

Second Grade Social Studies Curriculum

Revised 7/7/22

Chapter 1: Families Today and in the Past

(6.1.p.d.1-4,14)

Objectives:

- ❖ Explain what a family is and why families are important.
- ❖ Describe a community and what makes up a community.
- ❖ Compare a family to a community.
- ❖ Explain how members of a family treat and help one another.
- ❖ Identify ways that families are different.
- ❖ Discuss the different ways families may be organized.
- ❖ Explain why immigrant families come to the United States and why many want to become citizens.
- ❖ Define traditions and how they apply to families in the United States.
- ❖ Explain that families have a history.
- ❖ Discuss your own personal history.
- ❖ Compare how things families did and family culture in the past are the same or similar to the family culture today.
- ❖ Contrast ways families fulfilled their needs and behaved in the past and how they do so today.
- ❖ Define and give examples of the primary sources and secondary sources of historical information.
- ❖ Explain what an artifact is, and give examples of some artifacts.
- ❖ Discuss how an oral history is created and why it is historically important.
- ❖ Write questions for an interview with an older family member.

Extended Activity:

- Students will apply the concepts learned to write questions for an interview of an older family member, in order to learn about how life was for them in the past and how it has changed, then create a poster.

Gifted and Talented Activity:

- Trace the history of a family using primary and secondary sources, including artifacts, photographs, interviews, and documents in order to create a scrapbook.

Chapter 2: People, Places, and Nature

(6.1.2.Geo.SV.1-4; HE.1-4)

Objectives:

- ❖ 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.
- ❖ Describe Earth's various types of landforms.
- ❖ Explain the differences among Earth's various water bodies.
- ❖ Label from memory a simple map of the North American continent.
- ❖ Describe the shape of Earth as a globe with continents and oceans.
- ❖ Explain the reasons people migrate.
- ❖ Analyze how a harbor benefits the people who live nearby.
- ❖ Identify the different forms of transportation that people use to move from one place to another.
- ❖ Discuss and compare the different kinds of evidence that show when, why, and how people moved from one place to another.
- ❖ Identify and explain the elements of our environment.
- ❖ Describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- ❖ Explain how and why people change the land in their community.
- ❖ Compare and contrast basic land use in urban, suburban, and rural environments in our country.

Extended Activity:

- *Locate specific locations and geographic features on a simple letter-number grid system.*
- *Identify essential map elements such as title, legend, and directional indicator.*
- *Locate on a map where their ancestors lived.*

Gifted and Talented Activity:

- *Use what they've learned about land usage in a national park to create a diorama as a visual model of the Great Smoky Mountains National Park. Students will then label the important features of the park contained in their dioramas.*

Chapter 3: Government

(6.1.2.Civics PL.1-6; 6.1.2.Civics PR.1-46.1.2. History CC.1-3)

Objectives:

- ❖ Define a rule and explain why rules are important.
- ❖ Describe important rules to follow at home and in school.
- ❖ Identify some of the rights we have and explain why we need them.
- ❖ Discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.
- ❖ Define a government and describe how the Constitution has set up the U.S. government.
- ❖ Explain the roles and responsibilities of the president and Congress in the federal government.
- ❖ Identify the characteristics of the Supreme Court and its role in our government and civil life.
- ❖ Explain the ways governments help their citizens.
- ❖ Compare and contrast different forms of government, such as democracies, monarchies, and autocracies.
- ❖ Describe America's colonial history and how the colonists fought for their freedom from British rule.
- ❖ Summarize the creation and content of the U.S. Constitution and the Bill of Rights.
- ❖ Explain how trade and cultural exchanges help governments cooperate.
- ❖ Summarize the history, purpose, and function of the United Nations.
- ❖ Describe the role of diplomacy and treaties in between nations.
- ❖ Identify the reasons military force is sometimes used in international conflict.

