KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Grade 2 Social Studies Curriculum

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Unit #/Title	1/Classroom Rules, Responsibilities, and Citizenship	Time Frame	2 weeks

Stage 1 - Identify Desired Results

Standards

5.1.2.A. Explain the purposes of rules and their consequences in the classroom and school community.
5.1.2.B. Explain the importance of rules in the classroom and school community.
5.1.2.C. Define fairness in working with others.
5.1.2.D. Explain why school rules are written and posted.
5.2.2.A. Identify and explain the importance of responsibilities at school, at home and the community.
5.2.2.B. Identify a problem and probable solution.
5.2.2.C. Identify community projects/activities that support leadership and public service.
5.2.2.D. Explain responsible community behavior.
5.3.2.D. Identify positions of authority at school.
5.3.2.F. Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.
5.4.2.E. Explain how a community reaches compromise.
6.1.2.C. Explain how choice has consequences.
6.1.2.D. Identify a choice based on community interest.

Big Ideas

- Rules are necessary in a community to allow its citizens to work in a productive and peaceful manner.
- Citizens show respect for others and their property and act in a responsible manner.
- Communities must compromise in order to work together and succeed.
- Principals and teachers are leaders that keep us safe and help us learn.
- Responsible community members help their community.

Essential Questions

- Why do we need rules?
- What happens if I don't follow the rules?
- Why do I need to respect and listen to leaders?
- Why do I need to compromise?
- How can I help the people in my community?
- Who are the leaders in my school and why are they important?

Content

- There are rules in classrooms and communities
- People make their own choices
- Choices have consequences, which can be positive or negative
- Communities are better when we help one another
- Teachers and principals are leaders in our school community
- Members must work together to solve problems and reach common goals

Vocabulary:
- Personal property is something that is owned by another person
- School property is something that is owned by the school community
- Respect is acting in a way that shows caring about the feelings and well-being of others

Skills

- State the rules of the classroom, hallway, cafeteria, bathroom, and playground
- State the possible consequences of their choices.
- Identify possible solutions to a problem
- Identify needs within the school community and possible solutions
- Make responsible decisions
- Identify the leaders in our school community

• Responsible behavior is acting in a way that promotes the safety and well-being of others and property • Compromise is when people or groups each get a little of they want and give up a little of what they want	

Unit #/Title	2/Presidents, Historical Figures, and Social Movements	Time Frame	4 weeks

Stage 1 - Identify Desired Results

Standards

5.2.2.B. Identify a problem and probable solution.
8.1.2.A. Read and interpret information on simple timelines.
8.1.2.B. Identify documents relating to an event.
8.1.2.C. Apply sources of historical information.
8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
8.3.2.A. Identify groups and organizations and their contributions to the United States.
8.3.2.B. Identify American artifacts and their importance in American history.
8.3.2.C. Identify facts related to how different people describe the same event at different time periods.
8.3.2.D. Demonstrate an understanding of how different groups describe the same event or situation.
8.4.2.A. Explain why cultures have commemorations and remembrances.
8.4.2.B. Explain the significance of historical documents on world history.
8.4.2.C. Identify how cultures have commemorations and remembrances.

Big Ideas

- Historical figures have helped to shape our history and rights.
- Events from the past help us understand our current society.
- Historical documents and information and timelines help us to make sense of past events and how they relate to each other.
- Commemorations and remembrances remind us of our past.

Essential Questions

- How have historical figures influenced our past and present?
- How have historical events impacted our way of living and interaction with different racial and ethnic groups?
- In what ways are commemorations and remembrances important to a community?

