

Ocean Academy Charter School
Curriculum Guide
Grade 2 - Social Studies



Original Adoption:	August 2025
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OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Social Studies	
Course Title: Social Studies	
Grade Level: 2	
Unit Title	Pacing Guide in Days
<u>Trimester 1-</u> Unit 1: Communities/ Citizenship & Working Together Amistad	36 days
<u>Trimester 2-</u> Unit 2: Culture Celebrating our Heritage/ History Diversity and Inclusion, Amistad , Asian Americans and Pacific Islanders	18 days *And ongoing throughout the year as appropriate*
<u>Trimester 3-</u> Unit 3: Geography Our Earth/ Economics Connecting to the World Climate Change, Holocaust	36 days

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OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Social Studies	
Unit Title: Communities/Citizenship and Working Together	Duration: 36 days
Target Course/Grade Level: Grade 2	
Introduction/Unit Focus:	
<p>This unit focuses on communities and citizenship. Students will explore the different types of communities—urban, suburban, and rural—and understand the ways people live, work, and interact within them. The unit highlights the importance of rules and laws in helping communities function safely and fairly. Students will also examine how transportation and communication have evolved over time to affect community life.</p> <p>Additionally, students will learn what it means to be a citizen. They will discover the roles and responsibilities of good citizens, including following rules, cooperating with others, and participating in civic processes like voting. The unit also introduces symbols, songs, and sayings that represent the United States and promote national pride. Overall, this unit aims to build foundational knowledge about community life and encourage active, responsible citizenship.</p>	
Disciplinary Concepts for the Unit	
<p>Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>Standard 9.4 Life Literacies and Key Skills This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p>Standard 8.1 Computer Science</p>	

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Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

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Disciplinary Concepts	
Civics, Government, and Human Rights: Civics and Political Institutions	
Civics, Government, and Human Rights: Participation and Deliberation	
Civics, Government, and Human Rights: Democratic Principles	
Civics, Government, and Human Rights: Processes and Rules	
Civics, Government, and Human Rights: Civic Mindedness	
Civics, Government, and Human Rights: Participation and Deliberation	
Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups

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	of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When

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	appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Local Community and Government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> ➤ 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.
Rules for all to live by are a result of the actions of government, organization, and individuals.	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> ➤ 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.
When all members of the group are given the opportunity to participate in the decision making process everyone’s voice is heard.	<ul style="list-style-type: none"> ➤ 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.
The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices)	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. ➤ 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such

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	<p>as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <ul style="list-style-type: none"> ➤ 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p>	<ul style="list-style-type: none"> ➤ 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.
<p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsPR.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. ➤
<p>Certain character traits can help individuals become productive members of their community.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. ➤ 6.1.2.CivicsCM.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.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<p>When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.</p>	<ul style="list-style-type: none"> ➤ 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

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New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text K-5:

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Writing Standards K-5:

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Standards K-5:

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language Standards K-5:

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

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<ul style="list-style-type: none"> ➤ SL.ES.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. ➤ SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Individuals from different cultures may have different points of view and experiences.	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
Information is shared or conveyed in a variety of formats and sources	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts
Digital tools have a purpose.	9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the too
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space
Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
Individuals from different cultures may have different points of view and experiences.	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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
Information is shared or conveyed in a variety of formats and sources	9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Technology has changed the way	8.2.2.ITH.3: Identify how technology impacts or

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people live and work.	improves life.
Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life	8.2.2.ITH.3: Identify how technology impacts or improves life. 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Physical and human characteristics affect where people live (settle).	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).

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Unit Learning Targets (Objectives):

Students will be able to...

