

**Summit Public Schools
Summit, New Jersey**

Social Studies Curriculum Grade 2

The fundamental purpose of social studies education in the Summit Public Schools is to ensure that all students develop as active, informed, responsible participants in a diverse democratic society. Social studies education must promote loyalty, love of country, and character as it prepares students to respond as intelligent and responsible citizens. Students acquire the ability to understand their world and to have the appreciation for the heritage of our nation with a background in civics, history, geography, and economics.

Citizen participation in a government is essential to a democracy. Students must develop an appreciation of the American constitutional system and an awareness and commitment to the rights and responsibilities of citizenship. They must be tolerant of those with whom they disagree. As citizens of the world, they must be provided with the knowledge and skills to be able to function culturally, politically, and economically in a global society.

The Summit Public School supports the New Jersey Core Curriculum Content Standards for Social Studies which define the knowledge and skills that students need to make informed and reasoned choices for the public good. We believe that all students can learn at high levels. We recognize the strengths in our diverse community. Our social studies program aims to achieve the following:

- Students will develop a knowledge base of common cultural elements in addition to concepts that will enable them to understand their heritage and communicate with others.
- Students will develop critical thinking skills in order to become lifelong learners and to evaluate issues of importance to all Americans.
- Students will acquire basic literacy in the core disciplines of social studies and will be able to apply this knowledge as active citizens.
- Students will become reflective thinkers who engage in meaningful productive work which helps in the development of skills.
- Students will develop an understanding of self and others in order to become participants in a global society.

By infusing objectives to meet the standards of New Jersey's evolvement of transportation, leadership, and innovation within each unit, the New Jersey Core Curriculum Content Standards for social studies are met and defined. In addition, through our curriculum and by incorporating the Holocaust/Genocide Curriculum guidelines, as well as the Amistad Commission's main objectives, we have designed a program that will prepare students for national and global citizenship.

Finally, our Social Studies program is designed around the following Common Core State Standards:

Common Core State Standards - Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standard – Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Course Description:**Unit 1 – Exploring Where We Are- Map Skills**

Standard	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> All students 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.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• How do natural resources in our area impact daily life and meet our basic needs?• How do natural resources around the world impact our daily life and meet our basic needs?	Students will understand that... <ul style="list-style-type: none">• Rules and laws are developed to protect people’s rights and the security and welfare of society.• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none">• Basic attributes of maps and globes• Use of maps and globes• Different things we can learn from maps and globes• Patterns of settlement across Earth’s surface differ markedly from region to region, place to place and time to time
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	
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.8 Compare ways people choose to use and divide natural resources.	<ul style="list-style-type: none"> • Difference between natural and cultural features • Symbols for natural and cultural features • Different types of maps (local, national, political, physical, product, world) that show different things • Different symbols on a map key and what they represent
	<p>Sample Assessments:</p> <p>1) Exit Cards- Create a Venn diagram and show the differences between a map and globe</p> <p>2) Create a file folder game where they match a type of map to a definition or picture</p> <p>3) Complete a sheet titled Where We Live – students fill in planet, continent, country, state, town</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Identify colors as symbols, colors, as different water and land features, and high and low places on a map. • Understand that maps and globes use different colors to show water and land. • Locate different countries and water on a globe • Identify size, shape, color, and location of countries on a globe or map. • Using the globe identify in which continent a specific country is located • Define what natural and cultural features are and locate them on a map • Create symbols that could represent natural and cultural features • List characteristics of different maps • Use a national map to locate neighboring countries to the North and South

	<ul style="list-style-type: none"> • Use a map key, symbols, and directions to read a map of the United States • Use a world map to locate North America and the other continents. • Use a map key to identify features on a map <p>Interdisciplinary Connections: PBL- Oh The Places You'll Go- see attached</p> <p>Technology Integration:</p> <ol style="list-style-type: none"> 1) Google Earth and Google Maps 2) BrainpopJr 3) Neighborhood Map Machine 4) www.enchantedlearning.com 5) Nationalgeographicforkids.com 6) Scholastic.com- listen and read 7) Map videos 8) www.skype.com 9) timeforkids.com <p>Media Literacy Integration:</p> <ol style="list-style-type: none"> 1) Students will come up with possible solutions that may benefit both countries and Skype with a class of similar age in their chosen country. <p>Global Perspectives:</p> <ol style="list-style-type: none"> 1) Students will come up with possible solutions that may benefit both countries and Skype with a class of similar age in their chosen country.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation</p>

