



Social Studies Grade 2

Unit 1: What is a Community? Past & Present?	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 2	
Summary and Rationale	
<p>Second grade students will study the makings of a community in the classroom, school, and neighborhood. This study will include a look at the geography, economics, and culture of our community. Once students understand the basic characteristics of a community, including important community members and workers, they will begin a journey through literature and map skills. Students will spend time studying communities and things people do for work. By examining real and hypothetical problems facing local residents, students will consider how citizens can make a difference in improving the quality of life in their community.</p> <p>Additionally, second grade students will study the community in which they live. This study will include a look at the history, geography, economics, and culture of our community. Once students understand the basic characteristics of a community, including important community members and workers, they will begin a journey through literature and map skills to other communities rural and urban. Students will spend time studying communities, including how goods and services move in and out of communities. Students are introduced to local government and law. By examining real and hypothetical problems facing local residents students will consider how citizens can make a difference in improving the quality of life in their community.</p>	
Recommended Pacing	
45 days	
State Standards	
<p>Standard 6.1 U.S. History: America in the World. All students will acquire the 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.</p>	
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.6	Explain how national and state governments share power in the federal system of government.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information can be useful.
6.1.4.B.7	Explain why some locations in New Jersey and the United States are more suited for settlement than others.
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 the private and public goods and services are influenced by the global market and government.
6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
<p>Standard 6.3 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.</p>	
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
This unit of study addresses the NJ Amistad mandate.	
This unit of study addresses the NJ Holocaust and Genocide mandate.	

CCSS Reading & Writing Standards for Informational Text (Grade 2)	
CPI #	Cumulative Progress Indicator (CPI)
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
WI.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
WI.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
WI.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS Speaking & Listening Standards (Grade 2)	
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 36 for specific expectations.)
21st Century Life and Career Standards	
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Educational Technology Standards	
8.1	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math 2.MD.D. 10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • People adapt to their environment in different ways to create communities. • Community members have civic responsibilities. • Community members can make/have notable contributions. • People adapt to, resist or participate in community change. • All communities have important characteristics that help describe daily life (<i>e.g., food, clothing, shelter, businesses, etc.</i>). • All communities rely on institutions to help meet the needs of the people (<i>e.g., police, hospitals, schools, government</i>). • Maps are important community tools. • People adapt to their environment in different ways to create communities. • Community members of WW-P have civic responsibilities. • Community members and businesses each have a specific residential location that is identified by a postal address. • Community members of WW-P can make/have notable contributions. • People adapt to, resist or participate in community change. • The Dutch and English Europeans settled in our area and changed the make-up of the land and the Lenape way of life. • The WW-P was originally settled as a farming/agricultural community. • WW-P industrialized to become a more modern suburban community. • All communities rely on tax dollars for funding 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does geography play a role in the way people work and live in a community? • How do people shape a community? • How are communities different/similar? • How can I see growth in our community over time by looking at changes in the way people work, live, and govern themselves? • Why do people use maps in a community? • How does my community meet my needs through goods and services? • How is local government organized? • What factors contributed to the shift of our community from a farming area to a suburban community? 	
Objectives	
Students will know:	

- Identify human and physical characteristics of a community.
- There are productive ways that citizens participate in a community.
- Communities have members that provide goods and services.
- Why communities have sets of rules.
- Different communities have maps.
- Concept of rural/suburban/urban.
- Basic history of the WW-P (e.g. origin of name, people, important landmarks, and significant change).
- Identify human and physical characteristics of our community.
- Role of local government.
- There are productive ways that citizens participate in a community.
- Economics affects the way we live in WWP (i.e., scarcity and choice, human, capital and natural resources).
- Their physical place in New Jersey and the community.

Students will be able to:

- Use a graphic organizer to list five important needs and wants in their own lives. They will identify how their community can provide those needs and wants (i.e. need of food is satisfied by farms, supermarkets, restaurants).
- Work collaboratively to develop rules for the classroom community.
- Identify the school rules and generate reasons why they are important to follow.
- Draw and label pictures of present day community members on index cards describing each community members' contributions.
- Discuss how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how and why it is important that people from diverse cultures collaborate.
- Recognize the connection in structure between classroom and local communities.
- Identify and use the basic elements of different maps, i.e. classroom, building, school and neighborhood.
- Compare and contrast the most important elements/things for each type of community and create a representative mural.
- Brainstorm a new rule or idea that would benefit the WW-P community.
- Compare neighboring communities and their characteristics. (i.e. Trenton is urban)
- Discuss how rules and laws created by our community protect the rights of people, help resolve conflicts, and promote the common good.
- Recognize how and why it is important that people from diverse cultures collaborate to find solutions to WW-P community challenges.
- Explain why and how people choose the type of community in which they reside.
- Locate Hamilton and Trenton on a map as well as locate places within a local community.
- Timeline the history from the Lenni Lenape tribe to the present.

