



Suggested Second Grade Social Studies Curriculum Framework

The instructional framework was created in order to provide a sample of how the 2020 New Jersey Students Learning Standards for Social Studies performance expectations may be organized and implemented in each grade to facilitate a progressive understanding of the content area. This second grade curriculum framework consists of four units that have students explore their communities through the lens of civics, history, economics and geography. These units may be taught in any order, but it is recommended that the first unit: Building a Fair and Respectful Community be taught first to lay the foundations of building a democratic classroom.

Social Studies Practices

The social studies practices presented in the standards identify skills that social scientists and citizens need to successfully navigate the world around them. There are seven social studies practices or skills that can be organized into three categories: investigating, sensemaking, and communicating and taking action. These are skills that must be explicitly taught in the social studies classroom from kindergarten through twelfth grade, increasing in complexity and rigor each academic year.

Social studies instruction should be driven by the development and acquisition of skills, also known as practices. The practices identify the skills students need to construct knowledge within the content area. These seven practices are embedded throughout the performance expectations and are integrated into the student learning objectives to demonstrate grade-appropriate implementation. In addition, we have provided standards-based activities in each unit to ensure the modeling and use of these explicit skills.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"><input type="checkbox"/> Developing questions and planning inquiry<input type="checkbox"/> Gathering and evaluating sources	<ul style="list-style-type: none"><input type="checkbox"/> Seeking diverse perspectives<input type="checkbox"/> Developing claims and using evidence	<ul style="list-style-type: none"><input type="checkbox"/> Presenting arguments and explanations<input type="checkbox"/> Engaging in civil discourse and critiquing conclusions<input type="checkbox"/> Taking informed action



2nd Grade – Unit: Building a Fair and Respectful Community

Rationale

In this unit, second-grade students will explore the importance of having fair, consistent, and respectful processes and rules in their community. They will also learn about the character traits and democratic principles that help individuals become productive and engaged members of society. Through discussion, real-life examples, and collaborative activities, students will develop an understanding of how respecting diverse perspectives and voices can lead to more equitable and inclusive communities.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
Processes and rules should be fair, consistent, and respectful of the human rights of all people.	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.	<ul style="list-style-type: none">● Define fairness, consistency, and respect in their own words.● Identify examples of fair, consistent, and respectful processes and rules in various contexts (e.g., classroom, community, playground).● Provide examples of how rules that are not fair, consistent, or respectful can impact individuals or groups in negative ways.
Certain character traits can help individuals become productive members of their community.	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).	<ul style="list-style-type: none">● Identify examples of character traits that are important for being a productive member of a community, such as open-mindedness, compassion, civility and persistence.● Describe how each of these character traits can help individuals work together and solve problems effectively.



<p>When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.</p>	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p>	<ul style="list-style-type: none"> ● Actively participate in group discussions by asking questions related to the topic. ● Listen attentively to the ideas and opinions of others without interrupting. ● Distinguish between facts and opinions. ● Share their own opinions and ideas with the group in a respectful manner.
<p>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>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify and define democratic principles in your school such as equality, fairness, and respect for legitimate authority and rules. ● Use evidence from historical events, stories, or current events to describe how democratic principles have impacted individuals and communities.
<p>Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.</p>	<p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p>	<ul style="list-style-type: none"> ● Define and provide examples of stereotyping and prejudice. ● Discuss the consequences of stereotyping and prejudice on individuals and communities. ● Examine current events or scenarios in their own lives where stereotyping and prejudice have caused tension or conflict.

Compelling & Supporting Questions

❖ ***What makes a process or rules fair, consistent, and respectful?***

- What are examples of fair, consistent, and respectful processes and rules in our school and community?
- How can rules or processes that are not fair, consistent, or respectful negatively impact individuals or groups?
- What can/should be done when a process or rule is unfair?



