

Social Studies Grade 2

Curriculum Writers: Julie Weisbrod and Mark Whittaker

TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p> <p>1.1 Family life now and in the recent past; family life in various places long ago.</p> <p><i>How are modern communities and communities of the past alike and different?</i></p>	<p>The student understands family life now and in the recent past; family life in various places long ago by: (1A)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 1(K-2)-1a • C & G 1(K-2)-1b • C & G 1(K-2)-1c • C & G 2 (K-2)-1a • C & G 2(K-2)-2a • C & G 2 (K-2)-3 • C & G 3(K-2)-2a • C & G 2(K-2)-2b • C & G 3(K-2)-3b • C & G 4(K-2)-3a • C & G 5(K-2)-3a • HP 1(K-2)-2a • HP 1(K-2)-2b • HP 3(K-2)-2a <p>1.1.1 Investigating a family history for at least two generations by identifying</p> <ul style="list-style-type: none"> • various members • their relations and connections in order to construct a timeline. <p>1.1.2 Gathering data through</p> <ul style="list-style-type: none"> • family artifacts • photos • interviews with older relatives and/or other people who play a significant part in a student's life <p>1.1.3 Drawing possible conclusions about:</p> <ul style="list-style-type: none"> • roles within the family structure • jobs • schooling experiences 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities,</p>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> ○ Map Essentials ○ "This is the Way We Go to School" ○ All Ahead book series, Learner Publishing ○ Barrington Times ○ Providence Journal <p><u>Technology</u></p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum <p><u>Materials</u></p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I AM Me Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13)

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	<ul style="list-style-type: none"> • other aspects of family life in the recent past. <p>1.1.4 Identifying various cultures in the classroom</p> <p>1.1.5 Comparing and contrasting</p> <ul style="list-style-type: none"> • family life now with family life over time • between various cultures through <ul style="list-style-type: none"> ○ communication ○ technology ○ homes ○ transportation ○ recreation school ○ cultural tradition ○ schools <p>1.1.6 Comparing and contrasting:</p> <ul style="list-style-type: none"> • family life now with family life in the local community long ago by considering such things as <ul style="list-style-type: none"> ○ roles ○ jobs ○ communication ○ technology ○ style of homes ○ transportation ○ schools ○ religious observances ○ cultural traditions 	<p>and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America <p>Facilitates strategies of summarizing and paraphrasing ELA R-7, R-8):</p>	<ul style="list-style-type: none"> • globe <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers from the community 	<ul style="list-style-type: none"> ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)

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	<p>1.1.7 Identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules C & G 1(K-2)-1a</p> <p>1.1.8 Evaluating the rules in different settings (e.g., <i>Is this a good rule and why/why not?</i>) C & G 1(K-2)-1b</p> <p>1.1.9 Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community C & G 1(K-2)-1c</p> <p>1.1.10 Identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country)C & G 2 (K-2)-1a</p> <p>1.1.11 Identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day) C & G 2(K-2)-2a</p> <p>1.1.12 Using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on</p>	<ul style="list-style-type: none"> • graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) • two column note taking • 5-3-1 • QAR • Read around the text <p>Addresses multiple intelligences (instructional strategies)</p> <p>Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures</p>		

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	<p>State House represents individual rights, <i>Grand Old Flag</i> represents national unity, <i>This Land is Your Land</i> represents respect for diversity) C & G 2(K-2)-2b</p> <p>1.1.13 Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials) C & G 3(K-2)-2a</p> <p>1.1.14 Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.) C & G 4(K-2)-3a</p> <p>1.1.15 Listing the pros and cons of personal decisions (e.g., littering, recycling) C & G 5(K-2)-3a</p> <p>1.1.16 Describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines) HP 1(K-2)-2a</p> <p>1.1.17 Explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom) HP 1(K-2)-2b</p> <p>1.1.18 Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g.,</p>			

