

**PLUMSTED TOWNSHIP SCHOOL DISTRICT**

Aligned to Common Core State Standards/New Jersey Core Curriculum Content Standards as Applicable  
Course Title: Second Grade Social Studies

**Course Title: Second Grade Social Studies**  
**Content Area: Social Studies**  
**Grade Level(s): Second**  
**Course Description: Second Grade Social Studies**  
**Date Created: June 2014**  
**Date Approved by Plumsted Township Board of Education: August 2014**

**Pacing Guide**

Unit 1: Communities	___4___ Weeks
Unit 2: Citizenship and Working Together	___3___ Weeks
Unit 3: Geography and Our Earth	___3___ Weeks
Unit 4 Economics - Connecting to the World	___4___ Weeks
Unit 5 People and Places in History	Ongoing

**Unit 1 Communities**

**Unit Summary: 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.**

**Interdisciplinary Connections/Content Area Integrations: ELA, Math, Science, Art, Drama, and Physical**

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<b>Education</b>
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<b>NJCCCS</b>	
<b>6.1</b>	U.S. History: America in the World: All students will acquire 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.
<b>6.3</b>	Active Citizenship in the 21 <sup>st</sup> 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.
<b>CPI #</b>	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced changes at the local and national levels of United States government.
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.
6.1.4.B.5	Describe how human interaction impacts the environment in New Jersey and the United States.
6.1.4.C.1	Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.
6.3.4.A.1	Evaluate what makes a good rule or law.
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.

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### Essential Questions:

- \*What is a community?
- \* What are neighbors?
- \* What different kinds of communities are there?
- \* What are laws?
- \* What is a good citizen?

### Instructional Outcomes: What will the students learn?

#### Unit Enduring Understandings

##### Students will understand that...

A community is a place where people live, work, and have fun together.

A neighbor is someone who lives in the same neighborhood.

There are suburban, rural, and urban areas.

Laws are rules people in a community must follow.

A good citizen is a member of the community who helps others.

#### Unit Objectives

##### Students will...

Learn that people live in communities.

Recognize that community members work together for the common good.

Recognize the characteristics of cities, suburbs, and rural areas.

Identify the significance of community and landmarks.

Use literature to increase knowledge about how a city or urban area, small town or village, and rural area are different.

Identify changes in communication and transportation and explore ways that these changes have affected people's lives.

Identify the qualities of good citizenship and recognize ways to show good citizenship.

Recognize the way rules and laws help communities.

#### Unit Objectives

##### Students will be able to...

Identify where they live using a world address.

Discuss why communities exist.

Identify the characteristics of different communities, including specific landmarks.

Discuss different types of transportation and communication available in their community.

Apply the qualities of good citizenship by following rules and laws.

List ways rules and laws help people.

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### **Formative Assessments:**

Classroom Discussion  
Anecdotal Notes  
Checklists  
Portfolios  
Cooperative Learning Groups  
Open Ended Questions  
Quizzes  
Rubrics

### **Summative Assessments:**

Participation and teacher observation  
Pre-test, post-test, and daily work  
Chapter test  
Projects and presentations  
District benchmarks or interim assessments  
End of unit tests  
Anecdotal records  
Student report card grades

### **Suggested Learning Activities:**

- Community Worker project
- Me on the Map
- Community Workers
- Harcourt Social Studies Unit 1
- Community Leaders
- Rural, Suburban, City
- Vote in an election

### **Curriculum Development Resources:**

#### **Harcourt Social Studies**

#### Literature:

Franklin's Neighborhood by Paulette Bourgeoise  
Uptown by Bryan Collier  
Next Stop Grand Central by Maira Kalman  
Town and Country by Alice Provensen and Martin Provensen

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Madlenka by Peter Sis  
Mei-Mei Loves the Morning by Margaret Tsubakiyama  
Grandpa’s Corner Store by Dyanne Disalvo-Ryan  
Yard Sale! by Mitra Modarressi

