

**WEYMOUTH TOWNSHIP SCHOOL**

**SOCIAL STUDIES CURRICULUM**

**Grade 2**

**Adopted: September 2022 BOE Revised and Approved: August 2023**

## Course Overview

### Description

The Second Grade course in Social Studies includes the four disciplines identified by the National Council for Social Studies. Inquiry-based learning in social studies prepares students to understand and think critically about information in our global society. Today's challenges are connected to people, places, and events of the past. Authentic learning experiences enable students to apply content, knowledge, develop social studies skills, to prepare for college, careers, and civic life.

### Goals

This course aims to:

- Develop the understanding of the importance of community and good citizenship.
- Interpret and comprehend a variety of maps.
- Develop the understanding of the role of economics in a community.
- Identify and describe how communities change over time.
- Develop analytical skills to read, write and create a timeline.
- Apply non-fiction reading strategies to a variety of texts within the topic communities.

### Materials

**Core:** TCI Social Studies Alive! My Community, 2022

**Supplemental:** BrainPop, Newsela, Learning A to Z Independent non-fiction.

### Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

## Pacing Guide

<b>Unit Number</b>	<b>Topic of Study</b>	<b>Duration (Weeks Taught)</b>
1	Unit 1 Geography	5 weeks
2	Unit 2 Economics	5 weeks
3	Unit 3 History	5 weeks
4	Unit 4 Civics	5 weeks

### Unit 1 Overview

**Unit Title:** Geography

**Unit Summary:**

Students will learn about different kinds of communities. Students will also learn about maps and map tools. They will learn that communities have different geographical features and that physical maps show these features. Students will explore how people use our environment.

**Suggested Pacing:** 12 lessons

### Learning Targets

**Unit Essential Questions:**

- How are maps useful to our community?
- In what ways can we use natural resources?
- How are communities unique?

**Unit Enduring Understandings:**

- Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places and environments on Earth.
- Places are jointly characterized by their physical and human properties.
- The physical environment can both accommodate and be endangered by human activities.
- Urban, suburban, and rural areas, worldwide, share common physical characteristics, but may also have cultural differences.

**Evidence of Learning**

**Formative Assessments:** Preview Activity, Check for Understanding, Vocabulary Activity, Hands-On Activity, Show What You Know, Lesson Game

**Summative Assessments:** Unit Inquiry Project; Lesson 1-4 Assessments

**Alternative Assessments:** TCI Social Studies Stories for the unit

<b>Objectives</b> <small>(Students will be able to...)</small>	<b>Suggested</b>  <b>Standards</b>  <b>(NJSLs)</b>	
	<b>Key Concepts</b>  <small>(Students will know...)</small>	<b>Assessments</b>
Identify important places in a community.  Describe what people do in a community.  Record observations about the local community.  Design a fictional community.	What a community is.   People in communities work together to solve problems.	Draw a picture of a community.  Show places to live, work, have fun, and solve problems.         6.1.2.Civics.PI.5 6.1.2.Geo.SV.2 6.1.2.Geo.HE.2 9.1.2.CR.1 9.2.2.CAP.1 9.2.2.CAP.2 9.4.2.CT.3 9.4.2.GCA:1  8.1.2.IC.1 8.2.2.ED.2

<p>Identify the features of rural, suburban, and urban communities. Compare and contrast features of different types of communities.</p> <p>Determine the relative location and population densities of rural, suburban, and urban communities.</p> <p>Identify advantages and disadvantages of different types of communities.</p> <p>Locate places on a map.</p> <p>Use a map grid, map key, and compass rose.</p> <p>Follow cardinal directions.</p> <p>Trace a route on a map.</p> <p>Create maps.</p>	<p>Differences between rural, urban, and suburban communities.</p> <p>Pick one kind of community: rural, suburban, and urban.</p> <p>Draw a picture of it and write several sentences to describe it.</p> <p>What a map is.</p> <p>Draw a map of your dream bedroom. Add a map key.</p> <p>People use map keys, grids, symbols, and a compass rose to understand the information on a map.</p>	<p>6.1.2.HistorySE.3</p> <p>6.1.2.CivicsPI.4</p> <p>6.1.2.HistoryCC.1</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p>	<p>6.1.2.Geo.SV.4</p> <p>6.1.2.Geo.HE.3</p> <p>6.1.2.Geo.SV.2</p>
<p>Identify and locate geographic features on a physical map. Apply knowledge of geographic features in a game.</p> <p>Use a political map of the United States to identify the location of various US states.</p>	<p>Geography is the study of Earth's land, water, and people.</p> <p>A community's geography impacts the way people live.</p> <p>There are different kinds of maps.</p>	<p>6.1.2.Geo.SV.1</p> <p>6.1.2.Geo.GI.2</p> <p>6.1.2.GeoPP.1</p>	<p>Draw and label a river, a mountain, a valley, and a plain.</p>

