

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 2
Credit Value:	N/A
Date Approved:	August 22, 2023

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**Modifications will be made to accommodate IEP mandates for classified students**

## Social Studies Curriculum Map Grade 2

Trimester 1 September-December		
Civics and Government		
Studies Weekly	Essential Questions	Standards
<b>Principles of Democracy</b>  Lesson from Week 5	How do I solve a problem?  What does it mean to be fair and equal?  What happens when I don't get what I want?	<b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions. <b>6.1.2.CivicsDP.2:</b> Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities. <b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). <b>6.1.2.CivicsCM.3:</b> Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<b>Important Documents</b>  Lesson from Week 6	How does our country's government work?  What are my rights as a citizen?  What documents support our country's laws?	<b>6.1.2.CivicsPI.1:</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). <b>6.1.2.CivicsPI.3:</b> Explain how individuals work with different levels of government to make rules. <b>6.1.2.CivicsPI.6:</b> Explain what government is and its function. <b>6.1.2.CivicsPR.1:</b> Determine what makes a good rule or law. <b>6.1.2.EconET.5:</b> Describe how local and state governments make decisions that affect individuals and the community.
<b>Culture</b>  Lesson from Week 23	What is culture?  How does knowing about different cultures help us understand each other?  How does the environment affect a culture?	<b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. <b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
<b>Sources</b>  Lesson from Week 1	What are the different types of sources? How do primary sources help me learn about the past?  How do I use secondary sources?  How do different sources help me understand different perspectives?	<b>6.1.2.HistoryUP.1:</b> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event

<b>Trimester 2</b> <b>December-March</b>		
<b>Studies Weekly</b>	<b>Essential Questions</b>	<b>Standards</b>
<b>Economic Principles</b>  Lesson from Week 29	How does something acquire value?  How do businesses depend on each other?  Where do the things I need come from?  How does trade help people meet their needs?	<b>6.1.2.Geo.GI.1:</b> Explain why and how people, goods, and ideas move from place to place. <b>6.1.2.EconET.2:</b> Cite examples of choices people make when resources are scarce. <b>6.1.2.EconET.3:</b> Describe how supply and demand influence price and output of products. <b>6.1.2.EconEM.3:</b> Identify the ways in which people exchange(d) goods and services today and in the past (e.g., purchase, borrow, barter). <b>6.1.2.EconNE.1:</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions. <b>6.1.2.EconGE.1:</b> Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.
<b>Economic Activity</b>  Lesson from Week 26	What jobs are available to me?  What does it mean to be an entrepreneur?  How does every community get what they need?	<b>6.1.2.EconEM.1:</b> Describe the skills and knowledge required to produce specific goods and services. <b>6.1.2.EconEM.2:</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities
<b>Map Skills</b>  Lesson from Week 17	What tools can I use to tell me where I am?  Why are maps important?  Why is knowing how to read a map and use map tools important?	<b>6.1.2.Geo.SV.2:</b> Describe how maps are created for a specific purpose (e.g., school fire drill map, route from home to school, learning centers in a classroom). <b>6.1.2.Geo.SV.3:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols) and purposes (wayfinding, thematic).
<b>Regions of the World</b>  Lesson from Week 24 (Edison)	What story does a map or globe tell me?  How does dividing up the map and organizing regions help me?  How do I identify different regions?  How are regions divided up around the world?	<b>6.1.2.EconET.1:</b> Explain the difference between needs and wants. <b>6.1.2.EconNE.1:</b> Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