Websites:

- [www.scholastic.com](http://www.scholastic.com)
- [www.lessonplanet.com](http://www.lessonplanet.com)
- [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
- [www.apples4theteacher.com](http://www.apples4theteacher.com)
- [www.brainpop.com](http://www.brainpop.com)
- [www.primarygames.com](http://www.primarygames.com)
- [www.congressforkids.net](http://www.congressforkids.net)
- <http://goodnightstories.com/>
- <http://bensguide.gpo.gov/k-2/government/index.html>
- <http://www.cdm.org>
- <http://www.planning.org/kidsandcommunity/>
- <http://www.mapzone.co.uk/pagesGames/mapman/game.htm>
- <http://www.pbskids.org>

## Unit 2 Citizenship and Working Together

**Unit Summary: A citizen is a person who belongs to a country. Good citizens make our country a better place. They follow rules and laws so that they get along. They vote to choose leaders. Citizens of the United States have songs, symbols, and sayings that help celebrate our country.**

NJCCCS	
6.1	U.S. History: America in the World: All students will acquire 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 21 <sup>st</sup> 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

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	interconnected world.
CPI #	Cumulative Progress Indicator (CPI)
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.
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
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.
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.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
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.
6.3.4.A.1	Evaluate what makes a good rule or law.
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.
<p><b>Essential Questions:</b></p> <p>What makes a good citizen?</p> <p>What does a good citizen do?</p> <p>What are some symbols that represent the United States?</p>	

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### **Instructional Outcomes:**

#### **What will the students learn?**

#### **Unit Enduring Understandings: Students will understand that...**

A good citizen makes his or her country and community a better place.

A good citizen follows the rules.

The American flag, Statue of Liberty, Liberty Bell, the bald eagle, etc., are some symbols of the United States.

#### **Unit Objectives: Students will ...**

Identify different types of groups.

Explain the need for groups to have rules.

Explain the need for rules and laws in the home, school, and community.

Give examples of rules or laws that establish order, provide security, or manage conflict.

Identify leadership roles in community, state, and country.

Describe the responsibilities and characteristics of a good leader.

Identify the qualities of good citizenship as demonstrated by ordinary people.

Identify and use voting as a way to make decisions.

Identify symbols of national identity, such as our flag and the Pledge of Allegiance.

Recognize characteristics of good citizenship, such as belief in justice, truth, equality, and responsibility.

#### **Unit Objectives: Students will be able to...**

Distinguish between different types of groups and explain the need for rules in all groups.

Define rules and laws.

Illustrate a leader in the community, state, or country.

List the responsibilities and characteristics of a good leader.

Define the qualities of a good citizen in their community.

Discuss how the community makes decisions.

Participate in an election.

List historical figures who exemplify characteristics of good citizenship.

Illustrate and label symbols of our national identity related to citizenship.

Listen to and discuss patriotic songs.

### **Formative Assessments:**

Classroom Discussion

Pre Tests

Anecdotal Notes

Checklists

Portfolios

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Cooperative Learning Groups

Open Ended Questions

Quizzes

Rubrics

### **Summative Assessments:**

Participation and teacher observation

Post-test, and daily work

Chapter tests

District benchmarks or interim assessments

End of unit tests

Projects and presentations

Student report card grades

### **Suggested Learning Activities:**

- Community Leaders
- Branches of Government
- Vote in an election
- Symbols of our country
- Research poster on a symbol
- Harcourt Unit 5

### **Curriculum Development Resources:**

#### **Harcourt Social Studies**

#### **Community leaders packet from TPT**

#### **Symbols books**

#### Literature:

Woodrow, the White House Mouse by P.C. Barnes

Washington, D.C.: A Scrapbook by Laura Lee Benson

The Honest to Goodness Truth by Patricia McKissack

The American Flag by Patricia Ryon Quiri

The Day Gogo Went to Vote, South Africa, 1994 by Elinor Sisulu

If I Were President by Catherine Stier

A Big Cheese for the White House: The True Tale of a Tremendous Cheddar by Candace Fleming

