

SCHOOL DISTRICT OF THE CHATHAMS

Social Studies

2nd Grade

Full Year

Course Overview

2nd grade social studies students engage in active, experiential and reflective exercises that guide them through their growing understanding of themselves as individuals and in contrast to others while exploring different roles they play and responsibilities they have in the context of their family, and the communities of their classroom, school, and neighborhood. Students will consider different communities in their school, and across their state, their country and around the world to see how they are alike and different in many ways. They'll broaden their understanding of others through learning about different cultures, beliefs, values and traditions. They'll grow in their appreciation of the need for rules, and how diversity, tolerance, fairness and respect for others help communities accomplish tasks and serve the common good.

Using different sources, in text, maps, images and charts, students will learn how human and natural resources contribute to the material goods and services in their lives while exploring the difference between needs and wants in order to understand how people and communities make choices. Inspecting evidence of the past in images, maps, art and documents, they'll gain a sense of change over time.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Civics, Government, and Human Rights

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.2: 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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Geography, People and the Environment

6.1.2.GeoPP.1: 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).

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.2: 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).

6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Economics, Innovation and Technology

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

6.1.2.EconET.3: Describe how supply and demand influence price and output of products.

6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

History, Culture, and Perspectives

- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: 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.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Civics, Government and Human Rights

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Geography, People and the Environment

- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Technology Standards

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

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- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity, increase collaboration and communicate effectively.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- 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.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- 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.
- 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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Computer Science and Design Thinking

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Units of Study

Unit 1: *Myself and My Community (~24 classes)*

- How am I alike and different from others? How can we be different, yet in the same community?
- What is the common good in our community?
- Why do we make rules in our community?
- How do we balance the needs and wants of individuals in our community?
- How can I be a good citizen in my community (classroom)?
- What are fair/unfair actions/behaviors? What should I do in response to them?
- What is a process we can follow to peacefully resolve conflicts?

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- What is equality? Justice? Fairness?
- How can we strive to achieve those goals in our community?

Unit 2: Communities across the Country and around the World (~24 classes)

- What makes a community? How are communities both the same and different?
- Can people belong to more than one community at once? What are the communities that I belong to?
- How can people in communities work together to make sure people have their needs met?
- What are the resources people have in their communities, and why do different communities have different resources?
- What are the characteristics of rural, urban, and suburban communities and how do those characteristics influence how people live, work and play in those communities?

Unit 3: How People and Communities Make Choices (~24 classes)

- How do we learn how to make good choices?
- How do people in different communities satisfy their needs and wants?
- Do people in different communities have different needs and wants? Why (not)?
- How do we balance the needs and wants of individuals in our community?
- How can people and communities make responsible economic decisions?
- How does scarcity affect the production, distribution and consumption of goods and services?
- Can the needs and wants of individuals and communities be satisfied at the same time?
- How are producers and consumers around the world interconnected and what makes them dependent on each other?

Unit 4: How Communities Change (~24 classes)

- What is change and how does it happen?
- What makes a change temporary and what makes a change permanent?
- How do some people create more change than others?
- How can we tell whether change is good for us?
- What change can individuals bring to themselves, their community, their school, and their world?
- How can I make my community a better place?
- What makes a community grow and change the most?
- What obstacles have people faced in improving their communities, and how did they deal with those challenges?

<p>Learning Objectives/Discipline Standards of Practice</p>
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Learning Objectives:

- Students will understand that Social Studies is the study of how people live their lives as individuals and in groups.
- Students will develop and practice age-appropriate skills and habits of social scientists to better understand and shape their lives and their world.

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science

disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

The instructional materials will vary in order to meet the learning needs of students. Reading materials found in classroom libraries maintained by teachers may support student learning in Social Studies. The

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supplemental text titles listed below are recommended by and included in Units of Study resources. Teachers will read aloud many books and incorporate a variety of readings, documents, video clips, maps, charts, photographs, music, and web-based materials into lessons throughout the year.

Resources

- Online Instructional Program and Student Journal: Social Studies Alive!, *My Community*, Teachers Curriculum Institute, 2022

Supplemental Materials

- Possible Supplemental Texts:
 - *It's Back to School We Go!: First Day Stories From Around the World* by Ellen Jackson and Jan Davey Ellis
 - *Follow That Map!* by Scot Ritchie
 - *But it's Not My Fault* by Lisa Cook
 - *Lily Learns about Wants and Needs* by Christine M. Schneider
 - *Franklin's Neighborhood* by Paulette Bourgeois
- Possible Supplemental Online Instructional Materials:
 - National Geographic Kids
 - Chatham Township
 - Borough of Chatham
 - Chatham Historical Society
 - Dollar Street - Gapminder Project
 - KidCitizen - Library of Congress
 - Statistics in Schools - US Census Bureau

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, guided vocal explanations
- Guided question responses related to analysis of primary and secondary sources.
- Annotation, notation and mark-ups of primary and secondary source text, images, and maps.
- Drawings, image collages and sketched representations of historical connections, and understandings of social studies topics and concepts.
- Written and/or drawn responses to stimulus-based questions.