

Second Grade Social Studies Curriculum

Unit 1: Communities

Time: September- November

Standards:

- 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.11. Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12. Explain the process of creating change at the local, state, or national level.
- 6.1.4.B.6. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.10. Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.11. Recognize the importance of setting long-term goals when making financial decisions within the community.
- 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.11. Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.14. Trace how the American identity evolved over time.

Essential Questions

- TCI Lesson 1: What is a community?
- TCI Lesson 2: How are communities different?
- TCI Lesson 9: How do communities change?
- TCI Lesson 10: How did one community change?
- TCI Lesson 11: How can one person make a difference?

Enduring Understandings

- I know that a community is where people live, work, play, and solve problems
- I know that there are three types of communities. They are urban, suburban, and rural. People in each of these communities do different things for work and fun.
- I know that communities change over time. Some grow bigger as people move to them. They also get smaller as people move away. Some people make their communities better by fixing old buildings and building new places.
- I know that San Francisco grew from a small town into a big city. People built docks and buildings. Miners came to search for gold. More stores opened. In 1906, an earthquake and fires almost destroyed the city. Later, people built the city again.
- I know that all communities have problems to solve and that sometimes one person thinks of an idea to help make a community better. Some people help keep their communities safe, care for the sick or teach people about others.

Benchmark Assessment(s)

- SWBAT work collaboratively in small groups to design a community that includes places to live, work, and play. Each group will select members who will carry out a specific role in order to represent how individuals of communities elect representatives to act on behalf of the people. The group will share their finished work with the class. (6.1.4.A.8, 6.1.4.C.11)
- SWBAT identify problems in their community and identify how these problems were solved. Then, students will work with partners on a plan to implement the change they wanted to make in their own community. Encourage students to create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change. They can use the list of steps as talking points to present their plans orally to the class (6.1.4.A.11), (6.1.4.A.12), (6.1.4.D.11).

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI Lesson 1, 2, 9, 10, and 11
- TCI Lesson online and printable materials
- Interactive Student Notebook
- Large and small sheets of paper
- Scissors

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- SWBAT identify reasons why communities change over time. They will read the student text about Los Angeles and then determine similar examples of ways that their own community has grown or changed over time to meet the needs of the people (Example: people move and a community gets smaller because a store with jobs closes) (6.1.4.B.6), (6.1.4.B.10), (6.1.4.D.2), (6.1.4.D.3), (6.1.4.D.14).

- Glue
- Colored pencils or markers
- Recent community newspapers
- Plastic bins or other container

SUGGESTED ACTIVITIES

TCI Lesson 1: What is a community?

- Preview – Students will learn about places found in a community.
- Activity – Students will design a community that includes places to live, work, and play (benchmark)
- Reading Further - Students will learn about the history of the community of Marshall, Texas and explore their community's past.
- Vocabulary – Students will review terms from the lesson (community).
- Processing – Students will design a badge which tells about life in his/her own community.

TCI Lesson 2: How are communities different?

- Preview – Students will learn about different kinds of communities (urban, suburban, rural).
- Activity – Students will learn about the features, advantages, and disadvantages of urban, rural, and suburban communities.
- Reading Further - Students will learn how Levittowns were built and create a collage of images from different communities.
- Vocabulary – Students will review terms from the lesson (community).
- Processing – Students will design a badge which tells about life in his/her own community.

TCI Lesson 9: How do communities change?

- Preview – Students will identify ways homes and neighborhoods can change.
- Activity – Students will read how communities grow and change and create a plan to make a neighborhood better (benchmark).
- Reading Further – Students will examine how the community of Los Angeles changed over time.
- Vocabulary – Students will review terms from the lesson (rebuild).
- Processing – Students will apply their knowledge by identifying causes and effects of changes in a community.

TCI Lesson 10: How did one community change?