Content

- Abraham Lincoln was a president and important figure in unifying the United States and ending slavery
- Harriet Tubman was a critical figure in the Underground Railroad, improving the lives of slaves and former slaves, and the abolishment of slavery
- Martin Luther King Jr. was a critical figure in gaining equal rights
- The Gettysburg Address was a speech given by Abraham Lincoln discussing the Civil War
- "I Have a Dream" was a speech given by MLK Jr. promoting equal rights
- The Underground Railroad was a system of people and routes that helped slaves escape to free states in the north and Canada

Vocabulary:
- A conductor was a person who guided the slaves on The Underground Railroad

Skills

- Explain who Abraham Lincoln was and his role in ending slavery
- Explain why the Civil War was being fought and who was fighting
- Explain what the Emancipation Proclamation was
- Explain who Harriet Tubman was and why she was important during the time of slavery
- Explain the purpose of The Underground Railroad
- Define the terms slave, conductor, and safe house and how they related to the Underground Railroad
- Explain who Martin Luther King Jr. was and his role in the civil rights movement
- Define segregation, equality, civil rights, and prejudice.
- Read and understand information on a timeline

• A safe house was a place where slaves could hide while traveling north • A slave is a person who is owned by another and is forced to obey them • The Emancipation Proclamation is a historical document signed by President Lincoln that ended slavery • Segregation is the separation of people because of race (skin color) • Prejudice is judging people based on their skin color, religion, or other traits • Equality is treating all people with respect and fairness • Civil Rights are laws that require equal treatment of all people • A timeline organizes the important events of a time period, historical event, or person in chronological order • Biographies are nonfiction texts about a person's life. • Autobiographies are nonfiction text about a person's life written by that person	

Unit #/Title	3/Holidays and Observances	Time Frame	2 weeks (Thanksgiving) 1-2 days (Memorial Day, Veteran's Day, Constitution Day, Columbus Day, Election Day)

Stage 1 - Identify Desired Results

Standards

5.3.2.A. Identify the role government plays in the community (education, transportation).
5.3.2.B. Identify local government leaders.
5.3.2.C. Identify other types of services provided by local government.
5.3.2.E. Describe situations in the state or nation when having an elected official represent the people is beneficial.
5.3.2.H. Identify different forms of media.
5.3.2.J. Identify the responsibilities of voters after the vote.
5.4.2.D Identify different types of media.
7.3.2.A. Identify the effect of local geography on the residents of the region (food clothing, industry, trade, types of shelter, etc.).
7.4.2.A. Identify how environmental changes can impact people.
8.1.2.A. Read and interpret information on simple timelines.
8.1.2.B. Identify documents relating to an event.
8.1.2.C. Apply sources of historical information.
8.2.2.A. Identify historical figures in the local community.
8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
8.3.2.A. Identify groups and organizations and their contributions to the United States.
8.3.2.B. Identify American artifacts and their importance in American history.
8.3.2.C. Identify facts related to how different people describe the same event at different time periods.
8.3.2.D. Demonstrate an understanding of how different groups describe the same event or situation.
8.4.2.A. Explain why cultures have commemorations and remembrances.
8.4.2.B. Explain the significance of historical documents on world history.
8.4.2.C. Identify how cultures have commemorations and remembrances.

Big Ideas	Essential Questions
• Conflict within a community and a lack of resources can lead to emigration. • Events from the past help us understand our current society. • Different groups of people may view the same event or situation differently. • Historical documents and information and timelines help us to make sense of past events and how they relate to each other. • Commemorations and remembrances remind us of our past (Memorial Day, Veterans Day, Constitution). • People are elected to government offices to serve and lead the people of their communities. • Media presents different types of information and can help citizens make decisions about their elected officials.	• Why do people emigrate to other countries? • What causes conflict within a community? • How does the climate and physical properties of a land impact the pilgrims' settlement? • How have historical figures influenced our history? • How have historical events impacted our way of living and interaction with different countries? • How are events in history viewed by different groups of people? • How do timelines, historical documents, and historical information help us learn about past events? • Why are commemorations and remembrances important to a community? • Why do we need elected government officials? • How does the media help me make decisions?

