

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
SOCIAL STUDIES CURRICULUM
GRADE 2**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
CIVICS	Students will be able to: <ul style="list-style-type: none"> • identify people who model good citizenship. • use a problem-solving process. 	<ul style="list-style-type: none"> • Students will write a plan for a neighborhood or community project. Tell how this plan shows they care about their community. 	<ul style="list-style-type: none"> • Workbook p. 4 • Text P. 12-15 	<ul style="list-style-type: none"> • “Try It!” • Teacher Observation 	6.2-A3, C1, D1,2
CIVICS	<ul style="list-style-type: none"> • recognized diversity in communities. 	<ul style="list-style-type: none"> • Students will draw pictures of their community and of Joanna’s community. Use a Venn diagram to compare and contrast the two communities. 	<ul style="list-style-type: none"> • Transparency 2 • Workbook p. 5 • Venn Diagram • Computer - www.sfsocialstudies.com for vocabulary words online • Text P. 16-19 	<ul style="list-style-type: none"> • Teacher Observation of “Think & Share” Activity 	6.2-E1
GEOGRAPHY	<ul style="list-style-type: none"> • use symbols, find locations, and determine directions on a map. 	<ul style="list-style-type: none"> • Draw a map of a park. Include a map key and arrows on the map that show the directions. 	<ul style="list-style-type: none"> • Workbook p. 6 • Teacher Resources CD-ROM • Text P. 20-21 	<ul style="list-style-type: none"> • Teacher Observation of “Try It!” 	6.6-A3, B1
CIVICS	<ul style="list-style-type: none"> • compare rural, urban, and suburban communities. 	<ul style="list-style-type: none"> • In groups, students brainstorm to write two sentences about each type of community and give town or city names for examples. 	<ul style="list-style-type: none"> • Workbook p. 7 • Computer - s.f. Website for Vocabulary Words • Text P. 24-27 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-E1

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U.S. HISTORY	Students will be able to: <ul style="list-style-type: none"> • identify contributions of historic figure, Henrietta King. 	<ul style="list-style-type: none"> • In small groups, students plan, rehearse, and perform a skit about the life of Henrietta King. 	<ul style="list-style-type: none"> • Text P. 28-29 • Computer - "Meet the People" on s.f. Website 	<ul style="list-style-type: none"> • Written Answers to "Test Talk," TM p. 29 	6.4-A1,2
N.J. HISTORY	<ul style="list-style-type: none"> • tell about what life was like in on a subsection of Franklinville in 1909. 	<ul style="list-style-type: none"> • Using the pages entitled "Franklin Township in 1909," students get help from their parents to write 3 or 4 main points of interest from a sub-section of Franklin Township that they have been assigned (Forest Grove, Franklinville, Iona, Janvier, Malaga, or Newfield). Share knowledge with the class. 	<ul style="list-style-type: none"> • "History of Franklin Township" Booklet 	<ul style="list-style-type: none"> • Teacher Observation 	6.4-A3
GEOGRAPHY	<ul style="list-style-type: none"> • locate communities, states, and countries on maps. • identify state and national symbols. 	<ul style="list-style-type: none"> • Using a map of the outline of New Jersey, students label Trenton, our state capital. They identify pictures of our state bird and flower. Find N.J. on the classroom map of the United States. 	<ul style="list-style-type: none"> • Text P. 30-33 • N.J. Text Pages 12-13 • N.J. Outline Map 	<ul style="list-style-type: none"> • Teacher Observation • Workbook p. 8 	6.4-B3,4 6.6-A1

