

COURSE: Social Studies Curriculum
GRADE LEVEL: 2nd Grade

| TOPIC | STANDARD | ESSENTIAL QUESTIONS | WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO | SKILLS | TIMELINE | ASSESSMENTS /ACTIVITIES |
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| Individual Development and Cultural Identity | <p>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p>2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.</p> <p>2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.</p> <p>2.1c Rural communities are characterized by large expanses of open land and</p> | <p>How would our lives be different if we lived in a different kind of community.</p> <p>What makes a community urban, suburban, or rural?</p> <p>How are communities different and alike?</p> <p>What are the advantages and disadvantages of living in urban, suburban, or rural communities?</p> | <p>Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.</p> <p>Students will discuss different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other.</p> <p>Students will understand the term "population density" and how it applies to different communities.</p> <p>Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.</p> | <p>Develop questions about the community.</p> <p>Identify similarities and differences between communities.</p> <p>Identify similarities and differences between his/her community and other communities.</p> <p>Retell a community event in sequential order.</p> <p>Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints</p> | Sept - June | Urban, Suburban, and Rural Inquiry |

Revised, March 2021

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| | <p>significantly lower population than urban or suburban areas.</p> <p>2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.</p> | | | | |
| | <p>2.2 People share similarities and differences with others in their own community and with other communities.</p> <p>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</p> <p>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</p> | | <p>Students will examine the ethnic and/or cultural groups represented in their classroom.</p> <p>Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.</p> <p>Students will identify community events that help promote a common community identity.</p> <p>Students will explore how different ideas, talents, perspectives, and culture are shared across their community</p> | <p>Identify change over time in his/her community.</p> <p>Identify events of the past, present, and future in his/her community.</p> <p>Describe an event in his/her community.</p> <p>Identify events of the past, present, and future in his/her community.</p> <p>Recognize and identify patterns of continuity and change in his/her community.</p> | <p>Urban, Suburban, and Rural Inquiry</p> |

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| Civic Ideals and Practices | <p>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p>2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules</p> <p>2.3b Government is established to maintain order and keep people safe. Citizens demonstrate</p> | <p>What Symbols Best Represents the United States?</p> <p>Do symbols mean the same thing to everyone, and how do they differ?</p> <p>Why do we have to have rules?</p> <p>What are my values and how do I show them?</p> | <p>Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community</p> <p>Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.</p> <p>Students will learn about the process of voting and what opportunities adults in the community have for participation. Students will participate in voting within the classroom and in school, as appropriate.</p> | <p>Identify and explain creation and/or authorship, purpose, and format of evidence.</p> <p>Identify arguments of others.</p> <p>Identify causes and effects, using examples from his/her family life or from the community.</p> <p>Participate in activities that focus on a classroom, school, or local community issue or problem.</p> | | <p>Civic Symbols Inquiry</p> <p>Civic Ideals and Practices Inquiry</p> <hr/> |

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| | <p>respect for authority by obeying rules and laws.</p> <p>2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p> <p>2.3d Symbols of American democracy serve to unite community members</p> | <p>How can we make classroom rules that reflect our values?</p> <p>What would happen if we did not have rules?</p> | <p>Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.</p> | <p>Identify different political systems.</p> <p>Identify the role of the individual in classroom, school, and local community participation.</p> <p>Identify and explain creation and/or authorship, purpose, and format of evidence.</p> <p>Create an understanding of the past by using primary and secondary sources.</p> <p>Recognize the relationships between geography, economics, and history in his/her community.</p> | | |
| | <p>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</p> <p>2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p>2.4b Communities have leaders who are responsible</p> | | <p>Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.</p> <p>Students will identify who makes and enforces the rules and laws in their community.</p> <p>Students will also explore how leaders make and enforce these rules and laws.</p> <p>Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school</p> | <p>Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p> <p>Identify the role of the individual in classroom, school, and local community participation.</p> <p>Identify different political systems.</p> <p>Participate in activities that focus on a classroom,</p> | | <p>Civic Symbols Inquiry</p> <p>Civic Ideals and Practices Inquiry</p> |