So You Want to Be President by Judith St. George

#### Websites:

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<p>www.scholastic.com          www.lessonplanet.com          www.socialstudiesforkids.com          www.apples4theteacher.com          www.brainpop.com          www.primarygames.com          www.congressforkids.net  <a href="http://goodnightstories.com/">http://goodnightstories.com/</a>  <a href="http://bensguide.gpo.gov/k-2/government/index.html">http://bensguide.gpo.gov/k-2/government/index.html</a>  <a href="http://www.cdm.org">http://www.cdm.org</a>  <a href="http://www.planning.org/kidsandcommunity/">http://www.planning.org/kidsandcommunity/</a>  <a href="http://www.pbskids.org">http://www.pbskids.org</a>  <a href="http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm">http://www.pacificislandtravel.com/nature_gallery/howtoreadamap.htm</a></p>
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**Unit 3 Geography and Our Earth**

**Unit Summary: Our Earth tells about the people, plants, and animals that live on Earth. Maps and globes help us learn about different landforms on Earth. Earth’s seasons and its resources affect our lives.**

<b>NJCCCS</b>	
<b>6.1</b>	U.S. History: America in the World: All students will acquire 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.
<b>6.3</b>	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.
<b>CPI #</b>	Cumulative Progress Indicators (CPI)
<b>6.1.4.B.1</b>	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
<b>6.1.4.B.2</b>	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.

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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.
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.B.5	Describe how human interaction impacts the environment in New Jersey and the United States
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 scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the world differently.
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.

<p><b>Essential Questions:</b></p> <p>How does geography help me?</p> <p>What are important characteristics of our country and world?</p> <p>What different landforms make up our country?</p> <p>What are the four seasons and how do they affect our lives?</p> <p>What is a natural resource and how do we use them?</p> <p>How can we protect the Earth?</p>
<p><b>Instructional Outcomes:</b></p> <p><b>What will the students learn?</b></p> <p><b>Unit Enduring Understandings</b></p> <p><b>Students will understand that...</b></p> <p>Geography tells about the Earth, people, plants, and animals that live on Earth.</p> <p>Our country is made up of capitals and states. Our world is made up of seven continents and four oceans.</p>

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Our country is made up of various landforms and bodies of water.

Summer, fall, winter, and spring affect our daily lives by making us adapt to changes.

A natural resource is something that is in nature that is ready for people for use.

We can protect the earth by making minimal changes and practicing recycling.

### Unit Objectives

#### Students will...

Identify the United States and its neighbors on a map and globe.

Identify the oceans and seven continents on a map and globe.

Identify major landforms and bodies of water on maps and globes.

Learn how to use a compass rose, map key, and map scale.

Recognize the difference between weather and seasons.

Find out how weather patterns affect people's activities.

Explain what natural resources are.

Explain how people depend on natural resources to satisfy their basic needs.

Learn how the Earth has been changed by people and identify ways in which people have changed it.

Identify ways of protecting Earth.

Recognize ways people can conserve and replenish natural resources.

### Unit Objectives

#### Students will be able to...

Utilize a map and a globe to identify the United States and her border neighbors.

Utilize a map and a globe to identify the oceans, continents, major landforms, and bodies of water.

Explain how to use a compass rose, map key, and map scale.

Distinguish between weather and seasons vocabulary words.

Discuss how weather influences personal activity.

Describe natural resources and how people are dependent on them to satisfy basic needs.

Explain how the Earth has been changed by people.

Illustrate how people can protect the Earth and conserve and replenish her resources.

