

# Pequannock Township School District

## Curriculum Syllabus

### Social Studies - Second Grade

#### Course Description:

In this second grade social studies curriculum, “My Environment”, students will explore the student’s impact on the use of the environment, the different landforms, and climate - locally and globally.

Students will explore history in the context of the digital age, allowing 21st century learners to transcend the limits of time and place and experience historic events in a variety of ways. This social studies curriculum will integrate reading and language arts to create a more transparent and fluid curriculum across the disciplines. This will provide second grade learners with the knowledge, skills and perspectives needed to become active, informed citizens and contributing members of communities in today's ever-changing society.

#### Course Standards:

The following is a list of NJSLs that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLs are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

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- 6.1.4.A.14: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 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: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 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 in New Jersey and the United States.
- 6.1.4.B.8: Compare ways people choose to use and distribute natural resources.
- 6.1.4.B.9: Relate advances in science and technology to environmental concerns, and to

actions taken to address them.

- RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.10: Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know spelling-sound correspondences for common vowel teams.
  - B. Decode regularly spelled two-syllable words with long vowels.
  - C. Decode words with common prefixes and suffixes.
  - D. Identify words with inconsistent but common spelling-sound correspondences.
  - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4: Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.2: Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8: Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful

ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

## Scope and Sequence

	Unit Title	STEM or Humanities	Weeks
1	School Rules & Citizenship	Humanities	2
2	Geography of NJ & My Home	Humanities	4
1	Properties of Matter & Changes in Matter	STEM	4
3	The Global Environment	Humanities	4
2	The Earth's Land & Water & Changes to Earth's Land	STEM	6
4	My Natural Resources	Humanities	4
3	Relationship in Habitats	STEM	5
5	Responses to Nature's Challenges	Humanities	4

## Assessments

Evaluation of student achievement in this course will be based on the following:

- Aligned to ELA expectations.
- Narrative Writing Piece
- Persuasive Writing Piece
- Research Projects
- Rubrics

## Curriculum Resources

[NJ Map close up](#)

[NJ Counties Map](#)

[Pequannock on US map](#)

[Blank NJ map for kids](#)

[NJ Map and Fact booklet](#)

[Google Maps](#)

[NJ Amistad Curriculum](#)

[http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)

<https://www.readworks.org/article/Maps/237e90ad-7218-4582-a2cd-09e0526e40f3#!articleTab:content/>

<https://www.youtube.com/watch?v=EBG5VGMoAIM>

Newsela

Readworks

*The Lorax*

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Read nightly to your child. Practice site words.