



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Social Studies

Grade 2

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Course Description:

Grade 2 Social Studies

Grade 2 Social Studies builds on the topics covered in Kindergarten and Grade 1. In the first unit students will closely examine their community with an emphasis on types of communities, needs and wants, goods and services, producers and consumers, and earning and using money. Students will gain an understanding of how a proper running community functions and operates. The second unit will concentrate on using maps and globes in connection with the world. Students will participate in numerous activities using maps and globes to tell direction, relationship between physical features, and specific locations. Students will also examine the causes of night, day, seasons, and different climates. The third unit will explore the United States of America and New Jersey's history and government. Locations of neighboring countries and states will be examined, as well as the location of capitals. Past important leaders and historical documents will also be discussed in detail. Students will examine other cultures from around the world and be able to highlight any differences or similarities.

Suggested Course Sequence:

Unit 1: *Our Community*: 26 days

Unit 2: *Exploring Maps, Globes, and Our World*: 30 days

Unit 3: *Our Country and State and their History and Government*: 23 days

Pre-Requisite: None

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 1: Our Community
Target Course/Grade Level:	Grade 2

Unit Summary

Student will explore their local community and learn that a community is a place where people, live, work, learn, and play. Students will study various types of communities (urban, suburban, and rural), the people and places in a community, and the history of Midland Park's community. Students will also identify community needs and wants, making and selling goods, providing services, and earning and using money.

21st Century Skills

Think creatively, work creatively with others, reason effectively, make judgments and decisions, use systems thinking, solve problems, communicate clearly, collaborate with others, access and evaluate information, use and manage information, and interact effectively with others.

Learning Targets
Standards
6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
6.1.P.B.1	Develop an awareness of the physical features of the neighborhood/community.
6.1.P.B.2	Identify, discuss, and role-[lay the duties of a range of community workers.
6.1.P.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
6.1.4.C.1	Apply opportunity cost to evaluate individual's decisions, including ones made in their communities.
6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.3	Explain why incentives vary between and among producers and consumers.
6.1.4.C.4	Describe how supply and demand influences price and output of products.
6.1.4.C.5	Explain the role of specialization in the production and exchange of goods and services.
6.1.4.C.7	Explain how the availability of private and public goods and services is influenced by the global market and government.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
6.1.4.C.13	Determine the qualities of entrepreneurs in a capitalistic society.

Unit Essential Questions

- How are communities different/similar?
- How does geography play a role in the way a community is formed?
- How has Midland Park changed over time?
- How does a community meet the needs of the people through goods and services?
- Why are there needs and wants in a community?
- How do the people that work in a community keep the community a safe and happy place to live?

Unit Enduring Understandings

- We all belong to a community – we all live, work, learn, and have fun together.
- Urban communities are cities, suburban communities are outside cities, and rural communities are not near cities at all.
- People living in a community have certain needs that must be met in order to survive (food, water, shelter, clothing).
- Communities provide goods (items you can buy –

<ul style="list-style-type: none"> • Why/How do people use money in a community? • Who are some important people in our community? • What are some of the important buildings or landmarks in our community? 	<p>foods, clothing, toys, etc.) and services (jobs people do to help you – firefighters, police, teachers, etc.) to meet the needs of the people.</p> <ul style="list-style-type: none"> • Citizens pay taxes, or money, to the government to pay for services. • People living in a community may want goods or services that they do not need in order to survive. • Our community has gone through many transformations over time. • The Mayor, police, firefighters, Department of Public Works, and teachers/administration help our community. • The Town Hall, Police Station, Fire Station, Department of Public Works building, and schools are important places in our community.
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Unit Learning Targets

Students will...

- Describe the 3 types of communities and identify the one in which they live.
- Explain how the community has changed over time.
- Explain the difference between needs and wants.
- Identify/Explain various goods and services available in the community.
- Explain why people need money and how taxes are paid to the government to help provide services to the community.
- Identify important people, building, and landmarks found within the community.