Sample Skills-Based Activities/Assessments

The following is designed to support the integration of the 2020 NJSLS-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Students analyze examples of rules or processes and assess their fairness, consistency, and respect for individual rights. 6.1.2.CivicsPR.4</i></p>	<p><i>Students discuss and compare situations where processes and rules are fair, consistent, and respectful versus unfair, inconsistent, or disrespectful. 6.1.2.CivicsPR.4</i></p>	<p><i>As a class, identify an unfair rule or present a new class/school rule. 6.1.2.CivicsPR.4</i></p>
<p><i>Through storybooks and class discussions, students will identify characters who exhibit traits like open-mindedness, compassion, civility, and persistence, explaining how these traits help them work together and solve problems. 6.1.2.CivicsCM.2</i></p>	<p><i>Students engage in role-playing activities where students demonstrate these character traits, i.e. open-mindedness, compassion, civility) in various scenarios. 6.1.2.CivicsCM.2</i></p>	<p><i>Students use examples from a variety of sources, such as stories, personal experiences, or real-life scenarios, to describe how a character contributes to collaboration or problem-solving. 6.1.2.CivicsCM.2</i></p>
<p><i>Through a cooperative learning activity, students will work together to analyze a scenario, ask clarifying questions, consider relevant facts, and share their opinions on how to solve a problem or make a decision. 6.1.2.CivicsPD.1</i></p>	<p><i>Using a talking stick or similar tool, students will take turns speaking during a class discussion, practicing active listening and respectful sharing of their ideas and opinions. 6.1.2.CivicsPD.1</i></p>	<p><i>Students will participate in a "fishbowl" discussion, where a small group sits in the center and models effective discussion techniques while the rest of the class observes and takes notes on their questioning, listening, and sharing behaviors. 6.1.2.CivicsPD.1</i></p>
<p><i>In pairs, students will conduct interviews with community members or family members to gather firsthand accounts of how democratic principles have impacted their lives, presenting their findings in a class discussion. 6.1.2.CivicsDP.2</i></p>	<p><i>Students will create a timeline displaying historical events, quotes and/or images that reflect democratic principles like equality, fairness, and respect for authority influenced decisions, accompanied by explanations of their impact on individuals and communities. 6.1.2.CivicsDP.2</i></p>	<p><i>Using pictures and captions, students will create a collage illustrating how democratic principles have shaped various aspects of community life, explaining their findings to classmates. 6.1.2.CivicsDP.2</i></p>
<p><i>Through picture book read alouds, students will identify instances where stereotyping and prejudice led to conflict in different situations and/or time periods. 6.1.2.HistoryUP.3</i></p>	<p><i>In pairs, students will create comic strips depicting scenarios where stereotyping and prejudice caused conflict, discussing alternative outcomes and solutions. 6.1.2.HistoryUP.3</i></p>	<p><i>Students will work in small groups to develop a plan for promoting mutual understanding and respect within their school or community, addressing the issue of stereotyping and prejudice. 6.1.2.HistoryUP.3</i></p>



Resources

- [The Recess Queen](#) by Alexis O'Neill - explores the themes of bullying, respect, and kindness on the playground.
- [The Boy Who Changed the World](#) by Andy Andrews - illustrates how one person's actions can impact the world and promote positive change.
- [Fairness Fair](#)

Interdisciplinary Connections

- ★ *Have students write short stories or create comic strips featuring characters who demonstrate positive character traits such as open-mindedness, compassion, civility, and persistence.*
- ★ *Create a graphing activity where students collect data on fairness and equality in their classroom or school environment. For example, they could survey classmates on their opinions about fairness in different situations and graph the results.*
- ★ *Collaborate with the art teacher to create a community mural that reflects the unit's themes of respect, diversity, and collaboration. Students can work together to design and paint the mural, incorporating symbols and images that represent democratic principles and positive character traits.*
- ★ *Incorporate team-building games and activities into physical education classes that promote positive character traits like cooperation, respect, and persistence. For example, students could participate in relay races where they must work together to achieve a common goal or cooperative games that require communication and problem-solving skills.*



