play Products”</a></p> <p><a href="#">Just Like You-Down Syndrome</a> youtube video - Primary source</p> <p><a href="#">Understanding Disabilities</a> youtube video - Primary Source</p> <p><a href="#">"Tamara" Wordless Video</a></p> <p><a href="#">Helping Others Video</a> (Sesame Street)</p> <p><a href="http://www.learningtogive.org">www.learningtogive.org</a></p>