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	<p style="color: blue;">timeline or self-made informational text showing key events) HP 3(K-2)-2a</p> <p>The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins have transmitted their beliefs and values by: (1B)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • HP 1(K-2)-1a • HP 1(K-2)-2b <p>1.1.19 Explaining the ways that families long ago expressed and transmitted their beliefs and values through:</p> <ul style="list-style-type: none"> • oral traditions • literature • songs • art • religion • community celebrations • mementos • food • language <p>1.1.20 Comparing the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of strength and determination that families drew upon and shared, e.g. Martin Luther King, Lincoln, and Susan B. Anthony</p>			

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	<p>1.1.21 Identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., <i>What would this artifact tell us about how people lived?</i>) HP 1(K-2)-1a</p>			
<p>1. TOPIC 1- Living and Working Together in Families and Communities, Now and Long Ago</p> <p>1.2 The history of students' own local community and how communities in North America varied long ago.</p> <p><i>How are various ethnic and cultural groups in the United States alike and different?</i></p>	<p>The student understands how communities in North America varied long ago by: (2B)</p> <p>1.2.1 Describing the challenges and difficulties encountered by people in a pioneer farming community such as those found in the:</p> <ul style="list-style-type: none"> • Old Northwest (e.g., Ohio), prairies • Southwest (e.g., Santa Fe) • Eastern Canada (e.g., Quebec), • Far West (e.g., Salt Lake City) <i>weather, disease, survival in new land</i> <p>1.2.2 Beginning to describe and compare daily life in ethnically diverse urban communities long ago:</p> <ul style="list-style-type: none"> • free African American community in Philadelphia • Italian community in New York • Chinese community in San Francisco. 	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • Scott Foresman unit 5 • Communities Across America • National Geographic Reading Expeditions • Map Essentials • A Whaling Community of the 1840s • A Suburban Community of the 1950s • An Immigrant Community of the 1900s <p><u>Technology</u></p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, "I Am Me" Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13)

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		<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America 	<p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe period letter <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> Walking tour of Federal Hill are of Providence or Benefit Street Museum of Work 	<ul style="list-style-type: none"> SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>TOPIC 2 - The History of Students' Own State or Region</p> <p>2.1 The people, events, problems, and ideas that created the history of their</p>	<p>The student understands the history of the first European, African, and/or Asian-Pacific explorers and settlers who came to his or her state or region by: (3B)</p> <p>GSE:</p> <p>2.1.1 Examining visual data in order to describe ways in which early settlers adapted to, utilized, and changed the environment, e.g. photos and drawings</p>	<p>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p>Supplementary books/material</p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials <p>Technology</p>	<p>STANDARDIZED AND REQUIRED</p> <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g.</p>

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state.		<ul style="list-style-type: none"> involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>role playing – bodily kinesthetic, graphic organizing – visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)

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<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.1 How democratic values came to be, and how they have been exemplified by people, events, and symbols.</p> <p><i>Why are some special days or weeks designated to honor our country, its people and special events?</i></p>	<p>The student understands how the United States government was formed and of the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution by: (4A)</p> <p>GSEs:</p> <ul style="list-style-type: none"> C & G 4(K-2)-1a C & G 4(K-2)-2a <p>3.1.1 Explaining that the U.S. government was formed by English colonists who fought for independence from England, e.g. Independence Day.</p> <p>3.1.2 Analyzing how over the last 200 years individuals and groups in American society have struggled to achieve:</p> <ul style="list-style-type: none"> liberties equality principles of American democracy, e.g. Rosa Parks, Jackie Robinson, women <p>3.1.3 Identifying forms of civic participation (e.g., voting, conducting a survey) C & G 4(K-2)-1a</p> <p>3.1.4 Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials Pull Ahead book series, Learner Publications Scholastic Welcome Books Money Matters series Holiday Histories text from Heinemann Library <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p><u>Reading Strategies</u></p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13)