2nd Grade – Unit: Exploring Our Local Community: Past, Present and Future

Rationale

This second grade instructional unit focuses on helping students understand the roles and responsibilities of local government and community leaders, as well as the importance of individual and collective action in addressing community needs and promoting the common good. Students will explore the historical development of their local community, analyze how communities change over time, and engage in activities to bring awareness to and make recommendations for addressing a local issue. By engaging with these topics, students will develop critical thinking skills, a sense of civic responsibility, and an appreciation for the interconnectedness of their community.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
Local community and government leaders have roles and responsibilities to provide services for their community members.	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.	<ul style="list-style-type: none">● Identify and describe examples of services provided by local government leaders to support and serve community members.● Analyze the importance of these services in meeting the needs and ensuring the safety of community members.
The actions of individuals and government affect decisions made for the common good.	6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	<ul style="list-style-type: none">● Define the term "common good" in their own words.● Identify and discuss common tasks and responsibilities within their community, such as keeping parks clean, helping those in need, and following rules to ensure safety.● Provide examples and explanations of how communities work together to accomplish common tasks and promote the common good.



<p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p>	<p>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).</p>	<ul style="list-style-type: none"> ● Research and gather historical data about their local community, including its origins, founding members, and significant events. ● Analyze historical sources such as maps, photographs, oral histories, and written records to investigate the development of their community. ● Identify and describe important historical events, places and geographic landmarks within their local community.
<p>Historians create arguments outlining ideas or explanations based on evidence.</p>	<p>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p>	<ul style="list-style-type: none"> ● Gather evidence from historical sources such as photographs, maps, primary documents, and oral histories to support their understanding of community change. ● Construct an evidence-based argument outlining how and why communities change over time, using appropriate language and supporting details.
<p>When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Identify a local issue affecting their school or community with the guidance of adults. ● Research and gather information about the chosen local issue, including its causes, effects, and potential solutions. ● Collaborate with classmates and adults to develop recommendations for addressing the local issue. ● Communicate their recommendations to school and/or community members.



<p>Understanding the past helps to make sense of the present.</p>	<p>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</p>	<ul style="list-style-type: none"> ● Define the term "past" and understand its relevance to understanding the present. ● Explore examples of past events, individuals, and innovations through stories, photographs, and other historical sources. ● Identify connections between past events, individuals, and innovations and aspects of their present lives.
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Compelling & Supporting Questions

- ❖ *Why is it important for everyone in our community to work together to make decisions and take action?*
 - What services does our local government provide to support and serve our community members?
 - How do communities work together to accomplish common tasks for the common good?
 - How has our local community changed over time, and why?

Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSLSS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Students will go on a virtual or in-person field trip to a local government facility (e.g., town hall, fire station, police station) to observe and learn about the services provided to the community.</i> 6.1.2.CivicsPI.2</p>	<p><i>Students will interview local officials or community members to learn about services provided by the local government.</i> 6.1.2.CivicsPI.2</p>	<p><i>Students will work in small groups to research and create a "Community Services Guide" that lists the various services provided by the local government and explains their importance to the community.</i> 6.1.2.CivicsPI.2</p>



