

Gr 2 Social Studies Course Overview

Content Area: **Social Studies**
Course(s): **SOCIAL STUDIES-2**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Social Studies

Grade 2

Course Number: 4052

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/10/1992

Course Overview

Two strands of Social Studies are integrated into the second grade curriculum and textbook We Live Together. Students learn basic economic concepts about how people depend on each another, job specializations, and the division of labor. Students develop a beginning sense of history as they engage in the personal stories of families and their ancestors. They also develop an understanding of common American values, people, and events from our history. Students meet in this required course for 135 minutes each week.

Unit 1: Our Community

Essential Theme: Communities are places where people live. Communities develop in urban, rural, and suburban areas. In communities people help each other and follow rules. Transportation and communication in communities have changed over time.

Essential Question: What is a community? What type of community do you live in?

Unit 2: All About Earth

Essential Theme: Geography tells about the people, plants, and animals that live on Earth. Maps and globes can help us learn about different landforms on Earth. Earth's seasons and its resources affect our lives.

Essential Question: What does geography tell us about? What two things are the Earth made of? What is a natural resource?

Unit 3: Our Past

Essential Theme: Beginning with Native Americans and continuing through the westward expansion and Civil War, the United States slowly grew and changed. New people came to America, and continue to do so today.

Essential Question: Who were the first people to live in America? Why was the Civil War fought?

Unit 4 All About Work

Essential Theme: By working, people get the things they need and want. Some people are producers, but all are consumers. More products and services are available through trade. Technology has changed the way people meet their wants and needs.

Essential Question: Why do most people work? Who is a volunteer? What is the difference between needs and wants?

Unit 5: Our Government

Essential Theme: Leaders in our community, state, and country run our governments. Governments help people meet needs and solve problems. Our country's government is in Washington, D.C. Many people work to make our government fair.

Essential Question: What do the leaders of our country help us do?

Textbooks and other resources

Students use age-appropriate, leveled texts. They use both fiction and nonfiction works and the textbook *We Live Together*.

Standards

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| SOC.6.1.4.A.1 | Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| SOC.6.1.4.A.7 | Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. |
| SOC.6.1.4.A.8 | Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level. |
| SOC.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. |
| SOC.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. |
| SOC.6.1.4.B.1 | Compare and contrast information that can be found on different types of maps and determine how the information may be useful. |
| SOC.6.1.4.B.3 | Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude. |
| SOC.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. |
| SOC.6.1.4.B.6 | Compare and contrast characteristics of regions in the United States based on culture, |

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| | economics, and physical environment to understand the concept of regionalism. |
| SOC.6.1.4.B.8 | Compare ways people choose to use and distribute natural resources. |
| SOC.6.1.4.C.2 | Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. |
| SOC.6.1.4.C.3 | Explain why incentives vary between and among producers and consumers. |
| SOC.6.1.4.C.5 | Explain the role of specialization in the production and exchange of goods and services. |
| SOC.6.1.4.C.8 | Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. |
| SOC.6.1.4.C.9 | Compare and contrast how the availability of resources affects people across the world differently. |
| SOC.6.1.4.C.10 | Explain the role of money, savings, debt, and investment in individuals' lives. |
| SOC.6.1.4.C.11 | Recognize the importance of setting long-term goals when making financial decisions within the community. |
| SOC.6.1.4.C.12 | Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. |
| SOC.6.1.4.C.15 | Describe how the development of different transportation systems impacted the economies of New Jersey and the United States. |
| SOC.6.1.4.C.17 | Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. |
| SOC.6.1.4.C.18 | Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world. |
| SOC.6.1.4.D.2 | Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. |
| SOC.6.1.4.D.3 | Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today. |
| SOC.6.1.4.D.4 | Explain how key events led to the creation of the United States and the state of New Jersey. |
| SOC.6.1.4.D.6 | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. |
| SOC.6.1.4.D.9 | Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals. |
| SOC.6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |
| SOC.6.1.P.A.2 | Demonstrate responsibility by initiating simple classroom tasks and jobs. |
| SOC.6.1.P.A.3 | Demonstrate appropriate behavior when collaborating with others. |
| SOC.6.1.P.B.1 | Develop an awareness of the physical features of the neighborhood/community. |
| SOC.6.1.P.B.2 | Identify, discuss, and role-play the duties of a range of community workers. |
| SOC.6.1.P.D.2 | Demonstrate an understanding of family roles and traditions. |
| SOC.6.1.P.D.4 | Learn about and respect other cultures within the classroom and community. |
| SOC.6.3.4.A.1 | Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). |
| SOC.6.3.4.B.1 | Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. |
| SOC.6.3.4.D.1 | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. |

Grading and Evaluation Guidelines

Students are evaluated throughout each quarter. Oral and written assessments, projects, and class activities are all taken into account when determining the degree to which a student is meeting the the NJ Social Studies curriculum standards. Course content and pedagogy are reviewed by teachers and administrators throughout the year.

Other Details

Course number: 4052