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	<p>issue of concern) C & G 4(K-2)-2a</p> <p>The student understands ordinary people who have exemplified values and principles of American democracy by: (4B)</p> <p>GSEs:</p> <ul style="list-style-type: none"> • C & G 3(K-2)-1a • C & G 3(K-2)-1b <p>3.1.5 Identifying and explaining the significance of ordinary people who have believed in the fundamental democratic values such as:</p> <ul style="list-style-type: none"> • justice • truth • equality • rights of the individual • responsibility for the common good, e.g. family members, community helpers, librarians, fire, police, teachers <p>3.1.6 Exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others C & G 3(K-2)-1a</p> <p>The student understands historic figures who have exemplified values and principles of American democracy by: (4C)</p>	<p>prior knowledge; exploring a full range of culture found in America;</p>	<p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe <p>School library resources</p> <p>Community</p>	<ul style="list-style-type: none"> ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)

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	<p>GSE: HP 2(K-2)-1a</p> <p>3.1.7 Identifying historical figures and explain their significance in their historical context who believed in the fundamental democratic values such as:</p> <ul style="list-style-type: none"> • justice • truth • equality • rights of the individual • responsibility for the common good, e.g. Presidents, coins <p>3.1.8 Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments) HP 2(K-2)-1a</p> <p>3.1.9 Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events) HP 2(K-2)-1a</p> <p>The student understands events that celebrate and exemplify fundamental values and principles of American democracy by: (4D)</p>			

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	<p>3.1.10 Describing the history of holidays that celebrate the core democratic values and principles of this nation:</p> <ul style="list-style-type: none"> • birthday of Martin Luther King Jr. • Presidents' Day • Memorial Day • Fourth of July • Labor Day • Veterans' Day • Thanksgiving <p>The student understands national symbols through which American values and principles are expressed by: (4E)</p> <p>3.1.11 Describing the history of American symbols such as:</p> <ul style="list-style-type: none"> • Bald Eagle • Liberty Bell • George Washington as the "father of our country," • national flag <p>e.g. currency including historical and collectable coins</p> <p>3.1.12 Explaining why important buildings, statues, and monuments are associated with state and national history:</p> <ul style="list-style-type: none"> • White House • Lincoln Memorial • Statue of Liberty • Ellis Island 			

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<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.2 The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.</p>	<p>The student understands of the movements of large groups of people into his or her own and other states in the United States now and long ago by: (5)</p> <p>GSE: HP 2(k-2)-3a</p> <p>3.2.1 Identifying reasons why groups migrated to various parts of the country:</p> <ul style="list-style-type: none"> freed African Americans Mexican and Puerto Rican migrant workers Dust Bowl farm families <p>3.2.2 Analyzing the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States.</p> <p>3.2.3 Demonstrate an ability to use correct vocabulary associated with time such as</p> <ul style="list-style-type: none"> past present future. <p>3.2.4 Identifying examples of change and recognize examples of cause and effect relationships, e.g.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Series Reading Expeditions Map Essentials Pull Ahead book series, Learner Publications <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p><u>Materials</u></p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, "I Am Me" Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13)

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<ul style="list-style-type: none"> people who moved from farm to city immigration transportation - cars, trains <p>3.2.5 Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life) HP 2(k-2)-3a</p>	<p>prior knowledge; exploring a full range of culture found in America;</p>	<p><u>School library resources</u></p> <p><u>Community</u></p>	<ul style="list-style-type: none"> 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.3. Regional folklore and cultural contributions that helped to form our national</p>	<p>The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage by: (6A)</p> <p>GSE:</p> <p>3.3.1 Describing contributions to the development of the cultural history of the U.S., through:</p> <ul style="list-style-type: none"> regional folk heroes stories songs <p>e.g. John Henry, Paul Bunyan, Johnny</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instru 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p>

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heritage.	<p>Appleseed</p> <p>3.3.2 Drawing upon a variety of stories, legends, songs, ballads, games, and tall tales in order to describe the environment, lifestyles, beliefs, and people in various regions of the country e.g. slavery, chain gang music, sea chantey, patriotic songs</p>	<p>active participation in the classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>ction/curriculum</p> <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <ul style="list-style-type: none"> CDs <p>Community</p>	<p>Research project, e.g. Native American, plaster mask, body backboard, "I Am Me" from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
3. TOPIC 3 - The History of the United States: Democratic Principles and Values and the	The student understands of the movements of large groups of people into his or her own and other states in the United States now and long ago by: (5)	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p>

