

Curriculum Management System

SADDLE BROOK SCHOOL DISTRICT



Course Name: Social Studies

Grade: 2

Date: September 2016

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2220.

Board approved:
October 19, 2016

SADDLE BROOK SCHOOL DISTRICT

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Curriculum Supervisor

Christine Steiner
Supervisor of Language Arts and Social Studies

Curriculum Writer

Junell Ferlanti

Course Rationale

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

Scope and Sequence

Grade 2

Quarter I

Rules and Laws

4 weeks

- Class, Community, State/National Government
- Democratic form of government
- Civic responsibilities

Local and State Government

4 weeks

- Community leaders and responsibilities
- Governor
- State Capital

Quarter II

Geography: Physical and Political Maps

6 weeks

- Physical and political maps
 - Uses of maps
 - Map keys
 - Locations
 - Equator

Geography: Flat Stanley

3-4 weeks

- Travel locations
- Distance traveled
- Comparisons to NJ

Quarter III

American Heroes and Leaders

4 weeks

- Martin Luther King Jr., Ruby Bridges, etc.
- Historical contributions
- Significance today

Historical Folklore

4 weeks

- Johnny Appleseed
- Pecos Bill
- Paul Bunyan

Quarter IV

Economics

6 weeks

- Supply and demand
- Needs and wants
- Goods and services
- Resources

Unit Plans

Grade 2

Rules and Laws Local and State Government		Timeline: 4 weeks
Enduring Understandings: <ul style="list-style-type: none">• People develop systems to manage conflict and create order.• Rules and laws are developed to protect people's rights and the security and welfare of the whole community.• Democratic societies must balance the rights and responsibilities of individuals with the common good.		Essential Questions: <ul style="list-style-type: none">• How are governments created, structured maintained, and changed?• Why do we have rules & laws; and what would happen if we didn't?• What are the roles and responsibilities of citizens and government in a democratic society?• How do the needs of a community impact the creation of laws?
Geography: Physical and Political Maps		Timeline: 6 weeks
Enduring Understandings: <ul style="list-style-type: none">• Different areas have different landforms.• The physical characteristics and features of an area place it in a certain region.• Maps and globes represent earth in different ways and each are suited for providing different information.		Essential Questions: <ul style="list-style-type: none">• How would you describe where you live?• Why would people need to study earth?• How would you decide whether to use a map or a globe?• What type of land is better to live on?
Geography: Flat Stanley		Timeline: 3-4 weeks
Enduring Understandings: <ul style="list-style-type: none">• Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.• Places are jointly characterized by their physical and human properties.		Essential Questions: <ul style="list-style-type: none">• How does our area differ from the areas that Stanley has traveled?• What are the parts of a friendly letter?• Why is it important for us to communicate through letter writing?
American Heroes, Leaders, and Folklore		Timeline: 8 weeks
Enduring Understandings: <ul style="list-style-type: none">• There have been specific people who have helped to shape American life through the years.• The study of American folklore and historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.		Essential Questions: <ul style="list-style-type: none">• Who helped to shape American life and how?• How have people of the past affected our lives today?• How did folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contribute to the American national heritage?

Enduring Understandings:

- People make decisions based on their needs, wants, and the availability of resources.
- Availability of resources affects economic outcomes.
- People around the world depend on one another through trade.
- Science and technology have changed transportation.
- People cannot always have everything they want and all humans share the same basic needs: shelter, air, food and clothing.
- Natural resources are often used in the making of a product.
- Income is necessary for purchasing goods and services.
- The United States is a free enterprise system where people make choices about spending and making money.

Essential Questions:

- What is the difference between needs and wants?
- Which is more important to be able to live- needs or wants?
- What would happen if goods and services were not provided to us?
- Which is more important for our economy, the producers or the consumers?