



**Totowa Public Schools**

**Social Studies**

**Grade 2**

**Aligned to NJSL Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

## Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Civics, Government, and Human Rights	9 Weeks	Lessons in this unit satisfy DEI, AAPI, Holocaust and Amistad Law
Unit 2: Geography, People and the Environment	9 Weeks	Lessons in this unit satisfy DEI, AAPI and Climate Change Law
Unit 3: Economics, Innovation and Technology	9 Weeks	Lessons in this unit satisfy DEI Law
Unit 4: History, Culture, and Perspectives	9 Weeks	Lessons in this unit satisfy DEI and AAPI Law
		<a href="#">Curricular Mandate List</a>

<b>Title</b>	Civics, Government, and Human Rights
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will be introduced to the multiple levels of our government. Students will learn about local, state, and national governments. Furthermore, students will continue to learn about the rights and responsibilities of being a citizen.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the different levels of government?</li> <li>• What are some rights and responsibilities as an American citizen?</li> <li>• What are the characteristics of a hero?</li> <li>• Who are our heroes?</li> <li>• Why is it important to stand up for the rights of others?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Local community and government leaders have roles and responsibilities to provide services for their community members. Part of living in a democratic society is having a voice in the decisions that are made in government.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify and understand citizen's rights and responsibilities.</li> <li>• Define government and state its purpose.</li> <li>• Understand the purpose of voting.</li> <li>• Understand that Washington, D.C. is the capital of the United States.</li> <li>• Understand the separation between national, state and local governments.</li> <li>• Understand that each nation has its own separate government.</li> <li>• Describe the role of a city council.</li> <li>• Define and identify heroes.</li> <li>• Discuss qualities of heroes.</li> <li>• Define equal rights.</li> </ul>

- Identify individuals throughout history involved in fighting for the rights of African Americans.
- Explain how women throughout history fought for equal rights.
- Identify problems faced by Native Americans.
- Identify heroes from Mount Rushmore and other local and national heroes.
- Identify accomplishments of notable scientists, inventors and explorers.
- Identify ways students can help in their community.
- Determine appropriate ways to celebrate and honor heroes.
- Define stereotyping and prejudice.
- Discuss how bullying, stereotyping and prejudice hurt communities and individuals.
- Work with a group to find solutions to bullying in the local community.
- [Great Americans, Second Grade Reading Passage \(Diversity, Equity & Inclusion/Amistad Law\)](#)
- [Heroes \(AAPI\)](#)
- [Garrett Morgan \(Amistad Law\)](#)
- [NJ Bullying Laws \(Holocaust Law\)](#)
- [Pacer Kids Against Bullying \(Holocaust Law\)](#)
- *The Proudest Blue: A Story of Hijab and Family (DEI)*
- *Wonder! (excerpts) - (DEI PPw/D)*
- NJ Bullying Lessons & Week of Respect Lessons
- Fred Korematsu (reading) - AAPI, Holocaust

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments

	<p>Benchmark – Teacher generated unit assessments, Unit assessments, LinkIt, Reading Assessments , Unit assessments, LinkIt, Reading Assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents</p> <p><a href="#"><b><u>Great Americans, Second Grade Reading Passage (Diversity, Equity &amp; Inclusion/Amistad Law)</u></b></a></p> <p><a href="#"><b><u>Heroes   PBS LearningMedia (AAPI)</u></b></a></p> <p><a href="#"><b><u>Garrett Morgan (Amistad Law)</u></b></a></p> <p><a href="#"><b><u>NJ Bullying Laws (Holocaust Law)</u></b></a></p> <p><a href="#"><b><u>Pacer Kids Against Bullying (Holocaust Law)</u></b></a></p> <p><i>The Proudest Blue: A Story of Hijab and Family (DEI)</i></p> <p><i>Wonder! (excerpts) - (DEI PPw/D)</i></p> <p><a href="#">Approved Class Resource List</a></p> <p><a href="#">Social Studies Primary Source List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Local community and government leaders have roles and responsibilities to provide services for their community members.	<ul style="list-style-type: none"> <li>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> </ul>
The actions of individuals and government affect decisions made for the common good.	<ul style="list-style-type: none"> <li>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>6.1.2.CivicsPI.6: Explain what government is and its function.</li> </ul>