Evidence of Learning

Assessment

- My Community- Students will conduct research and use details to describe their community.
- Formative Assessment Incorporating 21st Century Competencies

Resources

Suggested Resources:

- Primary Source Document Analysis: <https://betterlesson.com/strategy/446/analyzing-primary-sources-with-elementary-students>
- <https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/>

- Old Henry, Blos
- Urban Roosts, Barbara Bash
- The House on Maple Street, Pryor
- Roxaboxen, *McLerran*
- Tar Beach, Faith Ringold
- Town Mouse Country Mouse, Jan Brett

Unit 2: Comparing Communities- Native Americans	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 2	
Summary and Rationale	
Second grade students will study the Lenni Lenape tribe of the Eastern Woodlands as well as one other Native American tribe that lived in what we now call the United States. Once students understand the basic characteristics of the Lenape community, they will begin a journey through literature and map skills. Students will spend time comparing and contrasting the Lenni Lenape community to another tribe in the United States. The students will compare the environment, food, shelter and homes of the tribes, and how geography affected their way of life.	
Recommended Pacing	
45 days	
State Standards	
Standard 6.1 U.S. History: America in the World. All students will acquire the 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.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
6.1.4.D.10	Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
6.1.4.B.7	Explain why some locations of New Jersey and the United States are more suited for settlement than others.
6.1.4.B.6.	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
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RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Describe how reasons support specific points the author makes in a text.
CCSS Writing Standards (Grade 2)	
WI.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
WI.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

WI.2.8	Recall information from experiences or gather information from provided sources to answer a question.
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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The first inhabitants of WW-P were the Lenni Lenape. • Native Americans adapt to their environment in different ways to meet their basic needs. • Different Native American tribes lived in New Jersey and in other regions of the United States. • Native Americans have made contributions to present-day life. • Native American tribes moved and changed over time and are present in the U.S. today. 	

Unit Essential Questions
<ul style="list-style-type: none"> • Which Native American tribe lived in New Jersey? • How does geography shape a community? • What are the Lenni Lenape who lived in the area we live in? • What are some of the contributions of the Lenape to present-day life? • How and why have Native American tribes moved and changed over time? • How do Native Americans live today? • How did European settlement impact the Lenni Lenape tribe?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> • Native American tribes lived in the regions of the Eastern Woodlands, Plains, Southwest and Northwest. • The Lenni Lenape lived in NJ. • Lenni Lenape tribes lived in the Eastern Woodlands. • Tribes used natural resources in their environment to meet their needs and wants. • The geography, climate, and environment affected the Lenape's food, clothing, shelter and environment. • Contributions to present-day life made by Native Americans include <i>Arts (jewelry, pottery, weavings), Legends and stories, Intergenerational relationships, Farming techniques, Games, Vocabulary (chipmunk, moccasins, artifact), Foods</i> • Native Americans moved and changed in response to internal and external influences. • Native Americans are present in society today, living in urban, rural and suburban communities. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Locate the four regions on a map of the U.S. • Locate where the Lenni Lenape lived in NJ. • Discuss the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. • Compare the Lenape of the Eastern Woodlands with one other region.
Evidence of Learning
Assessment
<ul style="list-style-type: none"> • Native American Communities: Students will research a native community and create an informational piece. Students may select to create a poster board display or to write a non-fiction piece about the topic. • Formative Assessment Incorporating 21st Century Competencies
Resources
<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Primary Source Document Analysis: https://betterlesson.com/strategy/446/analyzing-primary-sources-with-elementary-students • https://blogs.loc.gov/teachers/2014/12/primary-source-activities-for-the-k-2-classroom/ • https://www.firstnations.org/wp-content/uploads/2018/11/Revised_Book_Insert_Web_Version_March_2018.pdf • https://americanindiansinchildrensliterature.blogspot.com