## Unit 2 Overview

**Unit Title:** Economics

**Unit Summary:**

The idea of “resources” as including human, physical, and natural resources is essential for understanding the economic decisions people, businesses, and governments make in local, national, and global markets.

**Suggested Pacing:** 12 lessons

## Learning Targets

### Unit Essential Questions:

- Why are goods/services important to our community?
- How do supply and demand affect a community?
- In what ways could you earn enough money to buy something you really wanted/needed?

### Unit Enduring Understandings:

- Rules and laws are developed to protect people's rights and the security and welfare of society.
- People make decisions based on their needs, wants, and the availability of resources.
- Economics is a driving force for the occurrence of various events and phenomena in societies.
- Interaction among various institutions in the local, national, and global economies influence policy making and societal outcomes.
- Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investments.

## Evidence of Learning

**Formative Assessments:** Preview Activity, Check for Understanding, Vocabulary Activity, Hands-On Activity, Show What You Know, Lesson Game

**Summative Assessments:** Unit Inquiry Project; Lesson 5-8 Assessments

**Alternative Assessments:** TCI Social Studies Stories for the unit

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSL)</b>
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<p>Distinguish between things that are from nature and those made by people.</p> <p>Analyze how people live in different environments.</p> <p>Describe how the natural resources of different environments can be used for food, clothing, and shelter.</p> <p>Explain the causes and effects of land, water, and air pollution.</p>	<p>People use nature to get the food, shelter, and clothing they need</p> <p>Using too many natural resources can pollute the environment.</p> <p>Have students think of one way to help keep the environment clean. Students may use pictures and words to show what children should do and how that will help the environment.</p> <p>6.1.2.GeoPP.1 6.1.2.Geo.HE.2 6.1.2.Geo.HE.3</p>
<p>Create a process diagram.</p> <p>Identify key natural resources and show how they fuel our economic growth.</p> <p>Complete a flowchart showing how natural resources are made into the goods we consume.</p> <p>Show examples of community service jobs to relate new concepts to personal experience.</p> <p>Use role playing to learn about the job duties of eight different service jobs.</p> <p>Appreciate the role service workers play in our complex economy.</p> <p>Learn how specialization occurs in work today.</p>	<p>Know the difference between consumers and producers.</p> <p>Countries bring in and send goods to other countries.</p> <p>Businesses are places where people work.</p> <p>Some businesses provide goods, and others perform services.</p> <p>Some services are paid using taxes collected from people in the community.</p> <p>Have students write about where a shirt is made, how the shirt gets to the store, how the shirt gets from the store to you.</p> <p>Have students draw a picture to show the person doing the job. Students can also write a short story about a person doing that job.</p> <p>6.1.2.Geo.GI.1 6.1.2.EconEM.1 6.1.2.EconGE.1 6.1.2.CivicsPI.2 6.1.2.CivicsPI.6 6.1.2.EconET.5</p>
<p>Give examples of one's own family activities to relate new concepts to personal experience.</p> <p>Use reasoning skills to analyze the costs and benefits of purchasing goods.</p>	<p>Differences between needs and wants.</p> <p>Shoppers should compare the costs and benefits when</p> <p>Have students make a poster about how to be a smart consumer. Use words and pictures. Students should show and tell three ways to be a smart</p> <p>6.1.2.EconET.4 6.1.2.EconEM.3 6.1.2.EconET.2</p>

shopping.

consumer

## Unit 3 Overview

**Unit Title:** History

**Unit Summary:**

Reasoning about chronological patterns, explaining how people's perspectives can change, working with historical sources, identifying causes and effects, and developing claims from evidence are skills students will develop.

