

SOCIAL STUDIES CURRICULUM – GRADE 2

ESSENTIAL QUESTIONS	CONTENT & CONCEPTS	SKILL	RESOURCES & TEXT ALIGNMENT	ASSESSMENT
<p>How is our community different from other communities?</p> <p>How does the geographical position affect the people and animals found on a continent?</p> <p>How are rural, urban and suburban communities interdependent?</p> <p>How can we compare and contrast urban, suburban and rural communities in the past and present?</p> <p>How might we describe the relationship between producers and consumers of in each type of community?</p> <p>What roles and responsibilities does each student have as a contributing member of a community?</p> <p>What are the roles and responsibilities of a citizen of the U. S.?</p> <p>Why do we hold elections? How will voting affect our community?</p> <p>How have the view of leaders affected our nation’s history?</p>	<p>My Community and Region <i>Places and Regions</i></p> <p><i>Change</i></p> <p><i>Environment and Society</i></p> <p>Economics <i>Needs and Wants</i></p> <p><i>Factors of Production</i></p> <p><i>Economic Systems</i></p> <p>Citizenship <i>Citizenship and Civic Life</i></p>	<ul style="list-style-type: none"> • Locate my community on a map of the state • Explore the people, events, traditions, practices and ideas that make up my community • Recognize that life styles in communities are influenced by environment and geography • Identify characteristics of rural, urban and suburban communities • Describe how the lifestyle in a community is influenced by environmental and geographic factors • Describe ways in which communities change over time • Recognize the way my community has changed and will continue to change over time • Explain that roles and responsibilities of families in rural, urban and suburban communities change over time • Identify facilities that meet the needs and wants of communities (transportation, communication, recreation, goods/services, schools) • Compare and contrast the ways people work in urban, suburban and rural communities • Describe the interdependence of communities for goods or services • Define and identify producers and consumers • Model the relationship between producers and consumers in suburban, urban and rural communities • Explain systems developed to transport goods from one community to another • Recognize that choices must be made when unlimited needs and wants are met with limited resources • Explain the relationship between the availability of resources and choices made by communities • Define the term scarcity and state examples • Explain that taxes are collected and spent to meet the needs/wants of communities • Explain the significance of the American flag • Know the rules for use and display of the American flag • Recognize that people living in urban, rural, and suburban 	<p>Social Studies Trade Books: http://downloads.ncss.org/notable/notable2007.pdf</p> <p>Documents: http://www.kn.att.com/wired/fil/pages/listdocumentpa.html</p> <p>Field Trips: Urban, Suburban, Rural Communities</p> <p>Speakers from local government</p> <p>Graphic Organizers</p> <p>Maps, globes</p> <p>Learning Centers</p> <p>http://www.socialstudies.org/positions/interdisciplinary/</p> <p>http://www.billofrightsinstitute.org/Teach/FreeResources/Lessons/</p> <p>www.BrainPOP.com</p> <p>http://www.ncss.org/</p>	<p>Document Based Questions: http://www.edteck.com/dbq/basic/lesson.htm</p> <p>Observation</p> <p>Performance assessments</p> <p>Presentations- Power Point</p> <p>Research Projects</p> <p>Models</p> <p>Using visuals of specific examples, explain how your community meets the needs and wants of the people who live there.</p>

<p>How can citizens participate in government?</p> <p>What celebrations do we have in our community or surrounding communities?</p>	<p><i>Decision making</i> <i>Government</i></p>	<p>communities celebrate various holidays</p> <ul style="list-style-type: none"> • Describe how citizens participate and influence decision making • Know that people in communities have conflicts regarding rules, rights and responsibilities • Identify our local elected and appointed leaders • Describe the role of elected/appointed leaders 		
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In grade 2, students explore rural, urban and suburban communities, concentrating on communities in the United States. Community studies should include content examples from cultures other than the students' own and from a variety of perspective including geographic, socioeconomic and ethnic. Students continue to learn how to locate places on maps and how different communities are influenced by geographic and environmental factors. They learn about the rights and responsibilities of citizenship in their communities.

General Skills:

- ❖ Identify sources of information: maps, globes, field trips, and people
- ❖ Apply previously learned concepts to a situation
- ❖ Construct visuals, graphs, cartoons to communicate ideas
- ❖ Assume responsibility for carrying out tasks as a member of a group or individual