	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

~Exploring Where and Why Grade 2. Nystrom, 1998 Unit 1- lesson 1, 2, 3, 4, activity pages, desk maps, globes, and atlases

~Exploring Where and Why Grade 2. Nystrom, 1998 Unit 4- lesson 1, 2, 3, 4, 5 activity pages, globes, and atlases

~www.unitedstreaming.com videos

Me on the Map by Joan Sweeney

Maps and Globes by Harriet Barton

Course Description:
Unit 2 – Our Community

Standard	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>All students 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.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How does the type of community you live in affect your day-to-day life? • What might happen if all our communities were identical—would it be good or bad? • How can I be a good citizen in my community (classroom)? • How does money play a role in your life and community? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • 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. • My home is part of a bigger world, including my neighborhood, my community, my state, and my country. • A community is a place where live, learn, work and play. • Historical landmarks impact a community and its history. • Understanding of financial instruments and outcomes assists citizens in making sound decisions about money, savings, spending, and investment.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Historical landmarks in Summit and facts about them • Places provide goods and services to meet the needs and wants of the community • Definition of a community • Types of communities (urban, rural, suburb) • List recent inventions/technology and its impact on people in a community <p>Sample Assessments:</p> <ol style="list-style-type: none"> 1) Exit Card- Complete an organizer for community- live, learn, work, and play and list 2 examples of each from Summit 2) List 5 community workers or merchants, what do they provide- good or service and explain how? 3) Write a written response to the question-What type of community is Summit and discuss reasons why? <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Using a map of Summit locate historical places for example: the train station, the Carter House, the Playhouse, Summit Hotel, Summit Diner, Summit bank. • Using a map of Summit locate places that provide goods and services like the post office, police station, City Hall, schools, Summit Diner, fire department. Label each. • Define and understand a community as a place where people live, learn, work and play. Locate an example of each on a map of Summit or give an example from the town of Summit
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	
6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities	
6.1.4.C.2 Distinguish between needs and wants and explain how <u>scarcity</u> and choice influence decisions made by individuals, communities, and nations.	
6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.	
6.1.4.C.11 Recognize the importance of setting long-term goals when making financial decisions within the community.	
6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.	

- Set up simple class bank account with various expenses and relate it to needs, wants and a future goal.
- Create a project or raise money for a local organization.

Interdisciplinary Connections:

- 1) Create a new invention and sell it to the class. Why would you need and want to invent your product?
- 2) Visit Fire House, Police Station, Town Hall, and Post Office to observe these leaders as role models.
- 3) Discuss and write with the class how to make the classroom community a better place.
- 4) Discuss how the recycling process affects our community.
- 5) Think of a person who lives in a different type of community and compare and contrast their community.
- 6) Have magazine pictures of each type of community and match the picture to the name.
- 7) Write a persuasive piece for why Summit is such a great community.
- 8) Find populations of nearby towns and list in order from greatest to least.

Technology Integration:

- 1) Neighborhood Map Machine
- 2) Local organization websites-YouTube
- 3) Infomercial clips for idea inventions
- 4) www.summitnjhistory.org/index.php
- 5) www.enchantedlearning.com
- 6) www.scholastic.com – listen and read
- 7) Timeforkids.com

Media Literacy Integration:

- 1) Skype with a class of similar age in their state, another state to discuss their community.