### Formative Assessments:

Classroom Discussion

Anecdotal Notes

Checklists

Portfolios

Cooperative Learning Groups

Open Ended Questions

Vocabulary Quizzes

Rubrics

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Pre Tests

### **Summative Assessments:**

Participation and teacher observation

Post-test, and daily work

Chapter tests

District benchmarks or interim assessments

End of unit tests

Anecdotal records

Student report card grades

Presentations and projects

### **Suggested Learning Activities:**

\*Fill in a compass rose

\*Create a globe

\*Label the continents and oceans

\*Me on the Map- plate target (house, city, state, country, continent, planet)

\*Landforms

\*Harcourt Social Studies Unit 2 and Unit 3

### **Curriculum Development Resources:**

#### **Harcourt Social Studies**

Literature:

The Earth and I by Frank Asch

Our Earth by Anne Rockwell

Earthdance by Joanne Ryder

In November by Cynthia Rylant

On the Same Day in March: A Tour of the World's Weather by Marilyn Singer

Letter to the Lake by Susan Swanson

Our Big Home: An Earth Poem by Linda Glaser

River Friendly, River Wild by Jane Kurtz

## Unit 4 Economics - Connecting to the World

**Unit Summary:** By working, people get the things they need and want. Some people are producers, but not all are consumers. More products and services are available through trade. Technology has changed the way

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<b>people meet their wants and needs.</b>
<b>Interdisciplinary Connections/Content Area Integrations: ELA, Math, Art, Drama, Music</b>

<b>NJCCCS</b>	
6.1	U.S. History: America in the World: All students will acquire 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 21 <sup>st</sup> 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.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 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.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
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.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.
6.1.4.C.9	Compare and contrast how access to and use of resources affects people across the

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	world differently.
6.1.4.C.10	Explain the role of money, savings, debt, and investment in individuals' lives.
6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.

### Essential Questions:

Why do people work?  
What is a tax and what is it used for?  
What is a volunteer?  
What are needs and wants?  
What are goods and services?  
What are producers and consumers?  
What is a factory?  
What is trade?  
What is technology?

### Instructional Outcomes:

#### What will the students learn?

#### Unit Enduring Understandings

#### Students will understand that...

People work to earn money.  
A tax is money that people pay to a community to pay the workers for what they do.  
Volunteers do important jobs without getting paid.  
Needs are things people must have in order to live, like shelter. Wants are things that people would like to have but do not need in order to live.  
Goods are things that are made or grown. A service is something that people do for others.  
A producer makes or grows goods to sell and a consumer uses the goods. We are all consumers.  
A factory is a building where things are made.  
Trade is when we give something and then get something back. Different countries trade using various routes.  
Technology is an advantage that makes things faster, easier, or better.

#### Unit Objectives Students will ...

Understand that people work to earn money and help others.  
Explain the choices people make about earning money.  
Identify needs and wants.  
Explain the choices people make about spending and saving.

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Distinguish between goods and services.

Learn what producers and consumers are.

Distinguish between producing and consuming.

Trace a product from a natural resource to finished goods.

Understand trade.

Identify ways in which science and technology have affected communication, transportation, and recreation.

### **Unit Objectives Students will be able to...**

Explain why people work.

List examples of needs and wants and discuss choices people make when earning, saving, and spending money.

Define goods, services, producers, and consumers.

Sequence the process of creating finished goods from a natural resource.

Participate in the trade process.

Explain how communication, transportation, and recreation have been affected by science and technology.

### **Formative Assessments:**

Classroom Discussion

Pre Tests

Anecdotal Notes

Checklists

Cooperative Learning Groups

Open Ended Questions

Quizzes

### **Summative Assessments:**

Participation and teacher observation

Post-test, and daily work

Chapter tests

District benchmarks or interim assessments

End of unit tests

Anecdotal records

Student report card grades

Projects and presentations

### **Suggested Learning Activities:**

Harcourt Social Studies Unit 3; Unit 6

Wanted Learning Activities: From Teachers Pay Teachers

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Economics unit  
Economics! Consumers, Producers, Goods, Specialization, Assembly Line  
Economics for Elementary: The Chocolate Shop