<b>Trimester 3</b> <b>March-June</b>		
Studies Weekly	Essential Questions	Standards
<b>The Purpose of Government</b>  <b>The Structure of National Government</b>  Lessons from Week 7 and 8 (Edison)	What is the purpose of the government?  Why is it important to vote?  Who are the people in charge of the government?	<b>6.1.2.CivicsPI.1:</b> Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council). <b>6.1.2.CivicsPI.2:</b> Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. <b>6.1.2.CivicsPI.4:</b> Explain how all people, not just official leaders, play important roles in a community. <b>6.1.2.CivicsCM.1:</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. <b>6.1.2.EconNE.2:</b> Describe examples of goods and services that governments provide.
<b>Government Services</b>  Lesson from Week 10 (Edison)	How does our community and government help people?  Where do taxes come from?  What services does the government provide and why?	<b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. <b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions. <b>6.1.2.CivicsCM.1:</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
<b>Citizenship</b>  Lesson from Week 11 (Edison)	What is a citizen?  What are my responsibilities as a citizen?  How do I show that I am a member of a community?	<b>6.1.2.CivicsPI.4:</b> Explain how all people, not just official leaders, play important roles in a community. <b>6.1.2.CivicsCM.1:</b> Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
<b>Human Characteristics of a Place</b>  Lesson from Week 19 (Edison)	How do people change their environment?  What are some examples of human characteristics?  What evidence do we have that people have changed the environment?	<b>6.1.2.GeoPP.1:</b> Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). <b>6.1.2.Geo.GI.1:</b> Explain why and how people, goods, and ideas move from place to place. <b>6.1.2.Geo.HE.4:</b> Investigate the relationship between the physical environment of a place and the economic activities found there <b>6.1.2.Geo.SV.3:</b> Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

		<p><b>6.1.2.Geo.SV.4:</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat).</p> <p><b>6.1.2.EconEM.2:</b> Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</p>
<p><b>Humans and the Environment</b></p> <p>Lesson from Week 21 (Edison)</p>	<p>How does geography and climate affect the way people live?</p> <p>Why do people choose to live where they do?</p> <p>What natural resources do people use?</p> <p>How and why do they use them?</p> <p>How do people change their environment?</p>	<p><b>6.1.2.Geo.SV.4:</b> Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom).</p> <p><b>6.1.2.Geo.HE.1:</b> Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</p> <p><b>6.1.2.Geo.HE.2:</b> Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</p> <p><b>6.1.2.Geo.HE.4:</b> Investigate the relationship between the physical environment of a place and the economic activities found there.</p>
<p><b>Movement</b></p> <p>Lesson from Week 22 (Edison)</p>	<p>Why do people move and migrate?</p> <p>What are the reasons people move?</p> <p>How has the movement of people changed our nation?</p> <p>How do ideas move?</p>	<p><b>6.1.2.HistorySE.1:</b> Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.</p> <p><b>6.1.2.HistoryUP.2:</b> Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p>
<p><b>Historical Figures</b></p> <p>Lesson from Week 32 (Edison)</p>	<p>Who has made significant contributions that have impacted me?</p> <p>What can I learn from the past?</p> <p>How do past contributions and inventions impact me today?</p>	<p><b>6.1.2.HistoryCC.3:</b> Make inferences about how past events, individuals, and innovations affect our current lives.</p> <p><b>6.1.2.CivicsCM.2:</b> Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <p><b>6.1.2.HistoryCA.1:</b> Make an evidence-based argument about how and why communities change over time (e.g., locally, nationally, globally).</p>
<p><b>Solving Problems in Your Community</b></p> <p>Lesson from Week 31 (Edison)</p>	<p>What impact can I have on my community right now?</p> <p>How do I solve a problem?</p> <p>Who do I go to for help if I need it?</p> <p>Why should I be a problem solver?</p>	<p><b>6.1.2.HistoryUP.1:</b> Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p><b>6.1.2.HistoryCA.1:</b> Make an evidence-based argument about how and why communities change over time (e.g., locally, nationally, globally).</p> <p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p><b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions.</p>

New Jersey Statutes Reflected in Curriculum	
<b>Title 18A- Section 18A:35-28 Instruction on Holocaust, genocides required in elementary, secondary school curriculum</b>	Lessons in this curriculum enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction emphasizes the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
<b>Supplement to Title 18A:35 instruction on Asian Americans and Pacific Islanders in public schools and supplementing</b>	Lessons in this curriculum include instruction on the history and contributions of Asian Americans and Pacific Islanders. Instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders are incorporated across the curriculum.
<b>Title 52- Section 52:16A-88 - Responsibilities, duties of Amistad Commission. Amistad curriculum</b>	The Lessons in this curriculum include educational materials concerned with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society.