- Preview – Students will familiarize themselves with the city of San Francisco through text and media

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students continue their study of their community by creating posters about the community's past and present. Have students examine old and recent newspapers for information on what the community was like long ago and what the community is like today. Students should present their findings in text and drawings on their own posters. Encourage volunteers to present their posters to the class.
- Have students select three adults to interview. Have them ask each person the following questions:
 - Which of the following types of community have you ever lived in (urban, rural, suburban)?
 - Describe the type of home you lived in.
 - What did you do for fun?
 - Did you like living in that type of community? Why or why not?
 - What type of community would you most want

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- Activity – Students will analyze images of San Francisco in 1846 and 1849 and act-it-outs to explore what life was like during those two time periods.
- Reading Further - Students will create a personal timeline to strengthen their understanding of change over time.
- Vocabulary – Students will review terms from the lesson (future, past, present, earthquake, primary source, timeline)
- Processing – Students will apply their knowledge by producing a sensory figure (Ex: Picture in your mind a sailor who visited San Francisco in 1846. What are some things the sailor might have (seen, smelled, heard, tasted?)

TCI Lesson 11: How can one person make a difference?

- Preview – Students will identify problems in school and possible solutions.
- Activity – Students will propose possible solutions to given community problems and compare those solutions with how people actually solved these problems (benchmark)
- Reading Further - Students will identify problems in their community and propose solutions. Then, students will work with partners on a plan to implement the change they wanted to make in their own community. Encourage students to create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change. They can use the list of steps as talking points to present their plans orally to the class (benchmark).
- Vocabulary – Students will review terms from this lesson. (inventor)
- Processing – Students will create a badge for someone in their community. Who are some people who have made a difference in our lives? Consider bringing a few local "heroes" into the classroom, so students can have role models from their own communities who are making a difference.

to live in? Why?

- After they complete their interviews, have students prepare their answers to share with the class. Then they can compare the adult responses to the class bar graph showing what type of community students prefer.
- Assist students in locating someone who has lived in their community for a long time, such as a parent, grandparent, neighbor, teacher, or other community member. Have students interview the person to find out how the community has changed over time. Encourage students to develop their own interview questions to find out how the community has either grown or gotten smaller and what has been done over time to help people in the community. Students may present the results of the interviews both in written and oral form, and they may also draw pictures to reflect some of the changes in their community.

Suggested Websites

- <http://www.teachctci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Various informational books about Communities
- Scholastic News Weekly Reader

Cross-Curricular Connections

21st Century Skills (CRP1) Act as a responsible and contributing citizen and employee.

Technology (8.2.2.A.5) Collaborate to design a solution to a problem affecting the community. Students will collaborate to identify a problem in their community and work together to find a solution.

SEL (Social Awareness) Recognize and identify the thoughts, feelings, and perspectives of others. Students will practice these skills to reinforce being a good citizen.

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. Students will make a bar graph showing your preferences for each of the three types of communities.

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Unit 2: Economics

Time: December- January

Standards:

Essential Questions:

- TCI Lesson 5: How do people use our environment?
- TCI Lesson 6: How are goods made and brought to us?
- TCI Lesson 7: Who provides services in a community?
- TCI Lesson 8: How can I be a smart consumer?

Enduring Understandings

- I know that people use nature to get the food, shelter, and clothing they need. But when people use their natural resources too much, they can pollute the environment.
- I know that producers make goods and use transportation to send them to stores. Consumers buy goods from stores using money from their income. Countries bring in and send goods from and to other countries.
- I know that businesses are places where people work. Businesses can provide goods or services.
- I have learned that being a smart consumer means making the best decisions possible while shopping.