**Suggested Pacing:** 12 lessons

## Learning Targets

**Unit Essential Questions:**

- Why did people first come to the Americas?
- How did Native Americans adapt to the geography in the areas they settled in?
- How do Native American cultures differ from one another? Why do these cultural differences exist?
- How do Native Americans keep their traditions alive?

**Unit Enduring Understandings:**

- Availability of resources affects economic outcomes.
- Cultures include traditions, popular beliefs and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
- Prejudice and discriminations can be obstacles to understanding other cultures.
- The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual point of view.

## Evidence of Learning

**Formative Assessments:** Preview Activity, Check for Understanding, Vocabulary Activity, Hands-On Activity, Show What You Know, Lesson Game

**Summative Assessments:** Unit Inquiry Project; Lesson 9-12 Assessments

**Alternative Assessments:** TCI Social Studies Stories for the unit

<b>Objectives</b> (Students will be able to...)	<b>Suggested Assessments</b>		<b>Standards</b> <b>(NJSL)</b>
	<b>Key Concepts</b> (Students will know...)		
<p>Use historical observation skills to make claims about Native American artifacts and back your claims with evidence.</p> <p>Interpret primary sources to compare and contrast cultures from past to present.</p> <p>Appreciate how Native American cultures have survived through the centuries and continue to thrive today.</p>	<p>The history of different Native American groups.</p> <p>When Europeans came to America it impacted the lives of the Native Americans.</p> <p>Different ways Native Americans celebrate their culture.</p>	<p>Draw and write three ways members of the Comanche tribe living long ago use the buffalo to live.</p>	<p>6.1.2.HistoryCC.3</p> <p>6.1.2.Geo.SV.3</p> <p>6.1.2.Geo.SV.2</p>
<p>Locate places on a map.</p> <p>Identify something special about communities.</p> <p>Analyze images to show how people share pride in their culture.</p>	<p>There are different kinds of families.</p> <p>Family members talk to each other to learn about their family's history.</p>	<p>Create a collage of photos from your family's past.</p>	<p>6.1.2.HistoryCC.3</p> <p>6.1.2.Geo.GI.1</p> <p>6.1.2.HistoryCA.1</p> <p>9.1.2.CR.1:</p> <p>9.1.2.CR.2</p> <p>9.1.2.RM.1</p> <p>9.2.5.CAP.1</p>
<p>Identify the factors that cause a community to grow and change.</p> <p>Explain the reasons communities get bigger or smaller.</p> <p>Identify causes and effects of changes in the local community.</p>	<p>The population of a community can get larger or smaller.</p> <p>People work together to make their communities better.</p>	<p>Draw a community that is growing and a community that is getting smaller.</p>	<p>6.1.2.HistoryCA.1</p> <p>6.1.2.HistorySE.3</p> <p>6.1.2.Geo.GI.1</p> <p>9.4.2.CI.1</p> <p>9.4.2.CT.3</p> <p>8.1.2.IC.1</p>

<p>Analyze historical photographs and illustrations.</p> <p>Sequence historical events on a timeline.</p>	<p>What primary sources are and who uses them.</p> <p>How to understand the information in a timeline.</p> <p>Make a timeline about this year in school. Use words and pictures to describe three things that happened.</p> <p>6.1.2.HistoryCC.2</p> <p>6.1.2.HistoryUP.1</p> <p>6.1.2.HistorySE.2</p> <p>SL.2.3</p> <p>SL.2.4</p> <p>SL.2.6</p> <p>8.1.2.AP.4:</p>
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## Unit 4 Overview

**Unit Title:** Civics

**Unit Summary:**

Important ideas of civics are based on understanding government at various levels, the political system, rules and laws, civic engagement, and democratic principles.

**Suggested Pacing:** 12 lessons

### Learning Targets

**Unit Essential Questions:**

- What makes a strong community?
- Why are rules and laws important to a community?
- How can people be good citizens?
- How do communities solve problems?
- What are the roles and responsibilities of community members?
- How can we make a difference in our community?

**Unit Enduring Understandings:**

- Rules and laws are developed to protect people’s rights and the security and welfare of society.
- In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- The United States democratic system requires active participation of its citizens.
- Good citizens participate in civic activity.
- Individuals work together to create a successful community.