	Global Perspectives
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and Resources:

Exploring Where and Why Grade 2. Nystrom, 1998 Unit 3 - lesson 1, 2, 3, activity pages, desk maps, globes, and atlases

www.unitedstreaming.com videos

Summit Centennial Yearbook by Patricia E. Meola

Summit, New Jersey by Edmund Raftis

Course Description:
Unit 3 – Our Country

Standard	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>All students 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.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How do symbols, monuments, and holidays build pride in citizens of a community? • How do local governments make, enforce, and interpret laws to the local community? • What are our country's leaders responsibilities? How do they affect us? • Why is it important to have a government? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Rules and laws are developed to protect people's rights and the security and welfare of society. • The United States democratic system requires active participation of its citizens • In a representative democracy individuals elect representatives to act on the behalf of the people • Personal, family, and community history is a source of information for individuals about the people and places around them • Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history • The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
Areas of Focus: Proficiencies	Examples, Outcomes, Assessments

(Cumulative Progress Indicators)	
Students will:	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Recognize the importance of symbols and landmarks of our country • Leaders have responsibilities • Leaders have specific qualities • The similarities and differences between community, state, and country leaders • Understand equality and fairness-discuss Martin Luther King's impact on society and all his accomplishments • Students will be able to distinguish between each branch of government and understand the various functions of each branch. • Local, State, and National government <p>Sample Assessments:</p> <ol style="list-style-type: none"> 1) Exit Card- Write the 3 types of government and their main job or purpose 2) Create a mobile or poster displaying the three branches of government. 3) Choose a local or national leader and briefly discuss their responsibilities 4) Discuss Martin Luther King Jr and the laws he changed and his impact on society today. <p>Instructional Strategies:</p>
6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.	
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.	
6.1.4.A.12 Explain the process of creating change at the local, state, or national level.	
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.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.	
6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.	

- Choose symbols and do a “Write Around” such as the American Flag or landmarks such as Mount Rushmore and write how they connect to history
- List the responsibilities of our country’s leaders (President, Congress, and the Supreme Court)
- List the responsibilities of our local leaders (Mayor, Superintendent, Principal, Governor, Town Council) Some responsibilities are making laws, paying for services, and deciding what to build.
- List the qualities that make a good leader
- Compare and Contrast the roles of different leaders
- Read a story about MLK Jr. and discuss different situations of inequality-role-playing.
- There are different branches within government, each with its own structure, leaders, and processes, designed to address specific issues and concerns.

Interdisciplinary Connections:

- 1) Read a book about an inventor or famous leader and bullet 4 contributions the individual had on society.
- 2) Look at the Pledge of Allegiance and interpret what it means?
- 3) Create a Want Ad for being a Mayor and have the students list the rules and qualities a Mayor must uphold.
- 4) Create a class symbol.
- 5) Create a timeline of significant leaders
- 6) Write a bill or law and vote on it

Technology Integration:

- 1) Brainpopjr
- 2) TimeforKids.com
- 3) NationalGeographicforkids.com
- 4) www.enchantedlearning.com
- 5) www.scholastic.com – listen and read

	Media Literacy Integration:
	Global Perspectives:
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21 st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills 21 st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

Texts and Resources:

~Exploring Where and Why Grade 2. Nystrom, 1998

~www.unitedstreaming.com videos

Course Description:
Unit 4 – Exploring Our World

Standard	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>All students 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.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • Why do people of other cultures often fight? How can understanding another person's perspective or culture help us to get along? • What is culture? How and why are cultures around the world similar and different? • How has technology connected our world? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Individuals and families have characteristics • There are many different cultures within the classroom and community • 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 points of view • Advancements in science and technology can have unintended consequences that impact individuals and/or societies.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