- 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.B.6. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 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.B.8. Compare ways people choose to use and distribute natural resources.
- 6.1.4.C.1. Apply opportunity cost (i.e., choices and tradeoffs) 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 influence 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.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 the availability of resources affects people across the 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.
- 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.
- 6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

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Benchmark Assessment(s)

- SWBAT explore how people use natural resources in various environments and discover the effects of pollution through reading about natural resources and playing a game to explore things found in nature. Students will understand the relationship between things they can find in nature and what people can make from those resources. (6.1.4.B.4), (6.1.4.B.5), (6.1.4.B.6), (6.1.4.B.7), (6.1.4.B.8), (6.1.4.C.9).
- SWBAT make a toy using assembly-line techniques, then participate in a relay race to learn how goods are transported to stores (6.1.4.C.3), (6.1.4.C.5), (6.1.4.C.7), (6.1.4.C.8), (6.1.4.C.10).
- SWBAT read about a class that used good shopping habits and then go on a virtual shopping trip using grocery circulars and make choices about what to buy by distinguishing between economic needs and wants. Students will practice making the best decisions of what to buy. (6.1.4.C.1), (6.1.4.C.2), (6.1.4.C.4), (6.1.4.C.7), (6.1.4.C.10), (6.1.4.C.11), (6.1.4.D.17), (6.1.4.D.18), (6.1.4.D.19), (6.1.4.D.20).

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI Lessons 5, 6, 7, and 8
- TCI Lesson online and printable materials
- Interactive Student Notebook
- Paper bag (1 per class)
- Red and blue crayons, 5 of each (1 set per class)
- Products made from plants, such as soap, tissues, and glue (Several per class)
- Scissors (1 per student)
- Beans, marbles, or other small objects (1 per student)
- Glue Sticks
- Plastic bins or other containers
- Envelopes (2 per group of 4)
- Grocery store circulars (1 per group of 4)

SUGGESTED ACTIVITIES

TCI Lesson 5: How do people use our environment?

- Preview – Students will play a game to explore things from nature.
- Activity – Students will explore how people use natural resources in various environments and discover the effects of pollution (benchmark).
- Reading Further - Students will learn how George Washington Carver found many ways to use plants.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

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- Vocabulary – Students will review terms from the lesson (conserve, environmental, natural resources, pollute).
- Processing – Students will create a chart to show how people and our environments are connected.

TCI Lesson 6: How are goods made and brought to us?

- Preview – Students will categorize items that you can buy.
- Activity – Students will make a toy using assembly-line techniques, then participate in a relay race to learn how goods are transported to stores.
- Reading Further – Students will create a process diagram to show how food is brought from the Imperial Valley to stores.
- Vocabulary – Students will review vocabulary terms from this lesson (consumer, goods, income, producer, trade, transportation).
- Processing – Students will create flow charts to show how goods are made and transported to stores.

TCI Lesson 7: Who provides services in a community?

- Preview – Students will create picture graphs of community jobs. Read about and pantomime different service occupations.
- Activity – Students will create puppets representing service workers and write descriptions of their workers' jobs. Describe the puppets' jobs at a "job fair."
- Reading Further – Students will conduct interviews with service workers in the school.
- Vocabulary – Students will review vocabulary terms from this lesson (business, law, service, tax).
- Processing – Students will research a service job and describe a day in the life of the occupation.

TCI Lesson 8: How can I be a smart consumer?

- Preview – Students will analyze an illustration and song lyrics (From TCI) to identify good shopping habits.
- Activity – Students will go on a virtual shopping trip and make choices about what to buy by distinguishing between economic needs and wants. (benchmark)
- Reading Further – Students will read about a class that used good shopping habits. Plan a shopping trip using grocery store advertisements. (benchmark)
- Vocabulary – Students will review terms from the lesson (need, want, scarcity, save, resource)
- Processing – Students will analyze advertisements, compare two products, and choose one to buy.