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CIVICS	Students will be able to: <ul style="list-style-type: none"> • identify functions of government. • determine the meaning of vocabulary words, Congress and President. 	<ul style="list-style-type: none"> • Using background knowledge and text content, in small groups, students compare the jobs of a mayor, a governor, and the President. 	<ul style="list-style-type: none"> • Text P. 166-169 • Workbook P. 41 • NJ Text P. 226-227 (as a resource) 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-A & C
HUMANITIES/ U.S. HISTORY	<ul style="list-style-type: none"> • identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good. • identify contributions of Thurgood Marshall. 	<ul style="list-style-type: none"> • Students write newspaper headlines to tell about the outcome of the school segregation case that Thurgood Marshall argued as a lawyer. 	<ul style="list-style-type: none"> • Text P. 170-171 • Computer - s.f. Website for "Meet the People" 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-B & D
CIVICS	<ul style="list-style-type: none"> • identify ways that public officials are selected, including election and appointment to office. 	<ul style="list-style-type: none"> • Students make their own poster as if they were running for the governor of New Jersey or the mayor of Franklin Twp. Share with the class. 	<ul style="list-style-type: none"> • Text P. 172-175 • Workbook P. 42 • Poster Board 	<ul style="list-style-type: none"> • Content of Posters • Workbook P. 42 • Teacher Observation 	6.2-A3, C1
HUMANITIES	<ul style="list-style-type: none"> • obtain information from visual sources such as photographs and artifacts. 	<ul style="list-style-type: none"> • As a group, visit the s.f. website to browse the Smithsonian Institution for additional artifacts. 	<ul style="list-style-type: none"> • Text P. 176-177 • Computer - s.f. Website • Workbook p. 43 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-A & B

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<p>CIVICS/ U.S. HISTORY</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify contributions of historical figures who have influenced the community, state, and nation. • identify the good citizenship of Susan B. Anthony. 	<ul style="list-style-type: none"> • Students select a leader or an average citizen to honor with a coin. Using a construction paper circle, they design a two-sided coin to honor this person. Display for all to see. 	<ul style="list-style-type: none"> • Text P. 178-179 • Construction Paper 	<ul style="list-style-type: none"> • Teacher Observation 	<p>6.4-A1,2</p>
<p><u>NOVEMBER</u></p> <p>U.S. HISTORY</p>	<ul style="list-style-type: none"> • identify patriotic songs, symbols, and mottos. • identify people who have worked to improve the lives of American citizens (Dr. Martin Luther King, Jr.). • know the meaning of freedom, motto, and monument. 	<ul style="list-style-type: none"> • Students share with the group any background knowledge they have regarding national symbols they see pictured. They might bring in pictures from home of places they have visited that relate to these symbols of freedom. 	<ul style="list-style-type: none"> • Text P. 180-183 • Workbook P. 44 	<ul style="list-style-type: none"> • Teacher Observation 	<p>6.4-B1,3,4</p>

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GEOGRAPHY	Students will be able to: <ul style="list-style-type: none"> • find locations on maps. • demonstrate knowledge of the term “grid.” 	<ul style="list-style-type: none"> • In small groups, students complete “Try It!” activity, p. 185 	<ul style="list-style-type: none"> • Text P. 184-185 • Workbook P. 45 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-A1,3
U.S. & WORLD HISTORY	<ul style="list-style-type: none"> • identify flags as national symbols throughout the world. 	<ul style="list-style-type: none"> • Using the computer, students go online to the s.f. website to the Atlas to view further flags from around the world. 	<ul style="list-style-type: none"> • Text P. 186-187 • N.J. Text P.12 	<ul style="list-style-type: none"> • Teacher Observation 	6.3
N.J. HISTORY	<ul style="list-style-type: none"> • describe the details on our New Jersey state flag. 	<ul style="list-style-type: none"> • Analyze and discuss the pictures and symbols on our N.J. State flag, using the New Jersey text. 			6.4-B4
REVIEW	<ul style="list-style-type: none"> • demonstrate knowledge of information learned in Unit 4. 	<ul style="list-style-type: none"> • Students complete “Review” activities on p. 190-193 in text. Discuss answers together. 	<ul style="list-style-type: none"> • Text P. 190-193 	<ul style="list-style-type: none"> • Unit 4 Content & Skill Test 	6.1-A4