Content	Skills
• A pilgrim is a person who goes on a long journey for religious reasons • Pilgrims left England for religious freedom, economic reasons, and adventure • The pilgrims had a long and difficult journey on The Mayflower • The pilgrims did not reach their intended destination, which resulted in a more difficult settlement • The pilgrims' friendship with the native people was instrumental in their survival • King James I and The Pilgrims may have viewed their emigration differently • Local government leaders may include school board members, council members, mayors, tax collectors, sheriffs, etc • Voters must learn about the elected officials and the decisions they make to determine their future votes • School board members make decisions that impact school policies (rules) and how the money in a school district is spent (budget) • Mayors oversee the police, fire, education, housing and transportation departments • People pay taxes (money) when they live and/or work in a community • Different types of media include radio, T.V., newspaper, billboards, signs, etc Vocabulary: • Thanksgiving is a holiday that commemorates the first harvest of the pilgrims • Memorial Day is holiday celebrated on the last Monday of May to remember the members of the United States Armed Forces who died in active military service • Veterans' Day is a holiday celebrated on the anniversary of the end of World War I (November 11th) that honors people who have served in the United States Armed services • Constitution Day is an observance on September 17th that recognizes the adoptions of the United States constitution • The United States Constitution is a historical document that says how the government works. • The Bill of Rights is a historical document that lists the rights of the citizens of the United States • Elections Day is when citizens that are 18 years-old or older vote for people to serve their community • Taxes are used to fund schools, roads, police departments, fire and emergency departments, and public transportation	• Identify the reasons the pilgrims left England • Identify how King James I viewed the emigration of The Pilgrims • Discuss why the pilgrims' settlement of America is important to our lives • Discuss the Mayflower Voyage • Identify the reasons why the pilgrims' initial settlement was difficult • Identify how the Native Americans were helpful in the survival of the pilgrims • Identify the groups of people who are honored on Memorial Day and Veterans' Day • State the purpose of the United States Constitution and Bill of Rights • Identify who can vote • Identify local government offices and their duties • State what taxes are and their purpose • Identify different types of media and their purposes

Unit #/Title	4/Map Skills	Time Frame	2 weeks

Stage 1 - Identify Desired Results

Standards

7.1.2.A. Identify how basic geographic tools are used to organize information.
7.1.2.B. Describe regions in geographic reference using physical features.
7.2.2.A. Identify the physical characteristics of places.
7.2.2.B. Identify the basic physical processes that affect the physical characteristics regions.
7.3.2.A. Identify the effect of local geography on the residents of the region (food clothing, industry, trade, types of shelter, etc.).
7.4.2.A. Identify how environmental changes can impact people.

Big Ideas

- Maps are useful tools that help us navigate our communities.
- Geography can be used to explain the culture of the residents of a region.
- Various things affect the physical characteristics of a region.

Essential Questions

- Why are maps useful?
- What makes one place different from another?
- How does geography affect the culture of its residents?
- How are the physical characteristics of a region formed?

Content

- Regions are different based on their physical characteristics
- Physical characteristics of a region are affected by the water cycle, wind or water erosion and weathering)

Vocabulary

- Maps and globes are pictorial representations of physical regions
- A compass rose shows directions on a map
- A map key identifies the symbols used on a map and their meaning

Skills

- Identify the compass rose and map key
- Identify north, south, east, and west on a map using the compass rose
- Locate places on a map using the map key
- Navigate to a new location using a map and cardinal directions
- Identify the physical characteristics of a region using a map key
- Identify the processes that affect the physical characteristics of a region
- Identify the characteristics of a region that affect the culture of its inhabitants

Unit #/Title	5/Economics	Time Frame	2 weeks

Stage 1 - Identify Desired Results

Standards

5.3.2.A. Identify the role government plays in the community (education, transportation).
5.3.2.C. Identify other types of services provided by local government.
5.3.2.I Define taxes and why they are paid.
6.1.2.A. Identify scarcity of resources within the school community.
6.1.2.B. Identify community wants and needs.
6.2.2.A. Identify goods, services, consumers, and producers in the local community.
6.2.2.B. Differentiate between markets and competition.
6.2.2.C. Define personal choice as related to buying an item.
6.2.2.D. Explain how demand for consumer goods impacts price.
6.2.2.E. Identify the impact on a community when a business closes.
6.2.2.F. Describe the role of financial institutions as related to consumers' financial needs.
6.2.2.G. Identify examples of an economic system.
6.3.2.A. Identify examples of goods and services provided by the government.
6.3.2.C. Define taxes and who pays them.
6.3.2.D. Identify products produced outside the United States.
6.4.2.A. Identify local examples of specialization of work.
6.4.2.C. Identify products that come from many different counties.
6.4.2.D. Identify buyers and sellers and how their wants and needs are addressed.
6.5.2.A. Explain how money earned by individuals is used to meet needs and wants.
6.5.2.B. Describe how different job skills impact earnings.
6.5.2.C. Describe the roles of local businesses.
6.5.2.D. Describe money saving behaviors.
6.5.2.E. Describe the qualities that may be necessary to complete a task.
6.5.2.F. Explain the responsibilities of a business owner.
6.5.2.G. Identify how saving for a purchase occurs over time.
6.5.2.H. Describe why people save money in the local bank.