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<p><i>Students will be presented with a community task, such as building a playground, and will discuss the steps, people and actions that would need to occur for it to be completed.</i></p> <p>6.1.2.CivicsPI.5</p>	<p><i>Students will reflect on a time when they worked with their classmates, family, or neighbors to accomplish a shared goal, and explain how they established responsibilities and worked together to fulfill their roles.</i></p> <p>6.1.2.CivicsPI.5</p>	<p><i>Students will participate in a mock town hall meeting, taking on the roles of community members, leaders, and authorities to discuss and address a common issue or task facing their local community.</i></p> <p>6.1.2.CivicsPI.5</p>
<p><i>Students will take a walking or digital tour of their community and observe the historical landmarks, architecture, and other physical features that provide clues about the community's history.</i></p> <p>6.1.2.HistorySE.3</p>	<p><i>Students will work in small groups to research a specific aspect of their community's history, such as the origins of its name or the contributions of its founding members, and present their findings to the class.</i></p> <p>6.1.2.HistorySE.3</p>	<p><i>Students will write and illustrate a children's book that tells the story of how their local community was founded and developed, incorporating historical facts and narratives.</i></p> <p>6.1.2.HistorySE.3</p>
<p><i>Students will analyze historical photographs, maps, and other primary sources to identify and describe the changes that have occurred in their local community, including their school, over time, and use this evidence to construct an argument about the reasons for these changes.</i></p> <p>6.1.2.HistoryCA.1</p>	<p><i>Students will interview long-time residents of their community to gather firsthand accounts of how the community has transformed, and then use this information to build an evidence-based case for the factors that have driven these community changes.</i></p> <p>6.1.2.HistoryCA.1</p>	<p><i>Students will design a "Community Change Scrapbook" that compiles historical and current evidence about transformations in their local community, and then write a reflection arguing for the most significant factors that have shaped these changes over time.</i></p> <p>6.1.2.HistoryCA.1</p>
<p><i>Students will participate in a class discussion to brainstorm local issues they are concerned about, select one to focus on, and then work together to develop a plan to share information about the issue and their recommended solutions with the principal, parent-teacher organization, or local government officials.</i></p> <p>6.3.2.CivicsPD.1</p>	<p><i>Students will take a field trip to meet with a local community leader, such as a mayor, city council member, or community organizer, to discuss a local issue and present their ideas for how it could be addressed, with support from their teacher before and after the meeting.</i></p> <p>6.3.2.CivicsPD.1</p>	<p><i>Students will create a poster, video, or presentation to raise awareness about a local issue and share it with their families, school administrators, or members of the local government, proposing solutions or actions that could be taken to address the problem.</i></p> <p>6.3.2.CivicsPD.1</p>
<p><i>Make a collage showing things in your life that weren't around 50 years ago.</i></p> <p>6.1.2.HistoryCC.3</p>	<p><i>Have students write an answer to the prompt "What is one innovation that affects your life the most? Explain how your life would be different without that item"</i></p> <p>6.1.2.HistoryCC.3</p>	<p><i>Class Discussion: How does the past make us who we are today?</i></p> <p>6.1.2.HistoryCC.3</p>



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Resources

- iCivics - [Neighborhood Good](#) game and lesson plans
- [Our Community Garden](#) by Barbara Pollak: This book explores how communities work together to accomplish common tasks and promote the common good through the story of a community garden project.

Interdisciplinary Connections

- ★ *Design a monument and create a 3D model to honor an event or person important in your community.*
- ★ *Encourage students to read biographies of historical figures from New Jersey and discuss how their actions impacted their communities.*



2nd Grade – Unit: Understanding Economics in Our Daily Lives

Rationale

This unit introduces 2nd grade students to basic economic concepts and their applications in everyday life. Throughout the unit, students will engage in age-appropriate activities and discussions that help them grasp abstract economic concepts in concrete, relatable ways. They will learn how the interplay of supply and demand affects the prices and availability of goods and services they encounter daily. Students will also explore the consequences of personal economic decisions, such as saving, spending, and borrowing, which will help them develop financial literacy skills that are crucial for their future success. Moreover, this unit emphasizes the importance of understanding the local economy and its connections to other communities and countries. By comparing goods and services produced locally with those from other places, students will recognize the interdependence of different regions and the benefits of trade. They will also learn about the role of human capital, physical capital, and natural resources in creating favorable economic conditions, which will help them appreciate the factors that contribute to the economic well-being of their community and beyond.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
Limited resources influence choices.	6.1.2.EconET.3: Describe how supply and demand influence price and output of products.	<ul style="list-style-type: none">● Define the terms "supply" and "demand" in simple terms.● Discuss real-life examples of how supply and demand affect their choices as consumers.
Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing).	6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.	<ul style="list-style-type: none">● Define the terms "savings," "debt," and "investment" in simple terms.● Explain how different economic decisions can have positive or negative effects on individuals' financial well-being.
Goods and services are produced and exchanged in multiple ways.	6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that	<ul style="list-style-type: none">● Define the terms "goods" and "services" in simple terms.● Identify examples of goods and services in their daily lives, such as food,