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CIVICS/ U.S. HISTORY	Students will be able to: <ul style="list-style-type: none"> • identify historical figure, Paul Revere, who has exemplified good citizenship. 	<ul style="list-style-type: none"> • Discuss as a group, how Paul Revere showed that he felt responsible for the safety of the colonists. 	<ul style="list-style-type: none"> • Text P. 220-221 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-D2 6.4-B1
U.S. HISTORY	<ul style="list-style-type: none"> • name several sources of information about a given period or event. • know the meaning of the term "pioneer." 	<ul style="list-style-type: none"> • Students pretend they were a pioneer following the Oregon Trail to the West. They tell what happened first, next, and last on their long trip. 	<ul style="list-style-type: none"> • Text P. 222-225 • Workbook P. 55 	<ul style="list-style-type: none"> • Teacher Observation • Grade Workbook P. 55 	6.1-A3
U.S. HISTORY	<ul style="list-style-type: none"> • create and interpret a time line. • relate that a time line shows the order in which things happen. 	<ul style="list-style-type: none"> • Students make a time line that shows how they have grown. They draw pictures as a baby, a toddler, and as a second grader, to go with the time line. 	<ul style="list-style-type: none"> • Text P. 226-227 • Workbook P. 56 	<ul style="list-style-type: none"> • Teacher Observation 	6.1-A5
U.S. HISTORY	<ul style="list-style-type: none"> • describe how science and technology have changed transportation. 	<ul style="list-style-type: none"> • Students write about how transportation has changed since the pioneers traveled out west. They draw two pictures that show transportation in the past and in the present. 	<ul style="list-style-type: none"> • Text P. 228-229 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-D1

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GEOGRAPHY	Students will be able to: <ul style="list-style-type: none"> • identify land forms and bodies of water. • obtain information through interviews. • know the meaning of “geography” and “land form.” 	<ul style="list-style-type: none"> • Using a Venn diagram on the board labeled “Mountains” and “Plains,” students compare and contrast these two features of the earth. 	<ul style="list-style-type: none"> • Text P. 56-59 • Workbook P. 14 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-A1,2,3
GEOGRAPHY	<ul style="list-style-type: none"> • identify major land forms and bodies of water on a map. 	<ul style="list-style-type: none"> • Using an outline of a New Jersey map, students use an orange crayon to color the land and a blue one for the water. Bordering states can be different colors. Label each. 	<ul style="list-style-type: none"> • Text P. 60-61 • N.J. Text P. 53 • Workbook P. 15 	<ul style="list-style-type: none"> • Teacher Observation • Grade Workbook P. 15 	6.6-A1
CIVICS	<ul style="list-style-type: none"> • compare similarities and differences among families in different communities. 	<ul style="list-style-type: none"> • Students pretend they have a pen pal in another part of our country. They write a letter telling about what it’s like to live in New Jersey. 	<ul style="list-style-type: none"> • Text P. 62-65 • Workbook P. 16 	<ul style="list-style-type: none"> • Teacher Observation • Content of Pen Pal Letters 	6.2-E1,2

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GEOGRAPHY, U.S. & N.J. HISTORY	Students will be able to: <ul style="list-style-type: none"> • understand how physical characteristics of places and regions affect people's activities and settlement patterns. 	<ul style="list-style-type: none"> • Students listen as the teacher shares how the Lenape, N.J.'s first people, came to N.J. Discuss. 	<ul style="list-style-type: none"> • Text P. 66-67 • N.J. Text P. 88-90 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-B1,2
ECONOMICS	<ul style="list-style-type: none"> • distinguish between producing and consuming. • trace the development of a product from a natural resource to a finished product. • know the meaning of ancestor, producer, and consumer. 	<ul style="list-style-type: none"> • Students draw two pictures, one showing themselves as a producer, and the other as a consumer. Share their pictures with the class. 	<ul style="list-style-type: none"> • Text P. 68-71 • Workbook P. 17 	<ul style="list-style-type: none"> • Teacher Observation 	6.5-A1, B1
CIVICS U.S. HISTORY	<ul style="list-style-type: none"> • identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good. (Cesar Chavez) 	<ul style="list-style-type: none"> • After discussing the function of unions, students organize and role-play a situation in which a union leader presents a "problem" to a boss. They keep in mind the steps of the problem-solving process as they plan their role-plays. 	<ul style="list-style-type: none"> • Text P. 74-75 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-A4,5,6

