

# Unit 2 People, Places, and Nature

Content Area: **Social Studies**  
Course(s): **Sample Course**  
Time Period: **NovDec**  
Length: **Full Year - Grade 2**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Sociale Studies, Grade 2**

**People, Places, and Nature**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

Prepared by: Jaelyn Corino, Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools  
Dr. Giovanni Cusmano, Director of Elementary Education K - 8  
Mr. George Droste, Director of Secondary Education

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## Unit Overview

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- **In this chapter, children will learn:**
  - how maps and globes can be used to locate places and geographic features
  - that Earth is made up of different physical features
- **Chapter Vocabulary** - relative location, absolute location, town, legend, city, compass rose, landform, ocean, continent, globe, migrate, harbor, environment, urban, suburb, rural
- **Academic Vocabulary** - symbol, model, evidence, resource

### Connect

- Big Question Video (What is the world like?)
- Chapter Jumpstart Activity
- Sing About It!
- Quest (Help a Geographer!)/Findings (Give a Talk)

### Investigate

- Lesson 1 Use Maps to Locate Places
- Lesson 2 Earth's Land and Water

- Lesson 3 Where People Live
- Lesson 4 Our Communities and Resources

Literacy Skills - Summarize

Critical Thinking Skills - Using Map Scale to Ask and Answer Questions

Primary Source - Morris Schneider on Traveling to America

Citizenship - George Washington Carver: Creator of New Products

### **Synthesize**

- Lesson Check and Review for each lesson
- Chapter Assessment

## **Enduring Understanding**

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- Maps and globes can be used to locate places and geographic features.
- Earth is made up of different physical features such as landforms and bodies of water.
- People may move from place to place for a better life, for a job, to be safe, or other such reasons.
- Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

## **Essential Questions**

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- **What is the world like?**
- What type of water body is nearest to where you live? What kind of water does it contain?
- How do you think that people have changed the natural environment where we live?
- How would you summarize a description of each of the environments we have discussed?
- Who was George Washington Carver?

## **Exit Skills**

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By the end of Social Studies in 2nd Grade, students will be able to:

- Use primary and secondary sources.
- Explain how life changes throughout history. Use maps and globes to locate places and geographic features
- Describe how a government work and explain the need for government.
- Recognize the difference between producers and consumers.
- Identify how people obtain what they need and want.
- Recognize the characteristics of a hero.
- Name different heroes throughout history.
- Define culture and describe the ways culture is shared within communities.

## **New Jersey Student Learning Standards (NJSL-S)**

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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.CS1	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.
SOC.6.1.4.B.CS3	The physical environment can both accommodate and be endangered by human activities.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.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 play in economic opportunities.

## Interdisciplinary Connections

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LA.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.
LA.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.
LA.SL.2.1.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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

## Learning Objectives

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After completing Unit 2, students will demonstrate the ability to:

### Lesson 1: Use Maps to Locate Places

- Demonstrate map skills by using absolute and relative locations
- Locate on a simple letter-number grid system local locations and geographic features
- Interpret map information by using a compass rose and map legend
- Create simple maps, with or without a grid

### Lesson 2: Earth's Land and Water

- Describe Earth's various types of landforms
- Differentiate between Earth's various water bodies
- Label from memory a simple map of the North American continent

### Lesson 3 :Where People Live

- Analyze how a harbor benefits the people who live nearby
- Compare the different kinds of evidence that show when, why, and how people moved from one place to another
- Determine the reasons people migrate

Lesson 4: Our Communities and Resources

- Identify and explain the elements of our environment
- Describe the characteristics of cities, suburbs, rural areas, and life in each environment
- Compare and contrast basic land use in urban, suburban, and rural environments our country

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

**Suggested Activities & Best Practices**

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- Map and Graph Skills
- Literacy and Critical Skills

- Citizenship lesson for each chapter/ biographies online
- Primary Source Skill
- Video - Big Question Video
- Jumpstart Activity
- Audio- Sing About It!
- Big Question Activity
- Quest Interactivities
- Lesson Interactivities - Introduction and Review
- Vocabulary Practice Game
- Tikatok
- Active Classroom - activities that encourage active student participation and are included within each lesson in the chapter

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer

- Illustration
- Journals
- KWL Chart
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit tests

## **Primary Resources & Materials**

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- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

## **Ancillary Resources**

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- myWorld Interactive digital activities
- myWorld Interactive Map and Graph Skills Handbook
- TikaTok
- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)

## **Technology Infusion**

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- myWorld Interactive online resources/digital activities
  - Quest Interactives
  - student eText with audio and vocabulary glossary support
  - whiteboard activities/games
  - Chapter Jumpstart Activity
  - Big Question Videos
  - Audio - Sing About It!
  - Digital skill practice
  - Online Biographies
  
- [www.discoveryeducation.com](http://www.discoveryeducation.com) digital field trips
- [www.ducksters.com/history](http://www.ducksters.com/history)



## **Alignment to 21st Century Skills & Technology**

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- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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### **Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

### **Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Special Education Learning**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Sample Lesson**

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