Evidence of Learning

Summative Assessment (2 days)

Chapter 1 Test

Chapter 2 Test

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Nystrom Atlases, Nystrom Community Maps, Activity Sheets, Expo Markers and Erasers

Formative Assessments

- Activity Projects
- Activity Sheets
- Teacher Conversations

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Exploring Communities	5 Days
2	Types of Communities	2 Days
3	People and Places in a Community	3 Days
4	Our Community's History	3 Days
5	Chapter 1 Test	1 Day
6	Meeting Needs and Wants	2 Days
7	Making and Selling Goods	4 Days
8	Providing Services	2 Days
9	Earning and Using Money	3 Days
10	Chapter 2 Test	1 Day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.brainpopjr.com/socialstudies/geography/ruralsuburbanandurban/preview.weml>

<http://www.brainpopjr.com/socialstudies/economics/needsandwants/preview.weml>

<http://www.brainpopjr.com/socialstudies/economics/goodsandservices/preview.weml>

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 2: Exploring Maps, Globes, and Our World
Target Course/Grade Level:	Grade 2

Unit Summary

Students will examine and understand how/why maps and globes are used. The various components of maps and globes, such as landforms, waterways, map keys, cultural and natural symbols, and other symbols will be studied. Students will understand the world is divided into many countries, each with their own government, languages, people, customs, and laws. Students will explore how the Earth is divided into hemispheres and learn how to use directional words (North, South, East and West) while describing location. The concepts of day, night, climate, and seasons will be examined.

21st Century Skills

Think creatively, work creatively with others, reason effectively, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and evaluate information, use and manage information, adapt to change, be flexible, manage goals and time, and work independently.

Learning Targets
Standards
6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI#	Cumulative Progress Indicator (CPI)
6.1.4.A.14	Describe how the world is divided into many nations that have their own, governments, languages, customs, and laws.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
6.1.4.B.4	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.

Unit Essential Questions

- How are maps and globes a representation of Earth?
- What are natural features and how are they similar/different?
- What are cultural features and how are they similar/different?
- How do we find a specific location on a map or globe?
- Where are the North and South Poles?
- What and where is the Equator?
- What are the four cardinal directions?
- What is distance and how do we measure distance between locations?
- How is Earth divided into sections?

Unit Enduring Understandings

- Maps and globes are tools that show us different locations and features of the Earth.
- Natural features are made by nature (mountains, rivers, coastlines, etc.).
- Cultural features are made by humans (buildings, airports, highways, etc.)
- There are four cardinal directions (north, south, east, and west).
- The North Pole is the farthest place north on Earth.
- The South Pole is the farthest place south on Earth.
- The equator is an imaginary line circling the earth. It is directly halfway between the North and South Poles.

<ul style="list-style-type: none"> • Why is there day and night? • How does climate differ on the Earth? • How and why do seasons change? • Where are the continents and oceans located and how can their locations be described? • How are continents similar and different from each other? • How are countries and the local people similar and different around the world? 	<ul style="list-style-type: none"> • Distance is the space between two objects or locations. • We use tools to measure distance (in inches, feet, miles, etc.) or observation (number of blocks, streets, etc.). • Earth is divided into Northern/Southern and Eastern/Western hemispheres. • Day and night occur because of Earth's rotation in relation to the sun. • A location's climate depends on how much sun the location receives. • Seasons change based on the revolution of Earth around the sun. • There are 7 continents and 5 oceans on Earth. • Each continent has various landforms, waterways, climates, and locations. • Each country varies in location, natural features, and cultural features. • The people of various countries differ in cultures and ways of living.
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Unit Learning Targets

Students will...

- Explore maps and globes and understand each is a representation of Earth.
- Understand the different map views, the map key, and symbols located on maps and globes.
- Discover what natural and cultural features are and where they are located.
- Learn how to measure and estimate distance.
- Explore the concepts of North, South, East, and West.
- Examine Northern, Southern, Eastern, and Western hemispheres.
- Understand why there are day and night and different climates and seasons.
- Explore Earth's continents and oceans.
- Understand the difference between continents and the many countries around the world.
- Explore the many different people and cultures found in different countries.

Evidence of Learning

Summative Assessment (2 days)

Chapter 3 Test

Chapter 6 Test

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Nystrom Atlases, Nystrom Community Maps, Activity Sheets, Expo Markers and Erasers

Formative Assessments

- Activity Projects
- Activity Sheets
- Teacher Conversations

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Features of Maps and Globes	4 days
2	Looking at Natural Features	3 days
3	Looking at Cultural Features	2 days
4	Locating Places on a Map	2 days

5	North, South, East, and West	5
6	Distances Between Places	2
7	Chapter 3 Test	1
8	Hemispheres	2
9	Day, Night, Climate, and Seasons	2
10	Land and Water	3
11	People and Places Around the World	3
12	Chapter 6 Test	1

Teacher Notes:**Curriculum Development Resources**

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.brainpopjr.com/socialstudies/geography/readingmaps/preview.weml>

<http://www.brainpopjr.com/socialstudies/geography/continentsandoceans/preview.weml>

