

SOCIAL STUDIES

GRADE 2

2004

Social Studies
Grade 2
July, 2004

Course Description:

The goal of the Grade 2 Social Studies curriculum is for all students to understand and appreciate the world, country and community in which we live. The second graders will research, discuss, present projects and participate in activities highlighting elements of citizenship, history, economics and geography. As social studies is taught thematically in second grade, the basic scope and sequence will follow important dates throughout the year. The following is a suggested timeline:

September: Communities and citizenship

October/November: Native Americans and Pilgrims

December: Holidays around the world/ Cultures within the classroom

January: African American history

February: Presidents and other important Americans, Women in history

March: Weather and Economics

April: Environmental awareness

May: Map skills and Geography

June: American Symbols

Core Curriculum Content Standard 6.1 (Civics):

All students will know, understand and appreciate the values and principals of American democracy and the rights, responsibilities, and roles of a citizen in our democratic society.

Cumulative Progress Indicators:

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.
3. Describe how American citizens can participate in community and political life.
4. Understand that justice means fairness to all.
5. Know that responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness and respect for others.

Suggested Activities That Address This Standard May Include, But Are Not Limited To:

1. Cooperatively decide upon class rules, rewards and consequences at the beginning of the school year.
2. Read Cinderella. Discuss whether the stepmother treated everyone fairly.
3. Hold a class election, vote on appropriate decisions that affect the class.

4. Read Amelia Bedelia Runs For Mayor by Herman Parish. Discuss the role of the mayor, and vocabulary from the book such as taxes, red tape, and running for office.
5. Discuss everyday responsibilities they have such as brushing their teeth, doing homework, setting the table. Why is it important to handle your responsibilities?
6. Do a community service project.
7. Write a class story about a monster coming to school. Why should it follow the rules? Why should the teacher make him follow the rules? What would happen if she let it do whatever it wanted?
8. Do a “Random Acts of Kindness” activity.

Core Curriculum Content Standard 6.2 (World History)

All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and future.

Cumulative Progress Indicators:

1. Understand that Americans have come from different parts of the world, and that we [all] have a common American heritage in addition to the heritage of the countries of origin.
2. Identify and describe rituals or customs from their own culture and other cultures represented in the community and in the country.
3. [Understand that] Analyze elements all cultures share [material and non-material traits], such as food, clothing, housing, government, and beliefs.
4. [Compare and contrast material and non-material traits from different cultures.]

Suggested Activities That Address This Standard May Include, But Are Not Limited To:

1. Read Cinderella and Shirley Climo's The Egyptian Cinderella. Use a Venn-Diagram to compare and contrast food, clothing, housing, etc.
2. Christmas Around the World thematic unit.
3. Read about and discuss different Native American tribes.
4. Read about and discuss pilgrims, tie into class ethnic origins.
5. Have students create presentations about their personal background through photographs, song, dance, or food.
6. Read If You Lived In Colonial Times, by Ann McGovern. Provide students with a long feather and cups of paint to share. Practice penmanship using these quill pens instead of pencils. Compare and contrast in a whole group.
7. Give each student an apple. Have them smell, touch and look at the apple. Then assign partners to list similarities and differences. Put the apples back into the basket until tomorrow. The next day, have the children list similarities and differences between themselves and a partner. Then find their

- apples in the basket. Why was it important for all of the apples to be different? Why is it important for people to have similarities and differences?
8. Build log cabins on the 100th day of school to compare homes today with those 100 years ago.
 9. Read Flat Stanley. Send him to visit friends and relatives across the country and around the world. Encourage recipients to include facts and photos from their areas.

Core Curriculum Content Standard 6.3 (United States and New Jersey History):

All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

Cumulative Progress Indicators:

A. Family and Community Life

1. Recognize change and continuity in their own lives.
2. Describe their family history through two generations.
3. Compare family life today with long ago.
4. Tell about their family heritage with stories, songs and drawings.

B. State and Nation

1. Identify the beginning, middle and end of historical stories, myths and narratives about local, state and national history.
2. Distinguish broad categories of time in relation to family history and historical narratives.
3. [Recognize the names] Using stories, myths and legends, students recognize the names of some major figures in American history, including but not limited to George Washington, Abraham Lincoln, Thomas Jefferson, Franklin Roosevelt, Martin Luther King Jr., Ida B. Wells-Barnett, and Susan B. Anthony.
4. Discuss the contributions of important women, African Americans, and Native Americans the United States and New Jersey History.
5. Understand the historical significance of major holidays and American symbols.
6. Relate why important national buildings, statues, and monuments are associated with our national history.

Suggested Activities That Address This Standard May Include, But Are Not Limited To:

1. Read about and discuss national holidays and symbols. Create individual reference books with picture and facts about important symbols and buildings.
2. Sing patriotic songs, and discuss their meanings and relevance.
3. Read about the history of “The Pledge of Allegiance,” and translate into age-appropriate terms for understanding.

4. Have students prepare and present trading cards on famous Americans.
5. Study and illustrate the changes to the American flag over time.
6. Create personal timelines of their lives including photos and important milestones.
7. Create family trees as a home project.
8. Explore Harriet Tubman and the Underground Railroad.