	are produced in other communities.	clothing, transportation, and education. compare and contrast local goods and services with those produced in other communities, considering factors such as availability, quality, and cost.
The availability of resources influences current and future economic conditions.	6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.	<ul style="list-style-type: none"> • Define the terms "human capital," "physical capital," and "natural resources" in simple terms. • Discuss how human capital, physical capital, and natural resources contribute to favorable economic conditions, such as productivity, innovation, and economic growth.
There are benefits to trading goods and services with other countries.	6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.	<ul style="list-style-type: none"> • Identify examples of products that are produced domestically (within the country) and sold abroad, as well as products produced abroad and sold domestically. • Compare and contrast the differences between domestically produced and internationally produced goods and services in terms of their availability, quality, and price
	6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.	<ul style="list-style-type: none"> • Explain the concept of trade and why countries might exchange goods and services with each other. • Analyze how differences in climate, natural resources, technology, and labor skills between countries can lead to opportunities for beneficial trade.

Compelling and Supporting Questions



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- ❖ **How does economics affect our daily lives and communities?**
 - What goods and services do we use everyday?
 - What types of resources (human capital, physical capital, and natural resources) are necessary for businesses and communities to thrive?
 - What are the goods and services produced in our local community?
- ❖ **Why is it important to make informed economic decisions?**
 - What are the benefits and drawbacks of saving, spending, and investing money?
 - How can understanding basic economic concepts help people make better financial choices?
 - What are some strategies for making responsible economic decisions?
- ❖ **How do local and global economies interact?**
 - What are the similarities and differences between goods and services produced locally and those produced in other communities?
 - How do resources and economic conditions vary across different regions?
 - Why do countries engage in international trade, and how does it benefit them?

Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Organize a class survey to gather data on students' favorite snacks or toys, then analyze the results to understand how demand influences the availability and pricing of these items in stores.</i></p> <p>6.1.2.EconET.3:</p>	<p><i>Participate in a classroom market simulation where students buy and sell stickers, observing how prices change when there are many or few stickers available (supply) and many or few students who want them (demand).</i></p> <p>6.1.2.EconET.3:</p>	<p><i>Have students write a story that reflects when they have experienced an issue of supply and demand, e.g. I wanted to go to the Taylor Swift concert but tickets were sold out because there was such a high demand.</i></p> <p>6.1.2.EconET.3:</p>



<i>Have students create a financial goal, for example purchasing a bicycle or toy, and develop a plan to achieve that goal. 6.1.2.EconET.4</i>	<i>Complete a worksheet where students match different financial decisions (saving, borrowing, investing) with their potential consequences (e.g., having more money later, owing money, earning profits). 6.1.2.EconET.4</i>	<i>Create a simple comic strip illustrating how a character's decision to save, borrow, or invest money affects their life, including educational options. 6.1.2.EconET.4</i>
<i>Interview a local business owner or worker about the goods or services they produce and share the findings with the class. 6.1.2.EconEM.2</i>	<i>Create a map of your local community, labeling businesses and the goods or services they produce, and compare it to a map of another community. 6.1.2.EconEM.2</i>	<i>Class Discussion: What are goods and services you can get in town? Where do you go when you cannot get something you want in town? 6.1.2.EconEM.2</i>
<i>Present the students a picture of a good or service and ask students to draw something that is needed to produce/offer that item. Then have students place them on the board under the title: Human Capital, Physical Capital or Natural Resources. 6.1.2.EconNE.1</i>	<i>Sort a set of picture cards into three categories: human capital, physical capital, and natural resources. 6.1.2.EconNE.1</i>	<i>Create a simple poster showing the human capital, physical capital, and natural resources required to create a good or service, then have the student explain why all three are needed to create a strong economy. 6.1.2.EconNE.1</i>
<i>Create a collage with images of products, sorting them into two categories: "Made in the USA and sold abroad" and "Made abroad and sold in the USA." 6.1.2.EconGE.1</i>	<i>Conduct a scavenger hunt at home, identifying products that are made in the USA as well as products made abroad. Have students write an observation based on their identified items. 6.1.2.EconGE.1</i>	<i>Participate in a "show and tell" activity where each student brings in a product made domestically and exported, or a product made abroad and imported, and explains its origin and destination. 6.1.2.EconGE.1</i>
<i>Have students look at their clothing tags and items around the classroom to identify where they are from. Using a world map, have each student draw a line connecting that country to the U.S. 6.1.2.EconGE.2</i>	<i>Role-play a scenario where students trade classroom supplies, explaining why the trade is beneficial for both parties. 6.1.2.EconGE.2</i>	<i>Class Discussion: Why does the United States trade goods and services? Does it need to? 6.1.2.EconGE.2</i>