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TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage</p> <p>3.4 The causes and nature of various movements of large groups of people into and within the United States, now, and long ago</p>	<p>3.4.1 Drawing upon data in order to describe "through their eyes" the experience of immigrant groups through:</p> <ul style="list-style-type: none"> charts historical maps nonfiction/ fiction accounts interviews <p>3.4.2 Describing the experience of immigration groups and include information such as:</p> <ul style="list-style-type: none"> where they came from why they left travel experiences ports of entry and immigration screening opportunities and obstacles they encountered when they arrived in America. <i>e.g. early European immigration (factories, growth of cities</i> <p>3.4.3 Analyzing the experiences of those who moved from farm to city during the periods when cities grew rapidly in the United States, <i>e.g. factories and growth of cities</i></p>	<ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<ul style="list-style-type: none"> National Geographic series Reading Expeditions Map Essentials <p>Technology</p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p>	<p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast

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				Tests/quizzes Written responses e.g. <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>4. TOPIC - 4 The History of Peoples of Many Cultures Around the World</p> <p>4.1 Selected attributes and historical developments of various societies in Africa, the Americas, Asia, and Europe.</p>	<p>The student understands the cultures and historical developments of selected societies in such places as Africa, the Americas, Asia, and Europe by: (7A)</p> <p>GSE: C & G 5(K-2)-1a</p> <p>4.1.1 Comparing and contrasting various aspects of:</p> <ul style="list-style-type: none"> family life structures roles in different cultures <p>4.1.2 Illustrating or retelling the main ideas that disclose the history and traditions of various cultures around the world in</p> <ul style="list-style-type: none"> folktales legends myths stories of heroism <p>4.1.3 Describing life in urban areas and communities of various cultures of the world at various times in their history.</p> <p>4.1.4 Describing significant historical achievements of various cultures of the world.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p><u>Materials</u></p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American ,plaster mask, body backboard, "I Am Me" from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13)

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	<p>4.1.5 Analyzing and drawing conclusions about the history, daily life, and beliefs of the people in history through:</p> <ul style="list-style-type: none"> dance music arts <p>of various cultures around the world</p> <p>4.1.6 Explaining the customs related to important holidays and ceremonies in various countries in the past.</p> <p>4.1.7 Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news) C & G 5(K-2)-1a</p>	<ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p><u>School library resources</u></p> <p><u>Community</u></p>	<ul style="list-style-type: none"> During: <ul style="list-style-type: none"> SQ3R two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>4. TOPIC - 4 The History of Peoples of Many Cultures Around the World</p> <p>4.2 Major discoveries in science and technology, their social and economic</p>	<p>The student understands the development of technological innovations, the major scientists and inventors associated with them and their social and economic effects by: (8A)</p> <p>GSE: HP 3(K-2)-1a</p> <p>4.2.1 Comparing and contrasting the behaviors of hunters and gatherers with those of people who cultivated plants and raised domesticated animals for food.</p> <p>4.2.2 Drawing upon visual data to illustrate</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p>

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<p>effects, and the scientists and inventors responsible for them.</p>	<p>development of the wheel and its early uses in ancient societies.</p> <p>4.2.3 Describing the development and the influence of basic tools on work and behavior.</p> <p>4.2.4 <i>Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses? HP 3(K-2)-1a</i></p> <p>The student understands changes in transportation and their effects by: (8B)</p> <p>4.2.5 Drawing upon materials to demonstrate the developments in marine vessels constructed by people from ancient times until today through:</p> <ul style="list-style-type: none"> • photographs • illustrations • models • nonfiction resource. <p>The student understands changes in communication and their effects by: (8C)</p> <p>4.2.6 Comparing and contrasting ways people communicate with each other now and long ago through various systems of communication:</p> <ul style="list-style-type: none"> • runners 	<ul style="list-style-type: none"> • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>Technology</p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe <p>• Supplementary</p> <p>School library resources</p> <p>Community</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, " I Am Me" Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ◦ RAT (R-7, R-13) ◦ SQ3R • During: <ul style="list-style-type: none"> ◦ two column notes (R-7, R-13) ◦ Reciprocal Teaching ◦ graphic organizers ◦ QAR • After: <ul style="list-style-type: none"> ◦ summarizing (R-7, R-13) ◦ 5-3-1 ◦ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ◦ cause/effect ◦ sequence ◦ description ◦ problem/solution ◦ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)