- Identify different types of communities such as cities, suburbs, and rural areas.
- Explain why communities exist and how members work together for the common good.
- Recognize the significance of landmarks within communities.
- Define rules and laws and explain their role in homes, schools, and communities.
- Describe how rules and laws help maintain order, provide security, and resolve conflicts.
- Identify qualities of good citizenship and ways to demonstrate good citizenship.
- Recognize symbols of national identity, including the flag and the Pledge of Allegiance.
- Identify leadership roles at the community, state, and national levels.
- Describe the responsibilities and traits of effective leaders.
- Use voting as a way to make group or community decisions.
- Participate in an election activity.
- Identify different races and cultural groups that make up our communities and country.
- Introduce important African American figures and their contributions to citizenship.
- Explain the meaning of tolerance and its importance in being a good citizen.
- Define prejudice and discrimination and discuss their effects on people's lives.
- Recognize that the classroom is a community where everyone works together to reach goals.
- Discuss how transportation and communication changes affect community life.
- Use literature to learn about differences between urban, suburban, and rural areas.
- Engage in discussions by asking questions, listening to others, and sharing opinions.
- List examples of rules that help groups function effectively.
- Identify different types of groups and explain why all groups need rules.

Unit Enduring Understandings:

Students will know...

Students will understand that...

- A community is where people live, work, and enjoy time together.
- Communities can be urban, suburban, or rural and contain diverse populations.
- A neighbor is someone who lives near you in the community.
- Rules and laws help keep communities safe and fair for everyone.
- Good citizens respect others and contribute positively to their communities.
- Citizenship involves responsibility, respect, fairness, and tolerance.
- Leaders have duties and qualities that help guide their communities.
- Voting is an important way citizens make choices in a community.

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- Our country is made up of many cultures and races, which enrich the community.

Unit Essential Questions:

- What is a community?
- Why do communities need rules?
- Who are neighbors?
- What types of communities exist?
- What are rules and laws, and why do we need them?
- What does it mean to be a good citizen?
- What actions do good citizens take?
- What are some symbols that represent the United States?
- What is tolerance, and why is it important?
- What does it mean to discriminate against someone?
- How do leaders help communities?

Instructional Plan

- Using read-alouds, Brainpop Jr., Scholastic Weekly Readers, Geodes, Mentor Text, Leveled Readers, Online resources, videos and printables, the teacher and students will discuss and analyze the importance of a community, citizenship, US symbols, and rules and laws to understand communities and citizens. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples

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- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Written Biography Report

Benchmark Assessment:

- End of Unit Assessment
- Google Slides

Alternative Assessments

- Based on IEP or 504 as needed
- Leveled questioning
- Games to reinforce skills
- Small group/stations
- Choice Boards

Performance Tasks:

- Hands-on Exploration Learning Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, pictures, and real objects (maps, artifacts, photos).
- Provide graphic organizers and simple outlines.
- Pre-teach and review key vocabulary.
- Pair students with a “learning buddy” for support.
- Provide preferential seating.
- Use movement or gestures to reinforce vocabulary.
- Allow extra time for tasks and assessments.
- Provide small-group or one-on-one support.
- Accept oral or dictated answers in place of written work.
- Use large-print or digital text with audio support.
- Provide scribes or augmentative communication devices if needed.

Students with 504 Plans

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- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
-

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom's Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use "why" and "what if" questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
- Provide small-group instruction with language supports.
- Allow extra time for assignments and assessments.
- Accept oral responses.
- Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).

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- Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials:

Mentor Texts:

- **Martin’s Big Words: The Life of Dr. Martin Luther King Jr. by Doreen Rappaport**
- The Good Egg by John Lory
- The Bad Seed by John Lory
- The Flag We Love by Pam Munoz Ryan
- The Statue of Liberty by Lucille Recht Penner
- Grace for President by Kelly DiPucchio

Supplemental Materials:

- Geodes
- BrainPop Jr.
- PebbleGo
 - Jobs in a Community

Intervention Materials:

- Reading A-Z
- Vocabulary List
- Anchor Charts

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- Think Pair Share
- Stations
- Choice Board

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Social Studies

Unit Title: Culture Celebration of our Heritage/
People and Places in History

Duration: 18 days

Target Course/Grade Level: Grade 2

Introduction/Unit Focus:

This unit explores the rich history and diverse cultures that have shaped the United States. Students will begin by learning about Native American peoples, the first inhabitants of this land, and trace the growth of the nation through the American Revolution and beyond. Throughout the year, students will discover how new groups of people have come to America, contributing to the country's ongoing story. The unit also highlights African American cultures and their important role in our nation's history, promoting an inclusive understanding of our past. Key historical figures and foundational documents will be identified and examined for their contributions to the development of the United States. Additionally, students will learn important concepts such as bias, prejudice, and bigotry, understanding how these attitudes have impacted history and the lives of individuals. Seasonal holidays will be discussed at appropriate times to connect historical events and cultural celebrations to students' own experiences.

Disciplinary Concepts for the Unit-

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

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The instruction shall:

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Disciplinary Concepts

History, Culture, and Perspectives: Understanding Perspectives

History, Culture and Perspectives: Historical Sourcing and Evidence

History, Culture and Perspectives: Claims and Argumentation

Economics, Innovation, and Technology: Continuity and Change

Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others’ perspectives builds understanding about the complexity of each person and the diversity in the

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	<p>world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>
Developing Claims and Using Evidence	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
Presenting Arguments and Explanations	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
Taking Informed Action	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p>

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Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Two or more individuals can have a different understanding of the same event.	<ul style="list-style-type: none"> ➤ 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event
Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	<ul style="list-style-type: none"> ➤ 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. ➤ 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> ➤ 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).
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> ➤ 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
Historians create arguments outlining ideas or explanations based on evidence.	<ul style="list-style-type: none"> ➤ 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally)
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"> ➤ 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.

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Understanding the past helps to make sense of the present.

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text K-5:

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Writing Standards K-5:

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - D. Introduce a topic clearly.
 - E. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - F. Provide a conclusion.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Standards K-5:

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language Standards K-5:

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<ul style="list-style-type: none"> ➤ SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ➤ SL.ES.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. ➤ SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	
<p>Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p>	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>
<p>Global and Cultural Awareness Individuals from different cultures may have different points of view and experiences.</p>	<p>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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>
<p>New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide</p>	
<p>Core Ideas</p>	<p>Performance Expectations (Identified with Standard Number and Statement)</p>
<p>8.2 Design Thinking Effects of Technology on the Natural World The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.</p>	<p>8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.</p> <p>8.2.2.ETW.2: Identify the natural resources needed to create a product.</p> <p>8.2.2.ETW.3: Describe or model the system used for recycling technology.</p> <p>8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.</p>
<p>8.2 Design Thinking Engineering Design Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be</p>	<p>8.2.2.ED.1: Communicate the function of a product or device.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design Process.</p>

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considered when engineering designs.	8.2.2.ED.4: Identify constraints and their role in the engineering design process
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.	6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Knowledge and Skills

Unit Learning Targets (Objectives):
Students will be able to...

- Explain how selected celebrations reflect an American love of individualism and freedom.
- List how the Native Americans helped the Pilgrims overcome hardship.
- Name historical figures and documents and describe how they contributed to our history.
- Identify contributions of historical figures who have influenced the nation.
- Explain Native American traditions.
- Show the growth of the United States.
- Explain and identify African-American cultures and inclusive history.
- Identify major holidays and relate how different people celebrate them.
- Describe how the United States grew over time.
- Identify Native Americans as the first people to live in North America.
- Define words such as bias, prejudice, and bigotry, and how they affect our history.
- Learn about early explorers to America.
- Identify and explain the importance of historical documents to the development of the United States.
- Discuss how holidays reflect our local and national heritage.
- Recognize Native Americans as the first people to live in North America.
- Describe Native American traditions.
- Explain how the original 13 colonies became the United States.
- Recognize how the Pilgrims overcame hardship with the help of Native Americans.

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- Identify early explorers to America.
- Explain why certain holidays are related to history.
- Identify the thirteen colonies.

Unit Enduring Understandings:

Students will know...