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CIVICS	Students will be able to: <ul style="list-style-type: none"> • identify ordinary people who exemplify good citizenship. 	<ul style="list-style-type: none"> • Students brainstorm, in small groups, to list ways that they can be responsible citizens in their own community. 	<ul style="list-style-type: none"> • Text P. 88-89 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-D2
REVIEW	<ul style="list-style-type: none"> • demonstrate knowledge of information learned in Unit 2. 	<ul style="list-style-type: none"> • Students complete “Review” activities on p. 92-95 in text. Discuss answers together. 	<ul style="list-style-type: none"> • Text P. 90-96 • Workbook P. 22-23 	<ul style="list-style-type: none"> • Unit 2 Content & Skills Test 	6.1-A4
<u>UNIT 3</u> SOCIAL STUDIES SKILLS	<ul style="list-style-type: none"> • obtain information about a topic using oral sources, such as music. • determine the meaning of words. 	<ul style="list-style-type: none"> • Students write down jobs they can do at home to help around their house on several index cards. They give these job coupons to someone at home who would appreciate their help. When the coupons have been redeemed, hang them on the refrigerator. 	<ul style="list-style-type: none"> • Text P. 97-101 • Songs & Music “I’ll Work Hard!” • Poster 5 & 6 • Workbook P. 24 • Vocabulary Cards 	<ul style="list-style-type: none"> • Teacher Observation 	6.1-A3
SOCIAL STUDIES SKILLS	<ul style="list-style-type: none"> • interpret print material by prediction. 	<ul style="list-style-type: none"> • After reading text pages 102-103 together, students use “Try It!” activity to make a prediction based on information given. 	<ul style="list-style-type: none"> • Text P. 102-103 • Workbook P. 25 	<ul style="list-style-type: none"> • Teacher Observation 	6.1-A3

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ECONOMICS	<p>Students will be able to:</p> <ul style="list-style-type: none"> • obtain information from a pie chart. • know the meaning of and construct a pie chart. 	<ul style="list-style-type: none"> • Students study the pie chart on p. 130. They make another pie chart to show a different way that Matt could spend and save his money. 	<ul style="list-style-type: none"> • Text P. 130-131 • Workbook P. 32 	<ul style="list-style-type: none"> • Teacher Observation • Informal Assessment of Pie Charts 	6.5-A4
CIVICS	<ul style="list-style-type: none"> • identify ordinary people who exemplify good citizenship (Linda Alvarado). 	<ul style="list-style-type: none"> • Pairs of students work together to create interviewer and interviewee scripts based on information about Linda Alvarado. Make sure questions are included regarding the importance of education and teamwork. 	<ul style="list-style-type: none"> • Text P. 132-133 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-D2
ECONOMICS & GEOGRAPHY	<ul style="list-style-type: none"> • explain how countries are linked by trade and transportation. • define the terms “trade” and “transportation.” 	<ul style="list-style-type: none"> • Students check out the labels inside their shirts. If the label tells where it was made, students find that place on the map and tell what type of transportation may have been used to move the shirt to a store near them. 	<ul style="list-style-type: none"> • Text P. 134-137 • Workbook P. 33 	<ul style="list-style-type: none"> • Teacher Observation 	6.6-D1

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ECONOMICS	Students will be able to: <ul style="list-style-type: none"> • distinguish between the use of barter and money in exchange of goods and services. • define “barter.” 	<ul style="list-style-type: none"> • Discuss bartering or fair trade. Students make a list of the following: t-shirt, video game, paint set, candy bar. They then brainstorm to write an item next to each that they think would be a fair trade. Share ideas. 	<ul style="list-style-type: none"> • Text P. 138-139 	<ul style="list-style-type: none"> • Teacher Observation 	6.5-A1
REVIEW	<ul style="list-style-type: none"> • demonstrate knowledge of information learned in Unit 3. 	<ul style="list-style-type: none"> • Students complete “Review” activities on p. 142-145 in text. Discuss answers together. 	<ul style="list-style-type: none"> • Text P. 140-145 • Workbook P. 34 	<ul style="list-style-type: none"> • Unit 3 Content & Skills Test 	6.1-A4
ECONOMICS	<ul style="list-style-type: none"> • make a business card to tell about goods or a service. 	<ul style="list-style-type: none"> • In small groups, students decide on a business they could start and work together to design their company business card. 	<ul style="list-style-type: none"> • Text P. 146 • Workbook P. 35 	<ul style="list-style-type: none"> • Use Scoring Guide to Assess Group Work 	6.5-B1
<u>MAY</u> <u>UNIT 6</u> CIVICS	<ul style="list-style-type: none"> • Obtain information about a topic using oral sources, such as music. 	<ul style="list-style-type: none"> • Discuss why we study history. Together, write 2 or 4 more lines to the poem or p. 244 that they can add to their song. Sing “We Share History.” 	<ul style="list-style-type: none"> • Text P. 244-245 • Songs & Music CD “We Share History” 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-E3