Big Ideas

- People and communities have basic needs (food, water, shelter, clothing) and wants.
- People purchase goods and services.
- People are producers and consumers.
- People have choices in what they buy.
- Prices are impacted by supply and demand.
- Products come from all over the world.
- Businesses affect our community in many ways.
- People need money to meet their wants and needs.
- The government uses taxes to provide goods and services.
- There are different types of economic systems.

Essential Questions

- What do people need to survive?
- What do communities need and want to be successful?
- How does money help us meet our wants and needs?
- How does personal choice affect a person's decisions and/or purchases?
- How are prices set?
- Where can I get the things I want and need?
- Why do we rely on businesses?
- Do businesses have responsibilities to their communities, consumers, and employees?
- How do banks help us accumulate money?
- How do our skills help us earn money?
- Why is it important to save money?
- Why do we pay taxes?
- Who influences our economic system?

Content	Skills
• Vocabulary: wants, needs, goods, services, consumers, producers, market, competition, personal choice, supply, demand, product, business, taxes, market economy, planned economy, mixed economy	• Identify items within our classrooms and school that need to be taken care of and not wasted (scarcity of resources within the school community) • Identify the difference between goods, services, consumers, and producers • Identify the goods, services that are available in our school and community • Identify times when we are consumers and producers in our community • Explain why they chose one item over another • Explain how supply and demand affect the price of a good or service • Identify the responsibilities a business has to its' consumers, employees, and community • Identify the effects of a local business closing (loss of products, loss of jobs, less money leads to other business closures) • Identify where products come from • Identify the basic needs of humans • Sort wants versus needs • Make and save money and make choices in regards to their spending • Identify the goods and services our government supplies • Identify and describe three different types of economies • Identify the markets of a good or service

Unit #/Title	6/Pennsylvania	Time Frame	1-2 weeks

Stage 1 - Identify Desired Results

Standards

5.1.2.E. Describe citizens' responsibilities to the state of Pennsylvania and the nation.
5.1.2.F. Identify state symbols.
5.3.2.B. Identify local government leaders.
5.3.2.E. Describe situations in the state or nation when having an elected official represent the people is beneficial.
5.4.2.A. Explain examples of conflict in the community, state, and nation.
5.4.2.B. Identify ways that countries can work together.
5.4.2.C. Explain why nations need to work together for peace.
8.2.2.B. Identify important buildings, statues, and monuments associated with the state's history.
8.2.2.C. Identify how commerce and industry and social organizations have changed over time in Pennsylvania. It seems that this is covered in 4th grade).
8.4.2.D. Identify global issues that require cooperation among nations.

Big Ideas	Essential Questions
• Citizens have responsibilities. • Government leaders are elected to represent the people of their state or region. • Symbols can be used to represent states and nations. • Communities, states, and nations must work together to create a peaceful environment.	• Do citizens have responsibilities to their state and nation? • Why do we need government leaders? • Why do we use specific symbols to represent states and nations? • Why do communities, states, and nations need to work together?
Content	**Skills**
• State symbols, flags, buildings, statues, and monuments • Vocabulary: governor, mayor, state representative, senator	• Identify the responsibilities a citizen has to their state and nation • Identify local government leaders and their duties • Identify the symbols associated with Pennsylvania and why they are important • Identify or explain a conflict within our community, state, or nation • Identify ways countries can work together and why they should