<http://www.brainpopjr.com/science/weather/seasons/preview.weml>

Unit Overview

Content Area:	Social Studies
Unit Title:	Unit 3: Exploring Our Country and State and their History and Government
Target Course/Grade Level:	Grade 2

Unit Summary

Students will study New Jersey and the United States of America. Natural and cultural features will be examined, as well as the reasons to their specific locations. Neighboring states and countries and how they impact the United States will be explored. Students will locate our state and country's capital, as well as those of neighboring states and countries. Our country's history, past important leaders, and historical documents will be examined and related to our world today. Students will understand how local and state communities have been influenced and changed over time and what caused these changes. Students will study other cultures and understand why it is important to recognize and respect these cultures. Students will participate in organizing a group to solve a local and/or state issue and then communicate with local and/or state leaders to share their ideas to solve the issue. Students will comprehend the power of organized groups and speaking up for change. Students will also connect with students from other countries to discuss common issues of public concerns.

21st Century Skills

Think creatively, work creatively with others, reason effectively, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and evaluate information, use and manage information, adapt to change, be flexible, work independently, be self-directed learners, and interact effectively with others.

Learning Targets
Standards
6.1 U.S. History: America in the World

Student will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI#	Cumulative Progress Indicator (CPI)
6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
6.1.4.B.8	Compare ways people choose to use and divide natural resources.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.D.5	Relate Key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.2	Contact local officials and community members to acquire information and/or discuss local issues.
6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.B.1	Plan and participate in an advocacy project to inform others about environmental issues at local or state level and propose possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issues impacting children.

Unit Essential Questions

- Why and how do people use and divide natural resources?

Unit Enduring Understandings

- People use natural resources to satisfy their needs and most natural resources are made available to all

<ul style="list-style-type: none"> • Where is our state and country located? • What are some neighboring states and countries? • How do we elect a President? • Is the President the only one in charge of the United States of America? • What are our state and country capitals? • What important landmarks does our country have? • Why are they important? • Who are our country's past important leaders? • What important historical documents influenced our government and citizenship? • How do other cultures influence each other and why is it important to understand each culture's differences? • How do you solve a problem that is in your community? • Who can you contact? • If you needed to make other community members aware of important issues, how could you do this? • What global issues concern you and do you think children in other countries share the same concerns? 	<p>citizens.</p> <ul style="list-style-type: none"> • New Jersey is located on the East Coast near New York City. • The United States of America is located in the Western Hemisphere, south of Canada, and North of Mexico. • Trenton is our state capital and Washington, DC is our country capital. • State and Country capitals is where the government is located. • George Washington, Abraham Lincoln, Martin Luther King, Jr., were important American leaders. • The Mayflower Compact, the Declaration of Independence, and the Bill of Rights greatly impacted the formation of government and citizenship in the country. • Other cultures are different from our own and it is important to recognize and understand those differences. • Local community members can help you solve a problem. • Forming groups with people who share similar concerns is one way to stay organized and work towards solving the issue. • The President, Congress, and the House of Representatives all work together to help run our country.
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Unit Learning Targets

Students will...

- Understand natural resources are used to satisfy one's needs.
- Identify where New Jersey and the United States of America are located on Earth.
- Study our state and national capital, as well as surrounding state and county capitals and know this where the government is located.
- Explore the roles of George Washington, Abraham Lincoln, and Martin Luther King, Jr. in the development of our country.
- Examine the various characteristics of different New Jersey regions and learn how they influenced economic opportunities.
- Explore the various historical documents that helped establish our county and citizenship.
- Understand other cultures and accept their beliefs and customs.
- Will identify and then contact local and state governments to express their concerns and possible solutions for local issues.

Evidence of Learning

Summative Assessment (2 days)

Chapter 4 Test

Chapter 5 Test

Equipment Needed: InterWrite Board, ELMO, projector, desktop/laptop

Teacher Resources: Nystrom Atlases, Nystrom Community Maps, Activity Sheets, Expo Markers and Erasers

Formative Assessments

- Activity Projects
- Activity Sheets
- Teacher Conversations

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Exploring the United States	4 days
2	Our Country's Natural and Cultural Features	3 days
3	Our State	2 days
4	Chapter 4 Test	1 days
5	Our Country's Government and History	4 days
6	Capitals in the United States	2 days
7	Our Country's History	4 days
8	Our Country's Leaders	2 days
9	Chapter 5 Test	1 days

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/6/>

<http://www.brainpopjr.com/socialstudies/government/president/preview.weml>

<http://www.brainpopjr.com/socialstudies/biographies/georgewashington/preview.weml>

<http://www.brainpopjr.com/socialstudies/government/branchesofgovernment/preview.weml>