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U.S. HISTORY	Students will be able to: <ul style="list-style-type: none"> • identify characteristics of a good citizenship in Ella Ochoa. 	<ul style="list-style-type: none"> • Read p. 254-255 and discuss and record reasons why Ella Ochoa was chosen to be a Citizen Hero. 	<ul style="list-style-type: none"> • Text P. 254-255 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-D2 6.4-B2
U.S. HISTORY	<ul style="list-style-type: none"> • explain how selected customs and celebrations reflect an American love of individualism, inventiveness, and freedom. • define terms holiday and custom. 	<ul style="list-style-type: none"> • Students draw a picture of a holiday custom that they share with their family. Encourage them to write a poem about their picture. 	<ul style="list-style-type: none"> • Text P. 256-259 • Workbook P. 63 	<ul style="list-style-type: none"> • Teacher Observation 	6.4-B3
U.S. HISTORY	<ul style="list-style-type: none"> • obtain information about a topic using visual sources such as photographs. • identify examples of the local cultural heritage. 	<ul style="list-style-type: none"> • Students select a celebration they have read about and draw a picture of what people do to celebrate. Caption their picture with the name of the celebration and the name of its country of origin. 	<ul style="list-style-type: none"> • Text P. 260-261 	<ul style="list-style-type: none"> • Teacher Observation 	6.1-A3 6.4-B3

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N.J. HISTORY & U.S. HISTORY	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and explain the significance of various community, state, and national landmarks. • define "landmark." 	<ul style="list-style-type: none"> • Draw a picture of a landmark in Franklinville. Explain why it is important. Ideas could include Franklinville Inn or the Iona Hotel. The could choose a Landmark in New Jersey instead. 	<ul style="list-style-type: none"> • Text P. 264-267 • Workbook P. 65 • N.J. Text P. 20-22 	<ul style="list-style-type: none"> • Teacher Observation 	6.4-B4
U.S. HISTORY	<ul style="list-style-type: none"> • explain how people influence communities (loeh Ming Pei). 	<ul style="list-style-type: none"> • Write a paragraph about how leoh Ming Pei has made the world a more beautiful place to live. Share with the class. 	<ul style="list-style-type: none"> • Text P. 268-269 	<ul style="list-style-type: none"> • Teacher Observation 	6.4-B1
WORLD HISTORY/ GEOGRAPHY	<ul style="list-style-type: none"> • use destinations of time periods such as ancient times and modern times. • locate Egypt and China on the world map. 	<ul style="list-style-type: none"> • Students draw a picture of what they think a pyramid room may have looked like inside. What everyday items may have been placed inside? Label parts of their drawing. 	<ul style="list-style-type: none"> • Text P. 270-271 	<ul style="list-style-type: none"> • Teacher Observation 	6.1-A1 6.3

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U.S. HISTORY	Students will be able to: <ul style="list-style-type: none"> • identify how Robert Fulton exhibited the love of inventiveness. 	<ul style="list-style-type: none"> • Read and discuss Robert Fulton's contributions to Americans. Students tell how Americans have remembered him. 	<ul style="list-style-type: none"> • Text P. 282-283 	<ul style="list-style-type: none"> • Teacher Observation 	6.4-B1
REVIEW	<ul style="list-style-type: none"> • demonstrate knowledge of information learned in Unit 6. 	<ul style="list-style-type: none"> • Students complete "Review" activities on p. 286-289 in text. Discuss answers together. 	<ul style="list-style-type: none"> • Text P. 285-289 • Workbook P. 69 	<ul style="list-style-type: none"> • Unit 6 Content & Skills Test 	6.1-A4
CIVICS	<ul style="list-style-type: none"> • describe the qualities and accomplishments of a hero. 	<ul style="list-style-type: none"> • Students choose a person they consider a hero. They write why this person is a hero, draw a picture to match, and make a medal or a ribbon for their hero. 	<ul style="list-style-type: none"> • Text P. 290 • Workbook P. 70 	<ul style="list-style-type: none"> • Teacher Observation 	6.2-D2