Students will:	Instructional Focus:
6.1.P.D.1 Describe characteristics of oneself, one's family, and others.	<ul style="list-style-type: none"> • Definition of a continent and ocean • The names and locations of the continents and oceans • Different cultures have different celebrations • Similarities and differences between life of a child here and in other places around the world • Discuss how cell phones, computers, video games have affected everyday living and communication skills locally and around the world
6.1.4.A.11 Demonstrate an understanding of family roles and traditions.	
6.1.P.D.2 Explain the process of creating change at the local, state, or national level.	
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).	
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.	Sample Assessments:
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture	<ol style="list-style-type: none"> 1) Write a headline on why it is important to learn about different countries. 2) Fill in a blank map of the world and label the continents and oceans 3) Complete a written response about similarities and differences. amongst children in the United States and another country or part of the world. 4) Complete a written response about what benefits are there to being a citizen of the United States of America. 5) Complete a written response and discuss what you feel is the greatest technology tool thus far and its impact on the world.
6.1.4.B. 9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.	
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	Instructional Strategies:
	<ul style="list-style-type: none"> • Define continent as one of the earth's large land masses • Define ocean as a large body of water • Use a globe and a map to locate the continents and oceans and the natural and cultural features of each continent • Compare and contrast celebrations from around the world using stories about celebrations • Compare and contrast their life to the life of another child in the

	<p>world.</p> <ul style="list-style-type: none"> • Share family customs and traditions <p>Interdisciplinary Connections</p> <ol style="list-style-type: none"> 1) Students participate in a video-aloud and show videos of students in school in another country and have them jot what they see/notice. 2) Students will discuss how some schools in other countries do not have the same access to school supplies that we do. They will discuss how this economic impact affects education. 3) Invite a visitor from a foreign country- could be a parent, relative, or friend to speak to the class. 4) Create a learning center for each continent and have students travel around the world and complete various activities for each. <p>Technology Integration</p> <ol style="list-style-type: none"> 1) Brainpopjr 2) TimeforKids.com 3) NationalGeographicforkids.com 4) Scholastic.com/listen and read <p>Media Literacy Integration</p> <p>Global Perspectives</p>
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
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Texts and Resources:

~Exploring Where and Why Grade 2. Nystrom, 1998

~www.unitedstreaming.com videos

New True Books about each continent- located in libraries

Blast Off To Earth: A Look at Geography by Loreen Leedy

Oh the Places You Can Go!



Who decides where you'll spend your free time in the summer? Is it normally the grown-ups in your house? Now is the chance for you to plan a trip and present your ideas to your family.

First, you will locate and explore the United States, Mexico and Canada by using different types of maps. Then you will decide where you would like to travel on a vacation and create a plan to share with your family.

Oh the Places You Can Go! Rubric

	Novice	Apprentice	Practitioner	Expert
Trip Itinerary – Plan	<input type="checkbox"/> Picks destination <input type="checkbox"/> Identifies destination on a map	<input type="checkbox"/> Picks destination and identifies it on a map <input type="checkbox"/> Explains why picked destination	<input type="checkbox"/> Uses social studies words to describe destination on a map <input type="checkbox"/> Explains why picked destination <input type="checkbox"/> Describes two activities to do at destination	All of <i>Practitioner</i> plus – <input type="checkbox"/> Highlights landmarks on the way to destination
Trip Itinerary – Route	<input type="checkbox"/> Draws travel route on U.S. map	<input type="checkbox"/> Uses cardinal directions from NJ to destination	<input type="checkbox"/> Uses cardinal directions from NJ to destination <input type="checkbox"/> Describes states traveling through	All of <i>Practitioner</i> plus – <input type="checkbox"/> Determines miles and approximate time it will take to arrive at destination
Trip Itinerary – Cost	<input type="checkbox"/> Gives a ballpark estimate on the cost of gas and food	<input type="checkbox"/> Calculates gas to nearest dollar <input type="checkbox"/> Calculates food to the nearest dollar	<input type="checkbox"/> Calculates gas to nearest dollar <input type="checkbox"/> Calculates food to the nearest dollar <input type="checkbox"/> Totals gas and food	All of <i>Practitioner</i> plus – <input type="checkbox"/> Calculates total cost per person going on the trip

Trip Itinerary - Publication	<input type="checkbox"/> 4 or more errors in grammar, spelling or typing	<input type="checkbox"/> 3-4 in grammar, spelling or typing	<input type="checkbox"/> 1-2 errors in grammar, spelling or typing	No errors in grammar, spelling or typing
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