### Evidence of Learning

**Formative Assessments:** Preview Activity, Check for Understanding, Vocabulary Activity, Hands-On Activity, Show What You Know, Lesson Game

**Summative Assessments:** Unit Inquiry Project; Lesson 13-16 Assessments

**Alternative Assessments:** TCI Social Studies Stories for the unit

<b>Objectives</b> (Students will be able to...)	<b>Suggested Assessments</b> <b>Key Concepts</b> (Students will know...)	<b>Standards</b> (NJSLs)
Identify problems and possible solutions in various communities.  Identify the contributions of individuals to U.S. history and culture.	Communities solve problems.  People play different roles within their community to help their community.	Have students write a story. The story should include somebody who sees a problem, an idea for how to help, the person takes action. Finally the idea works well.  6.1.2.CivicsPI.4 6.1.2.CivicsCM.2 6.3.2.CivicsPD.1
Vote in a class election.  Predict what community leaders can and cannot do.  Conduct a mock demonstration.  Identify a community problem and propose a solution.	Communities have groups of leaders that form a government  People vote for leaders to make important decisions	Have students answer how people choose community leaders and two things that community leaders do.  6.1.2.CivicsCM.1 6.1.2.CivicsPI.5 6.1.2.CivicsDP.2
Identify ways to be good citizens.  Decide whether specific actions are those of a good citizen.  Brainstorm good-citizenship actions that students could perform in the community.	Citizens work, follow rules, are kind and respectful to others in order to make their community a better place.	Have students think of ways children can be good citizens. They can write and draw one of their ideas.  6.1.2.CivicsPR.1 6.1.2.CivicsPR.2 6.1.2.CivicsPR.3

Locate places on a political map.	The United States is made up of	Have students make a poster of	6.1.2.Geo.SV.2
Identify how communities share to meet their economic needs and wants.	50 states with many	their community. Students	6.1.2.Geo.SV.3
Identify something special about their community.	communities.	should tell in words and	6.1.2.Geo.SV.4
Analyze community celebrations to show how people share pride in our country.	Communities share foods, goods, and experiences.	pictures, one place they might like to visit and one thing their community shares with other communities.	

## Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through the activities in this unit.

### 21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
	CRP11. Use technology to enhance productivity.
	CRP12. Work productively in teams while using cultural global competence.

<b>Evidence of Learning</b> <b>Summative and Benchmark</b> <b>Assessments</b>	<b>Formative Assessments and Alternative Activities</b>	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Interactive Notebook TCI Online Activities Class work/participation Critical Thinking Skill Activity Field Trip (virtual) Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos Online Questions

### **Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

## Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments  
 Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
<b>ELL</b>	<b>Gifted &amp; Talented</b>
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
<b>I&amp;RS/At Risk</b> Small group instruction/Assessments Repeat Verbal Instructions Seating Accommodations Extended Time for Assessments/Modified Assessments Guided Practice	<b>In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:</b> <ul style="list-style-type: none"> <li>• Interdisciplinary connections (<a href="#">N.J.A.C. 6A:8-1.1</a>)</li> <li>• 21st century themes and skills (<a href="#">N.J.A.C. 6A:8-1.1</a>)*</li> </ul>

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))\*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)\*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Asian American, Pacific Islander history and contributions ([J.S.A 18A:35-4.44](#))

#### **Elementary Social Studies Requirements**

- Course of study in civics, geography and history of New Jersey\* ([N.J.S.A. 18A:35-3](#))

#### **Internet Resources**

National Atlas and Map Maker <http://nationalatlas.gov/>

United States Census Bureau <http://factfinder.census.gov/home/saff/main.html? lang=en>

National Park Service <http://tpd.cr.nps.gov/nhl/>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem/>

Teaching History - [www.teachinghistory.org](http://www.teachinghistory.org) - Provides lesson plans, primary sources, and resources for teaching history effectively.

Library of Congress - [www.loc.gov](http://www.loc.gov) -Offers a vast collection of primary sources and teaching materials for U.S. history and social studies.

PBS Learning Media - [www.pbslearningmedia.org](http://www.pbslearningmedia.org) - Features a wealth of educational videos, interactive lessons, and primary source materials for social studies.

Smithsonian Education - [www.smithsonianeducation.org](http://www.smithsonianeducation.org) - The Smithsonian Institution offers a wide range of educational resources, including lesson plans and interactive activities related to history and culture.

Textbook Supplements [www.tci.com](http://www.tci.com)