Glen Ridge Public Schools –Social Studies Curriculum

Course Title: Social Studies: Grade 2

Subject: Social Studies

Grade Level: 2

Duration: 34-36 Weeks

Prerequisite: None

Elective or Required: Required

Department Mission Statement:
The mission of Social Studies in the Glen Ridge schools is to ignite students’ passion to become responsible, productive, and active citizens within a democratic society. The Social Studies curriculum will develop the students' understanding of themselves and their environment, encompassing an awareness of the United States as part of a global society. The curriculum stresses an educational environment which teaches respect for cultural, political, gender, racial and ethnic diversity. Authentic learning opportunities will empower students with critical thinking, problem-solving, thoughtful decision-making, communication, and leadership skills. Students will study historical, geographical, social, political and economic issues that shape the world. The Social Studies program will provide students with the knowledge and understanding of the past which is essential for successfully navigating the present and future.

Course Description:
The second grade social studies curriculum will reinforce students’ skills in citizenship, government, humanities, history, economics, geography, and community life through a variety of learning styles. Areas of study will include: culture, time, continuity and change; people, places and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; production, distribution, and consumption; science, technology, and society; global connections, and civic ideals and practices. It is intended that each child will apply their prior knowledge and make real world connections from their everyday lives.

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Date Submitted: Summer 2018
Social Studies  
Unit 1: Our World

Approximate # Of Weeks: 6-8 weeks

Essential Questions:
- Why are maps important?
- How do maps help us find places?
- How do we find places on Earth?

Upon completion of this unit students will be able to:
- Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States and other areas worldwide have contributed to the cultural diffusion and economic interdependence.
- Determine locations and characteristics of landforms, including continents, and bodies of water using maps and globes.
- Use maps and globes to find the poles, the cardinal directions, the equator and hemispheres.
- Use symbols, colors, and labels to create a simple map.

Common Core Standards:
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (RI.2.1)
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2.2)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in text efficiently. (RI.2.5)

Interdisciplinary Standards (njcccs.org)
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.4 Describe how landforms, climate, and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.B.5 Describe how human interaction impacts the environment
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.B.9 Compare ways people choose to use and divide natural resources.

**Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**
- Smartboard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Foldables
- Google Earth
- Google Classroom
- Model Globe Project
- Map puzzles
- State Reports

**Enrichment Activities:**
- Make a map of the school or community.
- Make maps of homes.
- Make and use a compass rose.
- Compare and contrast a map and a globe.
- Make landforms out of clay.

**Methods of Assessments/Evaluation:**
- Class discussion
- Ask and answer questions
- Final projects
- Teacher observations
- Completes workbook questions
- Unit quizzes
- Unit assessment
Social Studies
Unit 2: Native Americans

Approximate # Of Weeks: 6-8 weeks

Essential Questions:
- How does where you live affect how you live?
- How did the land in the Northeast Woodlands affect the lives of Native Americans?
- How did the land shape the culture of Native Americans on the Plains?
- How did the desert affect the lives of Native Americans?
- How did the natural resources in the Pacific Northwest affect Native Americans?
- What changes a community?

Upon completion of this unit students will be able to:
- Identify features of Native American culture.
- Recognize Native American contributions to our state and society.

Common Core Standards:
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- Compare and contrast the most important points presented by two texts on the same topic. (RI.2.9)

Interdisciplinary Standards (njcccs.org)
- 6.1.4.B.8 Compare ways people to choose to use and divide natural resources
- 6.1.4.D.1 Determine the impact of European colonization and Native American populations, including the Lenni Lenape of New Jersey
6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently
6.1.4.D.14 Trace how the American identity evolved over time
**Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
**Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**
- Smartboard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Foldables
- Google Earth
- Google Classroom
- Create Native American t-shirts for students to wear to Native American Lands class trip
- Write Cinquain poem in which students use their first name as the first line of the poem, and pick a Native American name for them to use for the last line of the poem.

**Enrichment Activities:**
- Research a Native American tribe
- Create a museum display showcasing one of the Native American regions from the unit.
- Create a Native American artifact
- Invite family members to discuss family culture
- Make a poster displaying family culture

**Methods of Assessments/Evaluation:**
- Class discussion
- Ask and answer questions
- Final projects
- Teacher observations
- Completes workbook questions
- Unit quizzes
- Unit assessment
- KWL chart
Social Studies
Unit 3: A Land of Immigrants

Approximate # Of Weeks: 6-8 weeks

Essential Questions:
- How do communities change over time?
- Why do people move?
- How does culture shape a community?

Upon completion of this unit students will be able to:
- Recognize that people have different perspectives based on their beliefs, values, tradition, culture, and experiences.
- Explain that culture is a way of life of a group of people who share similar beliefs and customs.
- Place key historical events and people in historical eras using timelines
- Identify stereotyping, bias, prejudice, discrimination and unfairness in their lives and communities.
- Recognize the names and contributions of major American presidents and inventors; Abe Lincoln, George Washington, Thomas Jefferson, Ben Franklin and Thomas Edison
- Recognize urban, rural, and suburban communities afford immigrants different opportunities.