<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"> <li>• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</li> </ul>
<p>Democratic Principles 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).</p>	<ul style="list-style-type: none"> <li>• 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</li> </ul>
<p>Understanding the past helps to make sense of the present.</p>	<ul style="list-style-type: none"> <li>• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> </ul>
<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
<p>The nature of history involves stories of the past preserved in a variety of sources.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Social Studies Practices</b></p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> </ul>	

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

- Taking Informed Action

### **NJ: 2016 SLS: English Language Arts**

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**2020 SLS: Computer Science & Design Thinking**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

**NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Interdisciplinary/21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Health/Physical Education</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>



	<ul style="list-style-type: none"> <li>• 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> </ul>
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<b>Title</b>	Geography, People and the Environment
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students begin to explore and understand maps. Students will understand that everyone is part of a larger world community. Students will compare lifestyles to people who live in different climates.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why are maps important?</li> <li>• What do the symbols mean on a map?</li> <li>• What kind of information do maps tell us?</li> <li>• What are resources? Natural resources?</li> <li>• What resources do people need to live and where do they get those resources?</li> <li>• How do the natural resources available affect where people choose to live?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• A map is a symbolic representation of selected characteristics of a place. Global interconnections occur between human and physical systems across different regions of the world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify countries on the North American continent.</li> <li>• Identify oceans and other bodies of water on the North American continent.</li> <li>• Identify landforms and physical features on a map.</li> <li>• Compare the representation of North America on a map to a globe and a satellite image.</li> <li>• Determine the difference between weather and climate.</li> <li>• Describe the different types of climate in North America.</li> <li>• Identify different regions.</li> </ul>

- Describe how human activities affect the culture and environmental characteristics of regions.
- Define natural resources.
- Explain why it is important to conserve natural resources.
- Collect data and consider sources from multiple perspectives to become informed about environmental issues.
- [People in American History Article-A-Day \(Diversity, Equity & Inclusion/Amistad Law\)](#)
- [American Heroes, Second Grade Reading Passage \(Diversity, Equity & Inclusion/Amistad Law\)](#)
- [Important Figures of Asian/Pacific Islander Descent Article-A-Day \(AAPI\)](#)
- [Empathy | An ARTHUR Interactive Comic | PBS LearningMedia \(Holocaust Law\)](#)
- **Climate Change** - Investigate a global issue such as climate change and share information about how it impacts different regions around the world.
- The Father of Surfing (reading) - AAPI & DEI
- Patsy Paves the Way! (reading) - AAPI & DEI
- Yaso Kuniyoshi (reading) - AAPI
- David Cheng's Creative Cooking (reading) - AAPI
- Fred Korematsu (reading) - AAPI
- Yo-Yo Ma (reading) - AAPI & DEI

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments

	<p>Benchmark – Teacher generated unit assessments, Unit assessments, LinkIt, Reading Assessments .</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p><a href="#">People in American History Article-A-Day (Diversity, Equity &amp; Inclusion/Amistad Law)</a></p> <p><a href="#">American Heroes, Second Grade Reading Passage (Diversity, Equity &amp; Inclusion/Amistad Law)</a></p> <p><a href="#">Important Figures of Asian/Pacific Islander Descent Article-A-Day (AAPI Empathy   An ARTHUR Interactive Comic   PBS LearningMedia (Holocaust Law</a></p> <p>The Father of Surfing (reading) - <b>AAPI &amp; DEI</b>, Patsy Paves the Way! (reading) - AAPI &amp; DEI, Yaso Kuniyoshi (reading) - <b>AAPI</b>, David Cheng's Creative Cooking (reading) - <b>AAPI</b>, Fred Korematsu (reading) - <b>AAPI</b>, Yo-Yo Ma (reading) - <b>AAPI &amp; DEI</b></p> <p><a href="#">Approved Class Resource List</a></p> <p><a href="#">Social Studies Primary Source List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
A map is a symbolic representation of selected characteristics of a place.	<ul style="list-style-type: none"> <li>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> <li>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).</li> </ul>