ENRICHMENT

- Help students identify a local area that has been damaged by pollution. Have them identify the problem and make a plan to fix it. Encourage students to discuss the materials, labor, time, and even money they might need for the project. Have students write a paragraph that tells about the problem and how they would solve it.
- After they complete the Reading Further activity, have students pretend they are the product made in their factory. Instruct them to write stories describing their trips from the factory to the store. They should describe how they were made on the assembly line, how they were transported, and how they feel waiting to be purchased at the store.
- Introduce students to the idea of a help-wanted ad. Show students the classified section of a community newspaper. Explain that business owners often put these "want ads" in a newspaper when they want to hire workers to do a job. Have students select a service job they studied in the lesson and write a job advertisement. Students should think about the things the person would need to do in the service job, as well as the skills or training that might help a person do the job well. Help students format their job advertisements with a writing frame.
- Have students use the strips from Student Handout D as inspiration for creating their own "wise or unwise shopper" stories. Students should describe situations in which a child wants or needs something and then displays the characteristics of a wise or unwise shopper. Place students' stories in a classroom center so classmates read them and discuss whether each story features a wise or unwise shopper. Encourage students to suggest ways the unwise shoppers could become wise shoppers.
- EEK! Environmental Education for Kids! <http://dnr.wi.gov/eeek/> Visit The Wisconsin Department of Natural Resources website, EEK! Environmental Education for Kids!, and learn many things about the environment, including animal habitats, and all about plants, water, and recycling.
- Kids' Planet <http://www.kidsplanet.org/> The website, Kids' Planet, gives information on types of animals that are endangered and why. You can also play the interactive "Wild Games" for fun and to review what you have learned.

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Suggested Websites

- <http://www.teachtci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>
- <http://dnr.wi.gov/eek/>
- <http://www.kidsplanet.org/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities
 - *Garbage by Robert Maass (New York: Henry Holt, 2002)
This book explains what happens to garbage in landfills, how garbage is sent to combustion plants to be incinerated into steam that eventually produces electricity, and recycling centers.
 - *The Great Kapok Tree by Lynne Cherry (New York: Harcourt, 2000)
Students learn about the importance of protecting natural resources. This book is a good read aloud and springboard for discussion on how living things are connected and how the rainforest can provide necessary resources for survival.
 - *Planet Patrol: A Kids' Action Guide to Earth Care by Marybeth Lorbiecki (Minnetonka, MN: Two-Can Publishers, 2005)
This book explains how people can work together to save Earth's resources.

Cross-Curricular Connections

21st Century Skills (9.1.4.B.5) Identify ways to earn and save. Students will learn how to be a smart consumer and make the best decisions possible while shopping.

Technology (8.2.2.B.3) Identify products or systems that are designed to meet human needs. Students will explore the relationship between goods and services and how these are products that consumers use.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will work use these skills when working together with their group on various activities.

Language Arts- (L.2.4.A.) Use sentence-level context as a clue to the meaning of a word or phrase. Students will use context from various readings to reinforce understanding of new vocabulary presented in the lesson.

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Unit 3: Geography and Mapping Skills

Time: February- March

Standards:

- 6.1.4.A.14. Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.B.1. Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2. 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.
- 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.9. Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Essential Questions

- What is a map?
- What is geography?

Enduring Understandings

- I know that a map is a drawing of a place or a community that shows different areas of Earth. They are also tools that people can use to find their way.
- I know that geography is the study of Earth's land, water, and people. Communities are affected by the geography of where they live.

Benchmark Assessment(s)

- SWBAT read and answer questions about maps and explore how these tools help people to find places. (6.1.4.B.2), (6.1.4.B.3).
- SWBAT identify geographic features and locate them on a physical map. Students will create a model of the landforms that they would find on a physical map and label them. (6.1.4.A.14), (6.1.4.B.1,
- SWBAT read and understand climate change and its effects on people of different places. (6.1.4.B.9)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI lessons 3 and 4
- TCI Lesson online and printable materials
- Interactive Student Notebook
- Chart paper, large (1 per class)
- "Treasure," such as erasers or stickers (1 per student) Scissors (1 per pair)
- Pocket chart (1 per class)
- Scissors (1 per pair)
- Paper clips (1 per pair)
- Pencils (1 per pair)
- Game markers (1 marker per student)
- Sticky notes (1 note per student)
- Rulers or meter sticks (2 per class)
- Construction paper (circle diagram)
- "Me on the Map" Book
- Flat Stanley Project
- State Report Posters
- Classroom Map
- Globe

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- Paper Plate
- Paint
- Clay
- Markers
- Landform Flip Book

SUGGESTED ACTIVITIES

TCI Lesson 3: What is a map?