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| | <p>for making laws and enforcing laws.</p> <p>2.4c Citizens provide service to their community in a variety of ways</p> | | <p>grounds, writing thank-you notes to helpers).</p> <p>Students will identify how adults can provide service to the school and the community at large.</p> | <p>school, or local community issue or problem.</p> | | |
| <p>Geography, Humans, and the Environment</p> | <p>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> <p>2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary</p> <p>2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p>2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.</p> | <p>How would our lives be different if we lived in a different kind of community?</p> <p>How do we use land in different ways to shape our community?</p> <p>How does our use of land improve or harm our community?</p> | <p>Students will locate their communities on maps and/or globes.</p> <p>Students will examine how land within a community is used and classify land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services), and "recreational" (where people play or do sports).</p> <p>Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.</p> <p>Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.</p> <p>Students will explore how humans have positively and negatively affected the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.</p> <p>Students will describe the means people create for moving people, goods, and ideas in their communities.</p> | <p>Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>. Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.</p> <p>Describe where places are in relation to each other and describe connections between places.</p> <p>Create an understanding of the past by using primary and secondary sources.</p> <p>Recognize the relationships between geography, economics, and history in his/her community.</p> <p>Recognize arguments and identify evidence.</p> | | <p>Urban, Suburban, and Rural Inquiry</p> <p>Geography, Humans, and Environment Inquiry</p> |

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| | 2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. | | <p>Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.</p> <p>Students will locate the equator, northern and southern hemispheres, and poles on a globe.</p> <p>Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation.</p> | <p>Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models.</p> <p>Describe where places are in relation to each other and describe connections between places.</p> <p>Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).</p> | | |
| Time, Continuity, and Change | <p>2.6 Identifying continuities and changes over time can help understand historical developments.</p> <p>2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.</p> <p>2.6b Continuities and changes over time in communities can be</p> | <p>How do we shape our environment?</p> <p>How do we modify our environment over time?</p> <p>How do we use land in different ways to shape our community?</p> <p>How does our use of land improve or harm our community?</p> | <p>Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p> <p>Students will develop a time line for their community, including important events, such as when the school was built.</p> <p>Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing</p> | <p>Recognize the relationships between geography, economics, and history in his/her community.</p> <p>Describe a historical development in his/her community with specific details, including time and place.</p> <p>Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.</p> | | <p>Geography, Humans, and Environment Inquiry</p> <p>Community History Inquiry</p> <hr/> |

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| | <p>examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p> <p>2.7 Cause-and-effect relationships help us recount events and understand historical development.</p> <p>2.7a Cause-and-effect relationships help us to understand the changes in communities.</p> | <p>How has a local development improved or harmed our community?</p> <p>If we live in the present why should we care about the past?</p> <p>What's the difference between a cause and an effect?</p> <p>How have events from the past changed our lives in the present?</p> <p>How do people today solve problems created in the past?</p> | <p>population in suburban areas, and reduction of farms).</p> | <p>Recognize a process that applies to population and a resulting pattern.</p> <p>Describe how human activities alter places in a community.</p> <p>Understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.</p> <p>Identify causes and effects, using examples from his/her family life or from the community</p> | | |
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| <p>Economic Systems</p> | <p>2.8 Communities face different challenges in meeting their needs and wants.</p> <p>2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p> <p>2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p>2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</p> <p>2.8d Taxes are collected to provide communities with goods and services</p> <p>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.</p> <p>2.9a Goods are the products a person or group</p> | <p>What makes ME become WE?</p> <p>How do people meet their needs and wants?</p> <p>What challenges do people face in meeting their needs and wants?</p> <p>How can people work together to overcome the challenges of meeting their needs and wants?</p> <p>Why do we have to have rules?</p> | <p>Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.</p> <p>Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).</p> <p>Students will explore economic decision making and the use of money.</p> <p>Students will examine how consumers react to changes in the prices of goods.</p> <p>Students will explore the purpose of taxes and how they are collected in their communities.</p> <p>Students will distinguish between goods and services and identify goods produced in their community.</p> <p>Students will identify different types of jobs performed in their community.</p> <p>Students will explain the services provided by community workers.</p> <p>Students will explore how communities share resources and services with other communities.</p> | <p>Recognize the relationships between geography, economics, and history in his/her community.</p> <p>Describe the resources used to produce goods and provide services in the local community.</p> <p>Describe the role of banks, saving, and borrowing in the economy.</p> <p>Describe the goods and services that are produced in the local community, and those that are produced in other communities.</p> <p>Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.</p> <p>Describe the goods and services that are produced in the local community, and those that are produced in other communities.</p> <p>Identify goods and services that the government provides and the role of taxes.</p> <p>Explain how scarcity necessitates decision</p> | | <p>Economic Interdependence Inquiry</p> <p>Civic Ideals and Practices Inquiry</p> <hr/> |
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| | <p>of people makes. Services are actions performed by a person or group of people with a certain skill.</p> <p>2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p> <p>2.9c At times, neighboring communities share resources and workers to support multiple communities</p> | | | <p>making; identify the benefits and costs of decisions.</p> <p>Describe the resources used to produce goods and provide services in the local community. Identify the role of the individual in classroom, school, and local community participation.</p> <p>Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p> <p>Identify situations in which social actions are required. Recognize the relationships between geography, economics, and history in his/her community.</p> <p>Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.</p> | | |
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