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	<ul style="list-style-type: none"> • "talking drums" of Africa • smoke signals of Native Americans • the pony express • telegraph • telephones • satellite systems of worldwide communication today • Morse code 			
<p>5 National Geography Standards: The World in Spatial Terms</p> <p>Standard 1:</p> <p>5.1 Knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.</p>	<p>The student</p> <p>GSE: C & G 5(K-2)-2a</p> <p>5.1.1 Knows and understands the characteristics and purposes of geographic representations such as:</p> <ul style="list-style-type: none"> • map • globes • graph • diagram • aerial • other photographs • satellite-produced images. <p>5.1.2 Knows and understands the characteristics and purposes of tools and technologies such as Reference Works</p> <ul style="list-style-type: none"> • atlas <p>5.1.3 Knows how to display spatial information on maps and other geographic representations (e.g. make a map of their bedroom/classroom)</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> • investigating topics in depth • exercising choice and responsibility by choosing their own topics for inquiry • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> ○ Scott Foresman unit 5 ○ Communities Across America ○ National Geographic Reading Expeditions ○ Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum <p><u>Materials</u></p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before:

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<p>Standard # 2 5.2 Knows and understands how to use mental maps to organize information about people, places, and environments</p>	<p>5.1.4 Uses a variety of print and non-print sources to explore other people and places C & G 5(K-2)-2a</p> <p>5.2.1 Locates places within the local community and in nearby communities</p> <p>5.2.2 Knows the location of Earth's continents and oceans in relation to each other</p>	<p>cooperative learning</p> <ul style="list-style-type: none"> involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<ul style="list-style-type: none"> atlas classroom pull-down maps globe <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> walking field trips 	<ul style="list-style-type: none"> o RAT (R-7, R-13) o SQ3R • During: <ul style="list-style-type: none"> o two column notes (R-7, R-13) o Reciprocal Teaching o graphic organizers o QAR • After: <ul style="list-style-type: none"> o summarizing (R-7, R-13) o 5-3-1 o • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> o cause/effect o sequence o description o problem/solution o compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>National Geography Standards: Places and Regions</p> <p>Standard # 4 5.3 Knows and understands the physical and human characteristics of places.</p>	<p>The student</p> <p>5.3.1 Knows and understands the physical characteristics of places in</p> <ul style="list-style-type: none"> landforms bodies of water soil, vegetation weather of Rhode Island 	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> o Scott Foresman unit 5 o Communities Across America o National Geographic o Reading Expeditions o Map Essentials 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p>

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<p><i>What are the characteristics of urban suburban and rural communities?</i></p> <p>Standard # 6 5.6 Knows and understands how culture and experience influence people's perceptions of places and regions</p>	<p>5.3.2 Knows and understands the human characteristics of places</p> <ul style="list-style-type: none"> • distributions • settlement patterns • languages • ethnicity • nationally and religious beliefs • Rhode Island <p>5.3.3 Compare and contrast urban (cities), suburban, town, and rural (farm)</p> <p>5.6.1 Describes his/her community from different cultural perspectives</p> <p>5.6.2 Understands ways in which different people perceive places and regions of Rhode Island</p>	<ul style="list-style-type: none"> • involving exploration of open questions that challenge students' thinking • involving students in active participation in the classroom and the wider community • involving students in both independent inquiry and cooperative learning • involving students in reading, writing, observing, discussing, and debating • building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>Technology</p> <ul style="list-style-type: none"> • LCD projectors • Computer lab • www.unitedstreaming.com • www.ridoe.net • www.ride.ri.gov/instruction/curriculum <p>Materials</p> <ul style="list-style-type: none"> • atlas • classroom pull-down maps • globe • school garden <p>School library resources</p> <p>Community</p>	<p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> • Before: <ul style="list-style-type: none"> ○ RAT (R-7, R-13) ○ SQ3R • During: <ul style="list-style-type: none"> ○ two column notes (R-7, R-13) ○ Reciprocal Teaching ○ graphic organizers ○ QAR • After: <ul style="list-style-type: none"> ○ summarizing (R-7, R-13) ○ 5-3-1 ○ • Vocabulary e.g. Frayer model, Kim • Text Structure (identify and write) (R13) <ul style="list-style-type: none"> ○ cause/effect ○ sequence ○ description ○ problem/solution ○ compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> • Responding to informational and literary text • Informational writing - report (W-4)