- Preview – Students will go on a whole class treasure hunt.
- Activity – Students will read and answer questions about maps.
- Reading Further – Students will explore how maps and tools help people to find places.
- Vocabulary – Students will review terms from the lesson (compass, compass rose, map grid, map key, symbol).
- Processing – Students will apply their knowledge by drawing their own maps.

TCI Lesson 4: What is geography?

- Preview – Students will sing to reinforce understanding of eight geographic features.
- Activity – Students will identify geographic features and locate them on a physical map.
- Reading Further - Students will learn about climate changes and its effects.
- Vocabulary – Students will review terms from the lesson (continent, country, desert, geography, island, lake, mountain).
- Processing – Students will create a picture journal of geographic features.

State Report – An at-home project

- Help students choose a state to research at home to complete a state report including (State Flag, Flower, interesting facts, etc.)

“Me on the Map”

- Read the story and discuss the difference between a town, city, state, country, etc. Help students complete a circle diagram project and label correctly.

Landforms:

- Watch BrainPopJr about Landforms, create a landform flipbook and mold landforms out of clay onto a paper plate (include labels).

Flat Stanley

- Introduce the Flat Stanley project
- Send home the letter to send out to a family/friend who lives in another state or country
- When Flat Stanley is sent back to school, share about his travels with the class
- Create a bulletin board to map his travels

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Have students create a geographic atlas of your community. Encourage them to create one or more maps that show geographic features as well as streets, buildings, parks, and landmarks. Students should write brief descriptions of the community, telling about the weather, climate, and geographic features found there. Students should also write descriptions of how people in the community interact with the environment through jobs and activities. Display students’ atlases in the classroom as a resource for learning about geography.
- Have students create a geographic atlas of your community. Encourage them to create one or more maps that show geographic features as well as streets, buildings, parks, and landmarks. Students should write brief descriptions of the community, telling about the weather, climate, and geographic features found there. Students should also write descriptions of how people in the community interact with the environment through jobs and activities. Display students’ atlases in the classroom as a resource for learning about geography.
- EPA: Kids Site: Climate Change https://19january2017snapshot.epa.gov/climatechange_.html
In the lesson, What Is Geography?, you learned that the climate affects geography. On the website, EPA: Kids Site: Climate Change, learn more about climate change, the greenhouse effect, and how to make a difference.

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Suggested Websites

- <http://www.teacherci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities
 - *Continents (Pull Ahead Series) (Minneapolis: Lerner, 2005)
This geography series includes an individual book for each continent. The series introduces young learners to landforms, cities, occupations, language, culture, and agriculture. Simple maps and interesting facts are included in each book.
 - *How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming by Lynne Cherry and Gary Braasch (Nevada City, CA: Dawn Publications, 2008)
Students learn about climate change and the science behind it. This book also discusses what children and scientists can do to lessen the effects of global warming.

Cross-Curricular Connections

21st Century Skills (CRP6) Demonstrate creativity and innovation. Students will demonstrate creativity when constructing their clay landform plates.

Technology (8.1.2.F.1) Use geographic mapping tools to plan and solve problems. Students will be creating maps using mapping tools such as a compass rose, map key, and scale.

SEL (Relationship skills) Utilize positive communication and social skills to interact effectively with others. Students will need these skills when working in small groups.

Language Arts (RI.2.10.) Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Students will read various informational texts both in media and print form to supplement their learning.

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Unit 4: Government

Time: April- June

Standards:

Essential Questions

- How do leaders help their communities?
- What does a good citizen do?
- What do communities share?

Enduring Understandings

- I have learned that communities have leaders who form a government and who help solve problems and make decisions. They make laws to keep people safe and decide how to spend money on services. They also make changes to help their community.
- I know that good citizens are people who obey the rules in a community and learn about local issues. They also help others and take care of the community.

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.5. Distinguish the roles and responsibilities of the three branches of the national 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.