	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> <li>• 6.1.2.GeoHE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>• 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).</li> <li>• 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> <li>• 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> </ul>
Physical and human characteristics affect where people live (settle).	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> <li>• 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li> <li>• 6.1.2.GeoGI.2 Use technology to understand the culture and physical characteristics of regions.</li> </ul>
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.3.2.GeoGI.2 Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li> </ul>
<b>Social Studies Practices</b>	

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry

- Gathering and Evaluating Sources

- Seeking Diverse Perspectives

- Developing Claims and Using Evidence

- Presenting Arguments and Explanations

- Engaging in Civil Discourse and Critiquing Conclusions

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- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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).
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  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
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### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### Interdisciplinary/21st Century Connections

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• K-2-ETS1-1. Ask questions, make observations, and gather information about a situation 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.</li> </ul>
<b>Health/Physical Education</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</li> </ul>

<b>Title</b>	Economics, Innovations, and Technology
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>The goal of this unit is to provide students with a basic understanding of the economy within the community they live in. As students explore the goods and services which local and state governments produce. Additionally, students will begin to learn the fundamentals of the economy in terms of money/currency, saving, and spending.</i>

### Unit Goals

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is trade?</li> <li>• What is the difference between bartering and trading?</li> <li>• What costs are connected to economic choices?</li> <li>• What benefits are connected to economic choices?</li> <li>• How does the work people do in their jobs benefit communities?</li> <li>• What is the difference between an employer and an employee?</li> <li>• What costs are connected to saving and spending money?</li> <li>• What benefits are connected to saving and spending money?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What are ways to protect valuable items?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Individuals in our society make choices as to how to spend their money. Making smart choices is important to our financial future. Our government plays an important role in keeping our community safe.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify the roles of producers and consumers.</li> <li>• Describe the differences between goods and services.</li> <li>• Identify goods and services produced locally and those that are produced in other places. Understand the economic concept of trade.</li> <li>• Explain how food gets from place to place.</li> <li>• Identify the steps and processes involved with global trade.</li> <li>• Distinguish between things you need and things you want.</li> <li>• Learn the basics of a cost/benefit analysis by discussing the costs and benefits of making choices.</li> <li>• Explain the relationship between availability and price.</li> <li>• Explain how resources and weather can impact the production and trade of goods</li> <li>• Discuss working versus volunteering.</li> <li>• Make a list of jobs and some skills that are required for those jobs.</li> <li>• Determine the difference between being a business owner and an employee.</li> <li>• Identify some costs and benefits of owning a business.</li> <li>• Explain why employers will pay people to work for them.</li> <li>• Define savings, debt, spending, investments.</li> <li>• Identify the cost and benefits of saving money versus spending money.</li> <li>• Explain how emotions impact whether someone spends or saves money.</li> <li>• Identify factors that influence people to spend or save.</li> <li>• <b>Career Exploration</b> – Explore careers in business/economics (banking, entrepreneur, etc.)</li> <li>• Climate Change – The Story of Fossil Fuels, Part 2: Oil (Climate Change)</li> </ul>

**Assessment Evidence**



<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments, Unit assessments, LinkIt, Reading Assessments .</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents.</p> <p><a href="#">Money Town   ClassicReload.com</a></p> <p><a href="#">Crash Course on Starting a Business   Biz Kids Lesson Plan</a></p> <p><a href="#">Where Did Tea Come From? (Diversity, Equity &amp; Inclusion)</a></p> <p><a href="#">The Story of Fossil Fuels, Part 2: Oil   NASA Climate Kids (Climate Change)</a></p> <p><a href="#">Primary Reading (K-2) Economics</a></p> <p><a href="#">Buying, Selling, and Trading Article-A-Day</a></p> <p><a href="#">Approved Class Resource List</a></p> <p><a href="#">Social Studies Primary Source List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Individuals make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> <li>• 6.1.2.EconET.1: Explain the difference between needs and wants.</li> <li>• 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li> </ul>

Limited resources influence choices.	<ul style="list-style-type: none"> <li>• 6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</li> </ul>
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	<ul style="list-style-type: none"> <li>• 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li> <li>• 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li> </ul>
Goods and services are produced and exchanged in multiple ways.	<ul style="list-style-type: none"> <li>• 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li> <li>• 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.</li> <li>• 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).</li> </ul>
Governments play an economic role in the lives of individuals and communities.	<ul style="list-style-type: none"> <li>• 6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> </ul>
There are benefits to trading goods and services with other countries.	<ul style="list-style-type: none"> <li>• 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>• 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.</li> </ul>
<b>Social Studies Practices</b>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