- Our country has grown and changed because of new people coming to America over time.
- Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.
- Independence Day is when we celebrate our country's birthday and independence from British rule.
- A colony is a place where colonists live and is ruled by another country.
- Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.
- Explore slavery in America, and the contributions of African Americans to this country.
- Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.
- An explorer is a person who traveled to learn about a new place. Explorers come from Europe to America.
- George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development.
- The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.
- Pioneers leave their homes to inhabit a land they do not know.
- A tradition is a special way of doing something that is passed down over time.
- Labor Day is when we show respect for our country's working people.
- Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.
- An immigrant is a person who leaves a country to live in another.
- Memorial Day is when we show respect for the soldiers who died for our country.
- Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.

Unit Essential Questions:

- What key historical people and documents led to the development of our nation?
- What contributions have African Americans made to this country?
- What is Memorial Day?
- What is Labor Day?
- What is a colony?
- What are traditions?

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- What is Thanksgiving?
- What is a pioneer?
- What is Independence Day?
- What is Presidents' Day?
- What is Dr. Martin Luther King Jr. Day?
- What is a Native American?
- What is an explorer?
- What is an immigrant?

Instructional Plan

- Using read-alouds, Brainpop Jr., Scholastic Weekly Readers, Geodes, Mentor Text, Leveled Readers, Online resources, google earth, videos and printables, the teacher and students will discuss and analyze the importance of cultural celebration of our heritage, people and places in history. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Written Biography Report

Benchmark Assessment:

- End of Unit Assessment
- Google Slides

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Alternative Assessments

- Based on IEP or 504 as needed
- Leveled questioning
- Games to reinforce skills
- Small group/stations
- Choice Boards

Performance Tasks:

- Hands-on Exploration Learning Projects

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, pictures, and real objects (maps, artifacts, photos).
 - Provide graphic organizers and simple outlines.
 - Pre-teach and review key vocabulary.
 - Pair students with a “learning buddy” for support.
 - Provide preferential seating.
 - Use movement or gestures to reinforce vocabulary.
 - Allow extra time for tasks and assessments.
 - Provide small-group or one-on-one support.
 - Accept oral or dictated answers in place of written work.
 - Use large-print or digital text with audio support.
 - Provide scribes or augmentative communication devices if needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

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Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
-

Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use “why” and “what if” questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group instruction with language supports.
 - Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.

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- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

Supplemental Resources

Instructional Materials:

- **Mentor Texts:**
 - *Six Dots: A Story of Young Luis Braille* by Jen Bryant
 - *She Persisted: 13 American Women Who Changed the World* by Chelsea Clinton
 - *Where Did Your Family Come From? A Book About Immigrants* by Melvin and Gilda Berger
 - *Frank's Great Museum Adventure* by Rod Clement
 - *Museums* by Jason Cooper
 - *Covered Wagons, Bumpy Trails* by Verla Kay
 - *Grandmother's Dreamcatcher* by Becky Ray McCain
 - *Who Came Down That Road?* by George Ella Lyon
 - *How Chipmunk Got His Stripes: A Tale of Bragging and Teasing* by Joseph Bruchac and James Bruchac
 - *Red Flower Goes West* by Ann Turner
 - *The Name Jar* by Yangsook Choi
 - *The Keeping Quilt* by Patricia Polacco

Supplemental Materials:

- GEODES-
- **Module 2: The American West**
 - *The Lakota and the Buffalo*
 - *Mesa Village*
 - *Nez Perce: The People*
 - *Wagon Tracks*
 - *Pony Express*
 - *Walking with The President*
- **Module 3: Civil Rights Heroes**
 - *Brown V. Board of Education*
 - *And the Winner Is..*
 - *Bring a Chair*

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- *Free To Move*
- *Samson's Disguise*
- *Robinson and Rickey*
- *Zaha Hadid*
- *Stop. Wait. Start*
- *Just Like Jane*
- *Gordon Parks*
- *We Will Ride*
- *The Paralympics*
- *A Vote Is a Voice*
- *Expanding the Right to Vote*
- *Susan Adds Her Name*
- *My Freedom Story*