Extended Activity:

- *Act out the process of taking a request through the branches of your local government.*
- *Create a chart outlining the reasons you want new playground equipment and evidence of how it can benefit your community.*
- *Identify the problems that city leaders may have with your request and brainstorm solutions for these problems.*
- *Cut and paste to display the steps in the process of a request being made, approved, and completed.*

Gifted and Talented Activity:

- *Write a letter to your local city or town council making your request for new playground equipment.*

Chapter 4: People Who Supply Our Goods and Services

(6.1.2 Geo. GI.1-2.; 6.1.2 Econ ET.1-5; 6.1.2 Econ EM.1-3; 6.1.2 Econ NE.1-2; 6.1.2 Econ GE.1-2)

Objectives:

- ❖ Identify needs and wants.
- ❖ Explain the difference between a need and a want.
- ❖ Understand basic economic concepts, such as money and trade.
- ❖ Recognize that scarcity requires people to make choices.
- ❖ Identify producers in communities.
- ❖ Understand the role of farmers.
- ❖ Compare farmers today with farmers in the past.
- ❖ Understand how farmers use resources.
- ❖ Identify the role of producers, distributors, and consumers providing and using goods and services.
- ❖ Understand how producers and consumers work together.
- ❖ Describe the process of getting goods from farm to market.
- ❖ Understand how weather can challenge crop production.
- ❖ Identify how farmers learned to grow productive crops in new climates.
- ❖ Describe how farmers solve weather problems to grow productive crops.

Extended Activity:

- *Research to learn what drought is and how it affects the people who depend on the growth of the crops.*
- *Complete a flow chart to learn how drought causes multiple effects felt by people in many areas.*

Gifted and Talented Activity:

- *Research to compare and contrast irrigation systems used throughout the country.*
- *Build a 3D model of a drip irrigation system.*

Chapter 5 Making a Difference

(6.1.2. Civics PL.1-6; 6.1.2. Civics PD.1-2; 6.1.2. Civics CM.1-3; 6.1.2. History SE.1-3)

Objectives

- ❖ Recognize the character traits of a hero.
- ❖ Know what a hero does.
- ❖ Understand a hero's motivations.
- ❖ Explain why heroes of the past are important.
- ❖ Explain what leaders do to encourage their people to follow them.
- ❖ Discuss how leaders become heroes to their people.
- ❖ Identify Abraham Lincoln and what he did that makes him an American hero.
- ❖ Explain why Sitting Bull and Golda Meir are heroes to their people.
- ❖ Know some historic examples of civil rights activists and the rights for which they fought.
- ❖ Identify civil rights activists who worked against racial inequality.
- ❖ Identify women's rights activists and their individual contributions.
- ❖ Recognize the need for worker's rights and activists who fought for them.
- ❖ Explain what an invention is and how inventions benefit the world.
- ❖ Identify Thomas Edison, Marie Curie, Albert Einstein, Louis Pasteur, and other important inventors and scientists.
- ❖ Recognize some life-saving advances in medical science.
- ❖ Discuss how heroes inspire others to achieve similar things.
- ❖ Discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.
- ❖ Explain how and why some heroes help those in need.
- ❖ Identify Jane Addams and what she did to help others in need.
- ❖ Summarize the history and mission of the Red Cross.
- ❖ Discuss who Florence Nightingale was and how she influenced the field of nursing.
- ❖ Recognize that ordinary people who help others can be heroes.
- ❖ Identify community members, such as artists and service workers, who help others in need.
- ❖ Discuss ways you can be a hero who helps people in your community.

Extended Activity:

- *Read about heroes and identify the things that make someone a hero.*
- *Make and play a game to show what students learned about what makes a hero.*
- *Create a portfolio about a hero of choice.*

Gifted and Talented Activity:

- *Write a poem about a hero of choice. Write a newspaper article about a selected hero's addition to a Hall of Fame.*

Chapter 6: Our American Culture

6.1.2. Civics DP.1-3; 6.1.2. Civics CM.1-3; 6.1.2. History UP. 1-3; 6.1.2. History SE. 1-3)

Objectives

- ❖ Understand what makes up a person's culture.
- ❖ Explain how culture is passed down.
- ❖ Identify how music and food are important to culture.
- ❖ Understand why there are many cultures in the United States.
- ❖ Describe how people share cultures in our country.
- ❖ Explain how adults pass culture down to their children.
- ❖ Understand the importance of telling stories from the past.
- ❖ Distinguish fact from fiction in stories about the past.
- ❖ Compare and contrast folktales and tall tales.
- ❖ Recognize the different reasons for celebrations.
- ❖ Identify holidays that honor American heroes.
- ❖ Understand why we celebrate important people.
- ❖ Understand how heroes have made a difference in people's lives.

Extended Activity:

- *Read and learn about different cultures.*
- *Plan and write a paragraph describing a cultural group.*
- *Compare and contrast cultural celebrations.*
- *Make artwork in a cultural style.*

Gifted and Talented Activity:

- *Complete at least one of the above listed activities to create a cultural quilt and present a brief explanation of the item and represented culture.*

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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