Resources

- [Follow the Money!](#) by Loreen Leedy: This book introduces young readers to basic economic concepts such as earning, saving, spending, and investing through engaging illustrations and simple explanations.
- Kids Econ Posters (<https://kidseconposters.com/>): This website provides colorful posters and worksheets on various economic concepts suitable for elementary students.
- [JA Our Community](#) JA Our Community uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy. (Grade 2) This volunteer-led, kit-based learning experience is available for classroom-based or remote classroom implementation. It includes five 45-minute sessions, with additional extended learning activities and optional digital assets offered throughout.



Interdisciplinary Connections

- ★ *Graph the supply and demand curves for different products or services, exploring how changes in price and quantity affect these curves.*
- ★ *Investigate the role of technology in modern economies, exploring how innovations affect production, distribution, and consumption of goods and services.*
- ★ *Design advertisements, posters and/or jingles promoting local goods and services, applying principles of visual communication and marketing strategies.*



2nd Grade – Unit: Exploring Our World: Where Would I Like to Live?

Rationale

In this unit, students will explore how physical and human characteristics influence where people choose to live. Students will examine their own communities and then explore other locations through primary and secondary sources to answer the compelling question “Where would I live to live?” Then students will identify an environmental issue affecting a location and propose solutions to solidify their understanding of how humans can positively and negatively impact the environment. They will learn about geographic data, environmental influences, and cultural interconnections across different regions of the world. Through hands-on activities, discussions, and technology exploration, students will gain a deeper understanding of how geography shapes communities and cultures. By engaging with these topics, students will develop critical thinking skills, spatial awareness, and a deeper appreciation for the relationship between people and their surroundings.

Core Idea	Performance Expectation	Student Learning Objectives Students will be able to...
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).	<ul style="list-style-type: none">● Define the terms "physical characteristics" and "human characteristics" in their own words.● Identify examples of physical characteristics that make a location a good place to live, such as favorable climate, access to water, and fertile land.● Identify human characteristics that make a location a good place to live, such as safety, access to education, and community amenities.● Discuss how physical and human characteristics interact to influence where people choose to live..



<p>Geographic data can be used to identify cultural and environmental characteristics of places.</p>	<p>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).</p>	<ul style="list-style-type: none">● Define the term "geographic data" in simple terms.● Identify different types of geospatial data, such as landmarks, maps, and spatial arrangements of objects or people.● Observe and describe the geospatial data found within the school grounds or classroom environment.● Analyze how the geospatial data collected from the school or classroom can provide information about the cultural and environmental characteristics of those places.
<p>Environmental characteristics influence how and where people live.</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>	<ul style="list-style-type: none">● Identify examples of human activities that affect the culture and environmental characteristics of places or regions, such as transportation (building roads, using cars), housing (constructing buildings, urban development), and dietary needs (agriculture, food production).● Discuss how human activities can also shape the cultural characteristics of places or regions, such as language, traditions, and customs.● Describe how these human activities can impact the natural environment, such as deforestation, pollution, and habitat destruction.



Global interconnections occur between human and physical systems across different regions of the world.	6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.	<ul style="list-style-type: none">● Identify and use technology tools such as maps, websites, videos, and interactive apps to explore the culture and physical characteristics of different regions.● Engage in virtual tours or digital field trips to explore different regions and gain a better understanding of their culture and physical features.
	6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.	<ul style="list-style-type: none">● Define the term "environmental issue" in simple terms.● Identify various sources of information about an environmental issue, such as books, articles, videos, and online resources.● Compare the information gathered from different sources to gain a well-rounded understanding of the environmental issue.● Discuss possible solutions to the environmental issue affecting New Jersey based on the data collected and information considered.