Intervention Materials:

- PebbleGo
 - Biographies
 - History Makers
 - American Expansions
 - Civil Rights after 1945
 - Colonial Times
 - Environmentalists
 - What is culture?
 - Awareness
 - Customs Around the World
 - Diversity
 - Understanding Disabilities
 - What are Family Traditions?
 - History Makers (People)

Teacher Notes

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 3 Overview**

Content Area: Social Studies

Unit Title: Geography/ Economics

Duration: 36 days

Target Course/Grade Level: Grade 2

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Introduction/Unit Focus:

In this unit, students will explore how Earth is home to many living things, including people, plants, and animals. They will learn how maps and globes help us understand Earth's surface by identifying different landforms, bodies of water, and locations around the world. Students will also examine how the seasons and natural resources affect the way people live and meet their daily needs.

The unit will also focus on understanding how people work to meet their wants and needs. Students will learn the difference between producers and consumers, and how goods and services move through trade. They will explore how people make choices about spending and saving money. In addition, students will discover how technology and science have changed the way people live, work, communicate, and travel in modern communities.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts

Geography, People and the Environment: Human Population Patterns

Geography, People and the Environment: Spatial Views of the World

Geography, People and the Environment: Human Environment Interaction

Geography, People and the Environment: Global Interconnections

Economics, Innovation, and Technology: Economic Ways of Thinking

Economics, Innovation, and Technology: Exchange and Markets

Economics, Innovation, and Technology: National Economy

Economics, Innovation, and Technology: Global Economy

Civics, Government, and Human Rights: Participation and Deliberation

Social Studies Practices

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<p>Developing Questions and Planning Inquiry</p>	<p>Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies</p>
<p>Gathering and Evaluating Sources</p>	<p>Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.</p>
<p>Seeking Diverse Perspectives</p>	<p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>

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<p>Developing Claims and Using Evidence</p>	<p>Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.</p>
<p>Presenting Arguments and Explanations</p>	<p>Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.</p>
<p>Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.</p>
<p>Taking Informed Action</p>	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change.</p>

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	Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> ➤ 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).
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> ➤ 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).
Geographic data can be used to identify cultural and environmental characteristics of places	<ul style="list-style-type: none"> ➤ 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).
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> ➤ 6.1.2.Geo.HE.1: Explain how seasonal weather changes,

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	<p>climate, and other environmental characteristics affect people's lives in a place or region.</p> <ul style="list-style-type: none"> ➤ 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.
<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<ul style="list-style-type: none"> ➤ 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 ➤
<p>Individuals make decisions based on their needs, wants, and the availability of resources.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconET.1: Explain the difference between needs and wants. ➤ 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.
<p>Limited resources influence choices.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.

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<p>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. ➤ 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
<p>Goods and services are produced and exchanged in multiple ways.</p>	<ul style="list-style-type: none"> ➤ 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).
<p>The availability of resources influences current and future economic conditions.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that ➤ contribute to favorable economic conditions.
<p>Governments play an economic role in the lives of individuals and communities.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.
<p>There are benefits to trading goods and services with other countries.</p>	<ul style="list-style-type: none"> ➤ 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. ➤ 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

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New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/cccs>

Reading Standards for Informational Text K-5:

- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe
- RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

Writing Standards K-5:

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - G. Introduce a topic clearly.
 - H. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - I. Provide a conclusion.
- W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Standards K-5:

- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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).
 - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language Standards K-5:

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

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<ul style="list-style-type: none"> ➤ SL.ES.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. ➤ SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	
Financial Psychology: External factors can influence the items that an individual wants or needs.	9.1.2.FP.2: Differentiate between financial wants and needs.
Technology Literacy: Digital tools have a purpose.	9.4.2.TL.4: Navigate a virtual space
Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
Information and Media Literacy: Digital tools can be used to display data in various ways	9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)
Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p>
Global and Cultural Awareness Individuals from different cultures may have different points of view and experiences.	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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Technology has changed the way people live and work.	8.2.2.ITH.3: Identify how technology impacts or improves life.

