

Social Studies Grade 2

PURPOSE

Students continue to explore belonging to groups, families, neighborhoods, communities, our country and the world. Students begin their exploration with the family, relatives and ancestors and move to beginning an understanding of where our families came from (immigration). Geography concepts expand the understanding of our state, nation and the world. History is connected through viewing culture, historic events and holidays.

New Jersey concepts should be continually infused within the social studies curriculum.

I. STUDENT OUTCOMES

A. Geography

Students will:

1. Use tools for learning about the world including direction words, maps, graphs, globes, calendars and charts. (7/1)
2. Use simple maps to identify the location of places within the local community and the nearby communities. (7/2)
3. Begin to use maps to identify the major physical characteristics on the earth, including the United States, continents (land) and oceans. (7/4)

B. History

Students will:

1. Begin to identify social institutions, such as family and community that function to meet individual and group needs. (4/2)
2. Compare and contrast similarities and differences in family life today with family life in the past. (4/1)
3. Discuss the holidays that celebrate past events. (5/3)
4. Identify common elements found in different cultures. (5/1)
5. Describe ways that family members, teachers, and community influence students' daily lives. (5/2)

C. Economics

Students will:

1. Demonstrate knowledge of work that people perform in our economic system. (6/3)
2. Begin to demonstrate understanding of the role of money in everyday life. (6/1)

D. Civics

Students will:

1. Recognize symbols of our county. (1/6)
2. Identify and discuss their roles and responsibilities as members of a group (family). (1/2)
3. As developmentally appropriate, begin to recognize and identify examples of the rights and responsibilities of citizens within a community.

E. Workplace Readiness/Study Skills

Students will:

1. Begin to identify and describe work that people perform in our economic system.
2. Recognize and define a problem.
3. Select appropriate tools for specific purposes.
4. Begin to set goals for completing assignments, activities and projects.
5. Work cooperatively with others to accomplish a task.
6. Evaluate own actions and accomplishments.
7. Use time efficiently and effectively.

II. CONTENT AND SEQUENCE

A. Geography Skills (infused throughout the units)

- a. Maps, charts, globes, timelines and calendars
- b. Five themes of geography

B. The Family

- a. Family Tree
- b. Where we came from
- c. Treasures from the past/understanding culture
- d. Using Calendars

- C. Earth, Our Home
 - a. Our Country, The Fifty States
 - b. A world of countries, “looking at the earth”
 - c. Our natural resources
- D. Working
 - a. Identify goods and services
 - b. People perform many types of work
 - c. The farm/learn the steps (sequence) of growing corn
 - d. The factory/people are both producers and users
 - e. Explore basic human needs and wants
- E. We The People
 - a. Solving a community problem
 - b. Our country’s government
 - c. Our country’s capital
 - d. The flag of the United States
- F. Discovering Our Past
 - a. America’s first people
 - b. People travel to America
 - c. A new country/Thirteen Colonies, The American Revolution
 - d. A country at war/The Civil War
- G. People, Places and Holidays
 - a. Special Americans
 - b. Our country’s landmarks
 - c. Special holidays

III. ACTIVITIES AND MATERIALS

- A. Text: People Together Adventures in Time and Place, McGraw Hill, 2001.
People, Spaces and Places series, (selected titles), Rand-McNally
- B. Teacher Resources
 - 1. Teacher Resource Binder
 - 2. Teacher Edition
 - 3. Media Materials

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Student will follow instructions.
- D. Students will hand in completed class and home assignments at the proper time.
- E. Students will study for and complete quizzes and tests and projects successfully.
- F. Students will be expected to participate in class.
- G. The final grade represents the teacher's professional judgement of student performance. All of the above are included in the evaluative process.

REVISED:
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