Common Core Standards:
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)

Interdisciplinary Standards (njcwcs.org)
- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation historically and today.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14 Trace how the American identity evolved over time.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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**Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**
- Smartboard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Foldables
- Google Earth
- Google Classroom
- Create poster display to represent their culture

**Enrichment Activities:**
- Invite family members to talk/share their family’s traditions
Invite immigrant family members to talk about heritage
Create family tree
Explore traditional music/literature of members in classroom
Create a diorama representing Colonial America
Compare and contrast different types of communities

Methods of Assessments/Evaluation:
- Class discussion
- Ask and answer questions
- Final projects
- Teacher observations
- Completes workbook questions
- Unit quizzes
- Unit assessment
- Graphic Organizers

Resources/Including Online Resources
- Teacher Manual
- Connect Ed Student/Teacher Edition: connected.mcgraw-hill.com
- Teacher Webpage
- Google Earth
- Brainpop
- Discovery Education
- Smartboard Lessons
- Google Classroom

Social Studies
Unit 4: Citizens and Government

Approximate # Of Weeks: 6-8 weeks

Essential Questions:
- What does it mean to belong to a country?
- What does it mean to be a citizen?
- How can citizens create change?
- How do people get along?
- What represents a country?

Upon completion of this unit students will be able to:
- Compare and contrast rules in school, at home, and in our community and explain why there is a need to be responsible and follow the rules
- Describe the different roles people play as citizens in their families, school, and community
- Identify the Constitution’s importance as both a historical and prevalent document
- Relate why important national symbols and monuments are important in our national history
- Describe ways that American citizens can participate in community and political life.
- Describe how the actions of Dr. Martin Luther King Jr. and other civil rights leaders served as a catalyst for social change.

**Common Core Standards:**
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (RI.2.1)
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)
- Describe how reasons support specific points the author makes in a text. (RI.2.8)

**Interdisciplinary Standards (njcccs.org)**
- 6.1.4.A.1 Explain how rules and laws created by community state and national governments help resolve conflicts and promote the common good protect the rights of people
- 6.1.4.A.2 Explains how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy, their civic responsibilities at the community, state, national, and global levels.
- 6.1.4. A.3 Determine how —fairness, || equality, || and the —common good || have influenced change at the local and national levels of United States government.
- 6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government
- 6.1.4. A.7 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.10 Describe how actions of Dr. Martin Luther King Jr. and other civil rights leaders served as catalysts for social change
● 6.1.4. A.12 Explain the process of creating change at the local, state, or national level.
● 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
● **Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
● **Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**
- Smartboard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Foldables
- Google Earth
- Google Classroom
- Make a list of classroom rules
- Write how to be a responsible citizen

**Enrichment Activities:**
- Create a mobile to represent American citizens and government
- Research a famous American citizen or government official
- Write about a hero
- Hold a mock election and campaign to have a student become “class mascot”
- Write a book report about a character in a book being a responsible citizen
- Create a “Constitution and Citizenship Day” play
- Write a song/poem honoring freedom
- Write cards thanking local volunteers in our community
- Make an action plan for our community
- Research citizens who created change in the United States
- Research American symbols

**Methods of Assessments/Evaluation:**
- Class discussion
- Ask and answer questions
- Final projects
- Teacher observations
- Completes workbook questions
- Unit quizzes
Social Studies
Unit 5: All About Economics

Approximate # Of Weeks: 6-8 weeks

Essential Questions:
- What does it mean to belong to a country?
- What does it mean to be a citizen?
- How can citizens create change?
- How do people get along?
- What represents a country?

Upon completion of this unit students will be able to:
- Identify various occupations and how work and employment impact our community.
- Explain the difference between goods and services and identifying those who provide them.
- Identify the variety of jobs that people do.
- Explain the difference between needs and wants in life and analyzing how people obtain the goods and services we need.
- Explain the difference between producing and consuming and identifying ways that people can be both.
- Explain the development of a product from a natural resource to a finished product.
- Describe how work provides income to purchase goods and services.
- Identify ways that people are both producers and consumers.

Common Core Standards:
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (RI.2.1)
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text. (RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)
- Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. (RI.2.7)

**Interdisciplinary Standards (njcccs.org)**
- 6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.4 Describes how supply and demand influence price and output of products.
- 6.1.4.C.9 compare and contrast how access to and use of resources affects people across the world differently.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives.
- 6.1.4.C.11 Recognize the importance of setting long term goals when making financial decisions within the community.
- 6.1.4.C.15 Describe how the development of different transportation systems impacted the economics of New Jersey and the United States.

**Standard 9.1 21st-Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Standard 6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**
- Smartboard interactive lessons
- Discovery Education videos
- Connect Ed student online activities/games
- Brainpop Videos
- Foldables
- Google Earth
- Google Classroom

**Enrichment Activities:**
- Create a picture book/dictionary to represent economics
- Create a business plan to address a good or service not currently provided in the community
- Make a word web to name goods and services
- Make a collage representing needs and wants
Create a class marketplace where students earn currency and buy class prizes
- Invite family members/members of the community to discuss jobs
- Interview members of the community and share findings with the class

**Methods of Assessments/Evaluation:**
- Class discussion
- Ask and answer questions
- Final projects
- Teacher observations
- Completes workbook questions
- Unit quizzes
- Unit assessment
- Graphic Organizers

**Resources/Including Online Resources**
- Teacher Manual
- Connect Ed Student/Teacher Edition: connected.mcgraw-hill.com
- Teacher Webpage
- Google Earth
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- Discovery Education
- Smartboard Lessons
- Google Classroom