Compelling & Supporting Questions

❖ *Where would I like to live?*

- What physical and human characteristics make a place a good place to live?
- How do people's choices and activities affect the environment and culture of a place?
- What technology can I use to learn more about a place?



Sample Skills-Based Activities

The following is designed to support the integration of the 2020 NJSL-SS Social Studies Practices as indicated in the top row.

Investigating	Sensemaking	Communicating & Taking Action
<ul style="list-style-type: none"> <input type="checkbox"/> Developing questions and planning inquiry <input type="checkbox"/> Gathering and evaluating sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeking diverse perspectives <input type="checkbox"/> Developing claims and using evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenting arguments and explanations <input type="checkbox"/> Engaging in civil discourse and critiquing conclusions <input type="checkbox"/> Taking informed action
<p><i>Students analyze community maps to circle features that make it a good place to live. 6.1.2.GeoPP.1</i></p>	<p><i>Students play a sorting game categorizing images into physical and human characteristics. 6.1.2.GeoPP.1</i></p>	<p><i>Students write a short constructed response answering the question: What makes our community a good place to live? Identify physical and human characteristics in your answer. 6.1.2.GeoPP.1</i></p>
<p><i>Go on a scavenger hunt around the school to identify examples of geospatial data (landmarks, maps). 6.1.2.Geo.SV.4</i></p>	<p><i>Create a map of the classroom, labeling the spatial location of each student's assigned seat. 6.1.2.Geo.SV.4</i></p>	<p><i>Students evaluate a peer's map by identifying what the images on the map represent. 6.1.2.Geo.SV.4</i></p>
<p><i>Explore an interactive map online to learn about the culture and physical features of different regions by clicking on different locations and reading descriptions. 6.1.2.Geo.HE.2</i></p>	<p><i>Have students interview people from 3 varying locations, such as different states, countries or counties to learn about how people live differently in different locations. 6.1.2.Geo.HE.2</i></p>	<p><i>Students discuss what locations they would like to travel to or live based on their cultural and environmental characteristics. 6.1.2.Geo.HE.2</i></p>
<p><i>Students discuss how they might learn about other countries/locations. Class Discussion: What research techniques /technologies would you use to learn about another country? 6.1.2.Geo.GI.2</i></p>	<p><i>Students compare a primary source (personal experience) versus a secondary source (virtual tour) to draw conclusions about what it is like to live there. 6.1.2.Geo.GI.2</i></p>	<p><i>Students create a multimedia presentation to present where they would like to live and why by citing images of the physical and cultural characteristics. 6.1.2.Geo.GI.2</i></p>
<p><i>Conduct a survey in the school community to gather opinions and perspectives on a local environmental issue. 6.3.2.GeoGI.2</i></p>	<p><i>Watch a documentary or read a book about the environmental issue from different viewpoints and discuss key points. 6.3.2.GeoGI.2</i></p>	<p><i>Debate possible solutions to an environmental issue and have the class come to a consensus on which one would be best to propose to the community. 6.3.2.GeoGI.2</i></p>



Resources

- Me on the Map by Joan Sweeney: This book introduces students to maps and spatial awareness, helping them understand how physical and human characteristics influence where people live.
- If the World Were a Village: A Book about the World's People by David J. Smith: This book provides an overview of global demographics and geography, helping students understand how physical and human characteristics vary across different regions.

Interdisciplinary Connections

- ★ *Practice measurement and scale by having students create maps of their local community or a chosen region.*
- ★ *Conduct experiments or simulations to demonstrate the effects of human activities on the environment, such as pollution or erosion.*
- ★ *Explore the art and architecture of different cultures and discuss how they reflect the environment and values of the people who created them.*
- ★ *Create a soundscape using natural and human-made sounds to represent a particular region or environment.*