Social Studies Grade 2

Curriculum Writers: Julie Weisbrod and Mark Whittaker

TOPIC/ STANDARD	NHS Standards/GSEs/BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>National Geography Standards: Human Systems</p> <p>Standard # 9 5.9 Knows and understands the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p>Standard #12 5.11 Knows and understands the process, patterns, and functions of human settlement.</p>	<p>The student</p> <p>5.9.1 Understands the spatial distribution of the population of Rhode Island</p> <p>5.11.1 Knows the factors that affected where people settled in Rhode Island</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the classroom and the wider community involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.ridoe.net www.ride.ri.gov/instruction/curriculum <p><u>Materials</u></p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p><u>School library resources</u></p>	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1

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		<ul style="list-style-type: none"> building upon students' prior knowledge; exploring a full range of culture found in America; 	<p><u>Community</u></p>	<ul style="list-style-type: none"> Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)
<p>National Geography Standards: Environment and Society</p> <p>Standard # 14</p> <p>5.14 Knows and understands how human actions modify the physical environment</p>	<p>The student</p> <p>5.14.1 Knows how people depend on the physical environment, e.g. "Save the Bay"</p> <p>5.14.2 Understands how people modify the physical environment, e.g. pollution in Rhode Island</p>	<p><u>DISTRICT INITIATIVES & RESEARCH - SEE PAGE 1</u></p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> investigating topics in depth exercising choice and responsibility by choosing their own topics for inquiry involving exploration of open questions that challenge students' thinking involving students in active participation in the 	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> Scott Foresman unit 5 Communities Across America National Geographic Reading Expeditions Map Essentials <p><u>Technology</u></p> <ul style="list-style-type: none"> LCD projectors Computer lab www.unitedstreaming.com www.rido.net www.ride.ri.gov/instru 	<p><u>STANDARDIZED AND REQUIRED</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p>

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		<p>classroom and the wider community</p> <ul style="list-style-type: none"> involving students in both independent inquiry and cooperative learning involving students in reading, writing, observing, discussing, and debating building upon students' prior knowledge; exploring a full range of culture found in America; 	<p>tion/curriculum</p> <p>Materials</p> <ul style="list-style-type: none"> atlas classroom pull-down maps globe <p>School library resources</p> <p>Community</p> <ul style="list-style-type: none"> Recycling Center 	<p>Research project, e.g. Native American, plaster mask, body backboard, I'm from Poem</p> <p>Reading Strategies</p> <ul style="list-style-type: none"> Before: <ul style="list-style-type: none"> RAT (R-7, R-13) SQ3R During: <ul style="list-style-type: none"> two column notes (R-7, R-13) Reciprocal Teaching graphic organizers QAR After: <ul style="list-style-type: none"> summarizing (R-7, R-13) 5-3-1 Vocabulary e.g. Frayer model, Kim Text Structure (identify and write) (R13) <ul style="list-style-type: none"> cause/effect sequence description problem/solution compare/contrast <p>Tests/quizzes</p> <p>Written responses e.g.</p> <ul style="list-style-type: none"> Responding to informational and literary text Informational writing - report (W-4)