Core Curriculum Content Standard 6.4 (Economics):

All students will acquire an understanding of key economic principles in relation to individuals, institutions, and governments.

Cumulative Progress Indicators:

A. Economic Literacy

1. Explain the meaning of, and be able to distinguish between, wants and needs.
2. Distinguish between goods (objects) and services (activities).
3. Identify the basic goods and services a family needs for everyday life.
4. Give examples of how the products you eat, wear and use can affect your health, your safety and the environment.
5. Understand that consumers are buyers and producers are workers and sellers.
6. Explain that there are not enough resources to satisfy all the wants of individuals, groups and societies.
7. Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.
8. Understand that natural, human, and capital resources are used to produce goods and to provide services.
9. Explain the prices are the money value of goods and services.
10. Describe taxes that their families pay and identify government services they receive.

B. Economics and Society

1. Identify various jobs and explain how workers in these jobs receive income for their work, and that they exchange the income for products made by others.
2. Understand that banks provide currency, checking accounts, and savings accounts.
3. Understand that some essential goods and services are provided by the government such as roads, schools, parks, police, and fire protection.
4. Describe the processes used to make things they own and use.
5. Identify things that are produced in New Jersey.

C. Personal Financial Management

1. [Understand that the prices of goods and services can be compared to make good decisions about purchases.] Demonstrate the ability to save and purchase a desired item as part of a spending plan.

Suggested Activities That Address This Standard May Include, But Are Not Limited To:

1. Read Alexander, Who Used To Be Rich Last Sunday. Discuss the differences between needing and wanting something. Make a comparison chart. Use a reward system in which stickers or tokens can be exchanged for goods (candy, pencil, small toy) or services (extra recess, no homework). Give different values to the rewards emphasizing why some are worth more than others. Encourage the students to save for a more valuable prize.
2. Read Nancy Shaw's Sheep in a Shop. Discuss and have students write about and illustrate the goods and services the sheep consumed. Also discuss responsible behavior.
3. Create a food pyramid. Have students document everything they ate and drank for one day, and sort into the categories. Did you eat healthily?

Core Curriculum Content Standard 6.5 (Geography):

All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Cumulative Progress Indicators:

A. The World in Spatial Terms

1. Demonstrate understanding of the spatial concepts of location, distance and direction, including:
 - Location of school, home, neighborhood, community, state and country.
 - Relative location of the community and places within it.
 - Location of continents and oceans.
2. Understand that the globe is a model of the Earth and maps are representations of local and distant places.

B. Places and Regions

1. Describe the physical features of places and regions on a simple scale.
2. Describe the physical and human characteristics of places.

C. Physical Systems

1. Recognize that the relationship of the Earth to the sun affects weather conditions, climate and seasons.

D. Human Systems

1. Identify the types of transportation used to move goods and people.
2. Identify the modes of communication used to transmit ideas.

E. Environment and Society

1. Describe the role of resources such as air, land, water and plants in everyday life.
2. Describe the impact of weather on everyday life.

3. Understand and act on small-scale, personalized environmental issues such as littering and recycling.

Suggested Activities That Address This Standard May Include, But Are Not Limited To:

1. Use a disposable camera to have students take pictures of important places in Hopatcong (e.g. their house, a school, a park, the lake, an eatery). Compile the pictures into a class book, or use them to create a map of Hopatcong.
2. Play “Where in the World is...?” Every morning have the students use a globe to locate a continent, ocean, country, state, city, etc. and label on a map.
3. Have students create or give students prepared maps of the classroom or playground. Each student writes directions to a specific place, and then trades directions with a partner. The partners have to follow the directions to find the mystery spot.
4. Read Me on the Map, by Joan Sweeney and the Rigby big book Somewhere in the Universe. Have the students create individual books describing and illustrating the solar system, Earth, the continents, North America, The United States, New Jersey, Hopatcong, their street and their home. The individual books should mimic the trade book.
5. Read about and discuss how mail is delivered. How does it get to and from the United States? Create a mobile with the types of transportation used, with descriptive paragraphs on the backs of the pictures.
6. Make an edible map of the physical characteristics of New Jersey or the United States.
7. Create a travel brochure detailing the location, goods, services, resources, etc. of the chosen country.
8. Keep a daily weather chart. Read about and discuss changes in weather and seasons. Use Rigby books Clouds and Charlie.
9. Research and discuss how pollution endangers plants and animals. What can we do to help?
10. Create miniature globes out of Styrofoam balls. Illustrate the seven continents.
11. Read about people who live in the rainforest, desert, tundra, etc. Compare and contrast.
12. Read The Lorax by Dr. Seuss. Discuss the importance of protecting the environment. Use paper scraps to recycle into note paper.

Instructional Strategies:

Teachers can employ the use of class or individual books, mapmaking and various book report formats. Students may work in a whole group, small cooperative groups, in pairs or individually to achieve these standards. Many trade books, discussions and projects should be used at the second grade level.

Evaluation/Assessment of Students:

Students may be assessed based upon projects, participation, written reports, and teacher-made tests.

Evaluation/Assessment of Curriculum:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review Schedule (see attached).

Resources:

1. <http://www.eduref.org/Virtual/Lessons/index.shtml>
2. Tulsa Trail second grade faculty.