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Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
8.2 Design Thinking Effects of Technology on the Natural World The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants.	8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. 8.2.2.ETW.2: Identify the natural resources needed to create a product. 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.
8.2 Design Thinking Engineering Design Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions Limitations (constraints) must be considered when engineering designs.	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 to 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.ED.4: Identify constraints and their role in the engineering design process

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Physical and human characteristics affect where people live (settle).	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).

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<p>Environmental characteristics influence the how and where people live.</p>	<p>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.</p> <p>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).</p> <p>6.1.2.Geo.HE3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</p> <p>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</p>
<p>Global interconnections occur between human and physical systems across different regions of the world.</p>	<p>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.</p> <p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p>

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Use a map and globe to locate the United States, continents, and oceans.
- Show how people use and take care of Earth's natural resources.
- Understand the difference between things people need to live and things they want.
- Talk about how people get what they need by working, trading, or making things.
- Describe how seasons change and how they affect what we wear, eat, and do.
- Learn how weather is different from season to season.

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- Identify land features like mountains, rivers, and plains on maps and globes.
- Explain how technology helps us talk to each other, travel, and play.
- Use map tools like a compass rose, a key, and a scale to read maps.
- Explain how people change the Earth, and how we can help keep it healthy.
- Understand how and why people earn money.
- Talk about how people decide to spend or save their money.
- Explain how people trade goods and services to meet their needs.
- Recognize examples of goods (things) and services (actions) in the community.
- Tell the difference between producers (makers) and consumers (users).
- Follow the steps of how something is made from nature to a finished product.
- Join in a classroom activity that shows how trading works.
- Identify how Earth's resources help us live and grow.
- Recognize how weather and geography affect our daily lives.
- Explain how maps and globes help us understand our world better.
- Name people in our community who help others and don't get paid, like volunteers.
- Give examples of how we can reuse, reduce, and recycle.
- Learn how to make smart choices about money and resources.
- Discover how jobs, products, and tools have changed over time.

Unit Enduring Understandings:

Students will know...

- Maps and globes help us learn about our world and where places are.
- Earth gives us natural resources that we use every day.
- People need to take care of Earth by recycling and not wasting resources.
- Everyone needs things like food, water, shelter, and clothing to live.
- People work to earn money so they can meet their needs and wants.
- A producer is someone who makes or grows things; a consumer uses them.
- Goods are items we can buy or use, and services are helpful actions others do.
- People use trade to get things they don't have.
- Communities have volunteers who help others without getting paid.
- A factory is a place where workers make goods using tools and machines.
- Different landforms and bodies of water shape where and how people live.
- Our country includes many states, each with its own capital.
- The world is made up of continents and oceans.
- Seasons change during the year and affect the weather, plants, animals, and people.
- Science and technology help improve how we live, move, and connect with each other.
- Taxes are used to pay for things that help everyone, like roads and schools.

Unit Essential Questions:

- What is the difference between a need and a want?
- How do people earn and use money?

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- What are natural resources and how do we use them?
- How can we help take care of our Earth?
- How do maps and globes help us learn about our world?
- What is a producer and what is a consumer?
- What kinds of goods and services do people use?
- Why do people trade things?
- What is technology and how does it make life easier?
- What is a factory and what do people do there?
- How does geography affect how people live?
- What happens during each season and how does it affect us?
- What is a volunteer and how do they help our communities?
- What is a tax and how is it used in our community?
- What are some landforms and bodies of water we can find on a map?

Instructional Plan

- Using read-alouds, Brainpop Jr., Scholastic Weekly Readers, Geodes, Mentor Text, Leveled Readers, Online resources, videos and printables, the teacher and students will discuss and analyze the importance of geography and how our Earth tells about the people, plant, and animals. Maps, globes, and Earth's seasons help us learn about our Earth's landforms and bodies of water. By working together, people get the things they need and want, some people are producers, but not all are consumers, and products and services are available through trade. The teacher will use the standards, suggested resources, assessments, and modifications to meet the needs of all students.
- Hands-on exploration learning opportunities are used to collaborate with peers and to explore content.