**NJ: 2016 SLS: English Language Arts**

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **2020 SLS: Computer Science & Design Thinking**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

#### **NJSLS Performance Expectations (By the end of 2nd Grade)**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- 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).
- 9.1.2.FP.1 Explain how emotions influence whether a person spends or saves.
- 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.1 Determine various ways to save and places in the local community that help people save and accumulate money over time.
- 9.1.2.PB.2 Explain why an individual would choose to save money.
- 9.1.2.RMI.1 Describe how valuable items might be damaged or lost and ways to protect them.
- 9.1.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job
- 9.1.2.CAP.2 Explain why employers are willing to pay individuals to work.
- 9.1.2.CAP.3 Define entrepreneurship and social entrepreneurship.

- 9.1.2.CAP.4 List the potential rewards and risks to starting a business.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

**Interdisciplinary/21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 2.MD.C.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</li> </ul>
<b>Health/Physical Education</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors</li> </ul>

<b>Title</b>	History, Culture, and Perspective
<b>Unit Duration</b>	9 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>In this unit, students explore what history and culture is. Students will learn about their local history and timelines. Using pictures and timelines, historians are able to learn about our past.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do people and events teach us about the past?</li> <li>• How are cultures around the world similar and different?</li> <li>• What is diversity?</li> <li>• Who are regional folk heroes from our area and what lessons can we learn from their stories?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Understanding and knowing our past helps us with understanding our present.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Create a timeline.</li> <li>• Recall and retell family histories.</li> <li>• Explain ways that families are the same or different.</li> </ul>

- Identify details in text and photographs from the past.
- Describe ways that family life and communities have changed over time.
- Compare and contrast experiences from the past with experiences from the present.
- Make connections between timelines and storyboards.
- Use a timeline to analyze key events in a person’s life in sequence.
- Trace the history of a family using primary sources.
- Explain the difference between primary and secondary sources
- Explain how some things change over time while other things stay the same.
- Explain things that are part of a group’s culture.
- Identify and locate some countries on a map or globe.
- Explain where and how values are taught.
- Discuss Ellis Island and immigration.
- Explain ways that people share their culture with others,
- Read and retell stories about folk heroes from different cultures, placing emphasis on cultures of students in the class and/or school.
- [NJ Holocaust Commision: Curriculum Guides \(Holocaust Law\)](#)
- [Echoes & Reflections \(Holocaust Law\)](#)
- [NJ Amistad Commision: Interactive Curriculum \(Amistad Law\)](#)
- [Facing History \(Diversity, Equity & Inclusion\)](#)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments

	Benchmark – Teacher generated unit assessments, Unit assessments, LinkIt, Reading Assessments .  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, We Live Together Mcmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents. <a href="#">NJ Holocaust Commision: Curriculum Guides (Holocaust Law)</a> <a href="#">Echoes &amp; Reflections (Holocaust Law)</a> <a href="#">NJ Amistad Commision: Interactive Curriculum (Amistad Law)</a> <a href="#">Facing History (Diversity, Equity &amp; Inclusion)</a> <a href="#">Approved Class Resource List</a> <a href="#">Social Studies Primary Source List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
The nature of history involves stories of the past preserved in a variety of sources.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
Historical timelines put events in chronological order to help people understand the past.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li> </ul>

<p>Understanding the past helps to make sense of the present.</p>	<ul style="list-style-type: none"> <li>• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> </ul>
<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</li> </ul>
<p><b>Social Studies Practices</b></p>	
<p>The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p>	
<ul style="list-style-type: none"> <li>• Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> </ul>	
<ul style="list-style-type: none"> <li>• Seeking Diverse Perspectives</li> </ul>	
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<p><b>NJ: 2016 SLS: English Language Arts</b></p>	
<ul style="list-style-type: none"> <li>• RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>• RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> </ul>	



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- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
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- 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).
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**Interdisciplinary/21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
<b>Health/Physical Education</b>	<ul style="list-style-type: none"> <li>• 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>• 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors</li> </ul>

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<b>Tests/Quizzes/Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>

<ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
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**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length

- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

## Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.