### **Curriculum Development Resources:**

#### **Harcourt Social Studies Grade 2**

#### **Literature:**

The Night Worker by Kate Banks  
E-Mail by Larry Dane Brimner  
Market Day by Lois Ehlert  
A Busy Day at Mr. Kang's Grocery Store by Alice K. Flanagan  
Madlenka by Peter Sis  
Joseph Had a Little Overcoat by Simms Taback  
Click Clack Moo: Cows That Type by Doreen Cronin  
Trashy Town by Andrea Zimmerman

#### *\*Enrichment:*

*The Ox Cart Man by Donald Hall*  
*The Little Red Hen*  
*Flat Stanley*  
*Alexander, Who Used to Be Rich Last Sunday by Judith Viorst*

#### Websites:

[www.scholastic.com](http://www.scholastic.com)  
[www.lessonplanet.com](http://www.lessonplanet.com)  
[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)  
[www.apples4theteacher.com](http://www.apples4theteacher.com)  
[www.brainpop.com](http://www.brainpop.com)  
[www.primarygames.com](http://www.primarygames.com)  
[www.congressforkids.net](http://www.congressforkids.net)  
<http://bensguide.gpo.gov/k-2/symbols/index.html>  
<http://academic.brooklyn.cuny.edu/geology/leveson/core/linksa/direct.html>  
<http://www.mapsonus.com>  
<http://worldatlas.com/aatlas/infopage/comprose.htm>  
<http://www.great-lakes.net/>  
<http://www.m-w.com/maps/mwmapsn.html>  
[http://www.cookman.edu/about\\_BCU/history/our\\_founder.html](http://www.cookman.edu/about_BCU/history/our_founder.html)  
<http://usflag.org/>  
<http://ipledgeallegiance.com/>  
<http://www.songsforteaching.com/folk/mycountrytisofthee.php>  
<http://www.state.gov/r/pa/ei/bgn/4142.htm>  
<http://mhschool.com>

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**\*Enrichment:**

- [www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-two-making-chices.pdf](http://www.takechargeamerica.org/wp-content/themes/tca/pdfs/teaching-resources/grade-two-making-chices.pdf)
- <https://cisdsocialstudies.wikispaces.com/file/view/second+grade+economics+unit+combine.pdf>

### Unit 5 People and Places in History

**Unit Summary: Beginning with Native Americans and continuing through the American Revolution, the United States slowly grew and changed. New people came to America and continue to do so today. Holidays will be discussed during the appropriate time of the school year.**

**Interdisciplinary Connections/Content Area Integrations: ELA, Art, Drama, Music**

NJCCCS	
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CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
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.
6.1.4.D.1	Determine the impact of European colonization on Native American populations,

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	including the Lenni Lenape of New Jersey.
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.
6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
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.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.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
6.1.4.D.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

### Essential Questions:

What is a Native American?

What are traditions?

What is an explorer?

What is a colony?

How did the Native Americans help the Pilgrims?

What key historical people and document led to the development of our nation?

What is a pioneer?

What is an immigrant?

What is Labor Day?

What is Thanksgiving?

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What is Dr. Martin Luther King Jr. Day?

What is Presidents' Day?

What is Memorial Day?

What is Independence Day?

### **Instructional Outcomes:**

#### **What will the students learn?**

#### **Unit Enduring Understandings**

Students will understand that...

Native Americans were the first people to live in America, including the Lenni Lenape of New Jersey.

A tradition is a special way of doing something to what is passed down over time.

An explorer is a person who traveled to learn about a new place. Explorers come from Europe to America.

A colony is a place where colonists live and is ruled by another country.

Native Americans helped the Pilgrims to survive by showing them how to fish, hunt, and grow food.

George Washington, Thomas Jefferson, and Benjamin Franklin were important to the development of the United States history and development.

The Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights are important documents that led to the development of our nation.

Pioneers leave their homes to inhabit a land they do not know.

An immigrant is a person who leaves a country to live in another.

Labor Day is when we show respect for our country's working people.

Thanksgiving Day is when we remember the feast shared by the Pilgrims and Native Americans.

Martin Luther King Jr. Day is celebrated in remembrance of the changes in laws that he influenced to help African Americans earn equal rights.

Presidents' Day is when we celebrate the work of Presidents George Washington and Abraham Lincoln.

Memorial Day is when we show respect for the soldiers who died for our country.

Independence Day is when we celebrate our country's birthday and independence from British rule.

#### **Unit Objectives**

Students will be able to...

Recognize Native Americans as the first people to live in North America.

Describe Native American traditions.

Identify early explorers to America.

List how the Native Americans helped the Pilgrims overcome hardship.

Identify the thirteen colonies.

Name historical figures and documents and describe how they contributed to our history.

Show and describe how the United States grew over time.

Identify major holidays and relate how different people celebrate them.

Explain why certain holidays are related to history and discuss how they reflect our heritage.

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### **Formative Assessments:**

Pre Tests

Classroom Discussion

Anecdotal Notes

Checklists

Portfolios

Cooperative Learning Groups

Open Ended Questions

Quizzes

Rubrics

### **Summative Assessments:**

Participation and teacher observation

Post-test, and daily work

Chapters tests

District benchmarks or interim assessments

End of unit or tests

Anecdotal records

Student report card grades

Presentations and projects

### **Suggested Learning Activities:**

Harcourt Social Studies Unit 4

Thanksgiving round robin (Pilgrims and Native Americans)

Holidays around the world

Black History Month

Women's History

President's Day (George Washington and Abraham Lincoln Venn Diagram).

Biography Reports

Martin Luther King Day (I have a dream craft).

### **Curriculum Development Resources:**

Harcourt Social Studies Grade 2

Literature:

Where Did Your Family Come From? A Book About Immigrants by Melvin and Gilda Berger

Frank's Great Museum Adventure by Rod Clement

Museums by Jason Cooper

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Covered Wagons, Bumpy Trails by Verla Kay  
Grandmother's Dreamcatcher by Becky Ray McCain  
Who Came Down That Road? by George Ella Lyon  
How Chipmunk Got His Stripes: A Tale of Bragging and Teasing by Joseph Bruchac and James Bruchac  
Red Flower Goes West by Ann Turner  
Labor Day by Carmen Bredeson  
Thanksgiving Is for Giving Thanks by Margaret Sutherland and Sonja Lamut  
What Is Thanksgiving? by Michelle Medlock Adams  
In November by Cynthia Rylant  
A Picture Book of Martin Luther King, Jr. by David A. Adler  
Martin Luther King, Jr. by Pam Parker  
Celebrating Presidents' Day by Kimberly Jordano  
Presidents' Day by David F. Marx  
Memorial Day by Jacqueline S. Cotton  
Memorial Day Surprise by Theresa Golding  
Independence Day by Trudy Stain Trueit  
The Fourth of July Story by Ashley Dagliess

### Websites:

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)  
[www.apples4theteacher.com](http://www.apples4theteacher.com)  
[www.primarygames.com](http://www.primarygames.com)  
[www.congressforkids.net](http://www.congressforkids.net)  
[http://www.bbc.co.uk/history/discovery/exploration/map\\_navigation\\_animation.shtml](http://www.bbc.co.uk/history/discovery/exploration/map_navigation_animation.shtml)  
<http://www.terrafly.com>  
<http://www.census.gov/cgi-bin/gazetteer>  
[www.scholastic.com](http://www.scholastic.com)  
[www.lessonplanet.com](http://www.lessonplanet.com)  
[www.brainpop.com](http://www.brainpop.com)  
[www.holidayzone.com](http://www.holidayzone.com)