Evidence of Student Learning

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Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Running Records
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Written Biography Report

Benchmark Assessment:

- End of Unit Assessment
- Google Slides

Alternative Assessments

- Based on IEP or 504 as needed
- Leveled questioning
- Games to reinforce skills
- Small group/stations
- Choice Boards

Performance Tasks:

- Hands-on Exploration Learning Projects

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Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, pictures, and real objects (maps, artifacts, photos).
 - Provide graphic organizers and simple outlines.
 - Pre-teach and review key vocabulary.
 - Pair students with a “learning buddy” for support.
 - Provide preferential seating.
 - Use movement or gestures to reinforce vocabulary.
 - Allow extra time for tasks and assessments.
 - Provide small-group or one-on-one support.
 - Accept oral or dictated answers in place of written work.
 - Use large-print or digital text with audio support.
 - Provide scribes or augmentative communication devices if needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Provide extra time for assignments/tests.
 - Offer small-group or quiet settings for tasks.
 - Provide preferential seating.
 - Accept oral or dictated responses.
 - Provide large-print, Braille, or digital text with audio features.
 - Allow use of scribes or communication devices when required.
-

Students at Risk of School Failure

- Provide extended time for assignments and tests.
 - Reduce the number of questions on assessments.
 - Provide a copy of notes or visual study guides.
 - Pre-teach key vocabulary and concepts.
 - Assign peer tutoring or a learning buddy.
 - Provide preferential seating.
 - Offer frequent teacher check-ins and encouragement.
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Gifted and Talented

- Ask open-ended questions to encourage deeper thinking.
 - Use Bloom’s Taxonomy prompts (analyze, evaluate, create).
 - Encourage discovery through independent projects or research.
 - Offer interest-based extension activities.
 - Provide advanced reading materials or enrichment texts.
 - Use “why” and “what if” questions to foster inquiry.
 - Provide choice in projects and activities.
 - Offer enrichment centers, simulations, or problem-solving tasks.
 - Allow opportunities for presentations or class leadership roles.
-

Multilingual Learners

- Collaborate with ESL/MLL teachers.
 - Provide small-group instruction with language supports.
 - Allow extra time for assignments and assessments.
 - Accept oral responses.
 - Pre-teach vocabulary using pictures, gestures, and realia (maps, globes, objects).
 - Label classroom items and visuals to support comprehension.
 - Use sentence frames for discussions (e.g., “I think ___ because ___”).
 - Provide picture glossaries for social studies terms.
-

Diversity and Inclusion

- Respect and include cultural traditions and perspectives in lessons.
- Involve families in projects and learning activities.
- Provide alternative assignments when appropriate.
- Use visuals, word walls, and simple, clear language.
- Assign peer support when needed.
- Collaborate with language specialists and support staff.
- Encourage families to maintain home language while learning English.
- Establish positive parent-school communication.
- Use closed captioning for videos when available.
- Break down complex concepts with outlines or road maps.
- Allow sufficient wait time for student responses.
- Create a nurturing environment with clear routines.

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Supplemental Resources

Instructional Materials

Mentor Texts:

- *Our Earth* by Anne Rockwell
- *Me on the Map* by Joan Sweeney
- *The Reason for Seasons* by Gail Gibbons
- *The Earth Book* by Todd Parr
- *The Earth and I* by Frank Asch
- *The Lorax* by Dr. Seuss
- *Alex's Lemonade Sale*
- *How to Make Lemonade*
- *When Grandma Gives You A Lemonade Tree*

Supplemental Materials:

- PebbleGo:
 - U.S. Landforms on Maps
 - Landforms
 - The American Flag
 - The United States
 - U.S Government
 - U.S. History
 - U.S. Symbols
 - Hanukkah
- Brainpop Jr
 - Winter Holidays

PebbleGo

Teacher Notes