Benchmark Assessment(s)

- SWBAT identify what a good citizen and how they help a community. Students will make predictions about what leaders can do in their communities to take action to fix a playground. (6.1.4.A.1), 6.1.4.A.5), (6.1.4.A.7).

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI 12, 13 and 14
- TCI Lesson online and printable materials
- Interactive Student Notebook
- Paper clips (1 per pair)
- Pencils (1 per pair)
- Game markers (1 per student)
- Scissors (1 per student)
- Construction paper, half sheets (1 half sheet per student)
- Stapler (1 per class)
- Ball of string (1 per class)
- Glue stick (1 per student)
- Optional Materials
- Handout E: Tourist Site Facts (1 per student)
- Postcards (Several per class)
- Pocket chart (1 per class)
- Paper bags (2 per class)
- Drawing paper (1 sheet per pair)
- Crayons or markers (1 set per pair)
- Chart paper (1 large sheet per class)

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SUGGESTED ACTIVITIES

TCI Lesson 12: How do leaders help their communities?

- Preview – Students will participate in an election.
- Activity – Students will make predictions about what leaders can do and conduct a mock demonstration urging community leaders to take actions to fix a playground.
- Reading Further – Students will retell a story about a community making a decision and write a newspaper article about it.
- Vocabulary – Students will review terms from the lesson (government, leader, vote).
- Processing – Students will apply what you have learned in this lesson to problems in your own community.

TCI Lesson 13: What does a good citizen do?

- Preview – Students will sing a song about good citizens and play a game to reinforce the concepts.
- Activity – Students will create a Good Citizen book to record the good-citizen actions that they would perform.
- Reading Further – Students will identify good citizens in your community and design statues to honor them.
- Vocabulary – Students will review terms from the lesson (citizens, responsible).
- Processing – Students will conduct an interview about being good citizens.
- Present students with different quotes from prominent figures in history (List of quotes found on page 10 at the following link: <https://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>). Discuss how one person can make a difference. Have the students read the quotes and discuss their meaning. Have students think of ways they can make the world a better place. (Holocaust Commission Lesson)

TCI Lesson 14: What do communities share?

- Preview – Students will act out the concepts of community, state, and country.
- Activity – Students will discover the economic interdependence of communities and states by exchanging product cards.
- Reading Further – Students will write and draw about how communities will celebrate the 4th of July.
- Vocabulary – Students will review terms from the lesson (tourists).
- Processing – Students will design a postcard showing an aspect of your community that could be shared with other communities.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Extend the Processing activity by having students consider a community problem from multiple perspectives. Give students a list of community problems. Have each student pick one problem and write a paragraph describing a solution. They should give reasons why the solution would work. Then ask students to write sentences describing why some community members might oppose that solution or want a different solution. Have students write questions that a community leader might ask about the solution. Ask volunteers to present their multiple perspectives on their community problems to the class.
- Introduce the economic terms specialization and interdependence. Tell students that when one state is known for producing a lot of one item, or good, we say they specialize in producing it. When we depend or rely on others to provide us with the things we need and want, this is called interdependence. Have students create a series of captioned pictures, using the information from the trading activity, to demonstrate these concepts. For example, students might write, “I am from Florida. We specialize in growing oranges. But orange growers need caps to work in the fields, so we are interdependent with people in Iowa when we trade oranges for caps.” They can complete a series of these captioned pictures, using the other combinations of states from the activity, and share with the class or display on a bulletin board.

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Suggested Websites

- <http://www.teacherci.com/>
- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities

Cross-Curricular Connections

21st Century Skills (CRP1) Act as a responsible and contributing citizen and employee. Students will practice these skills while working in their collaborative teams.

Technology (8.2.2.A.5) Collaborate to design a solution to a problem affecting the community. Students will make predictions about what leaders can do and conduct a mock demonstration urging community leaders to take actions to fix a playground.

SEL (Responsible Decision-Making) Evaluate personal, ethical, safety and civic impact of decisions. Students will collaborate to discuss problems in the community and how they can be solved.

Language Arts (RF.2.4.A.) Read grade-level text with purpose and understanding. (Reading further activities)