

## 2nd Grade Social Studies Curriculum Map

| Standards   | Content  | Skills/Practices   | Materials/<br>Resources  | Assessments (All)<br>Daily/Weekly/ Benchmarks  | Timeline<br>(Months/Weeks/Days)          |
|---|--|--|--|--|--|
| <p><b>NYS SS 2.1: A</b> community is a population of various individuals in a common location.</p> <p><b>NYS SS: 2.1 a,b,c,d:</b> It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish different types of communities.</p> | <p><b>Inquiry:</b> Urban, Suburban, and Rural</p> <p><b>Objective:</b> Students will be able to construct an argument that explains how their lives would be different if they lived in a different kind of community.</p> | <p>1. What makes a community urban, suburban, or rural?</p> <p>2. How are communities different and alike?</p> <p>3. What are the advantages and</p> | <p><b>Source A:</b> New York State population map</p> <p><b>Source B:</b> Image bank: Urban, suburban, and rural communities</p> <p><b>Source A:</b> Teacher-gathered images of the students' community and other communities</p> <p><b>Source A:</b> Image bank: Daily life in urban, suburban,</p> | <p><b>Formative Assessment:</b> Create a class chart to compare and contrast characteristics of communities.</p> <p><b>Formative Assessment:</b> Write a paragraph describing three characteristics of the local community that are similar or different from the comparison community.</p> <p><b>Formative Assessment:</b> Create a class T-chart</p> | <p>2-3 Weeks<br/>(September/October)</p> |

|   |   |   |  |  |                                 |
|---|---|---|--|--|---------------------------------|
|   |   | disadvantages of living in urban, suburban, or rural communities?   | and rural communities<br><br>(Teachers Pay Teachers.com for additional resources)<br><br>Scholastic News, if applicable<br><br>Teacher Created Materials   | listing the advantages and disadvantages of each type of community.<br><br><b>Summative Assessment:</b><br>How would our lives be different if we lived in a different kind of community? Construct an argument that addresses the question of how peoples' lives are affected by where they live. |                                 |
| <p><b>NYS SS 2.3</b> The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p><b>NYS SS 2.4</b> Communities have rules and laws that affect how they</p> | <p><b>Inquiry:</b> Civic Ideals and Practices</p> <p><b>Objective:</b> Students will be able to construct an argument, supported with evidence, that explains whether rules are necessary or not.</p> | <p>1. What are my values and how do I show them?</p> <p>2. Can we make classroom rules that reflect our values?</p> | <p><b>Source A:</b> What are my values?<br/><b>Source B:</b> Image Bank Help Wanted ads from 1915 to 2015</p> <p><b>Source A:</b> The Great Seal of the United States<br/><b>Source B:</b> Excerpt from the Dignity for All Students Act</p> | <p><b>Formative Assessment:</b> List examples of values and explain how we show our values</p> <p><b>Formative Assessment:</b> Categorize values and establish a set of classroom rules</p>  | 2-3 Weeks<br>(October/November) |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <p>function. Citizens contribute to a community's government through leadership and service.</p> |  | <p>3. What would happen if we did not have rules?</p> | <p>(DASA)<br/>Candy-Date<br/>Election<br/>Form</p> <p><b>Source A:</b> School Ditches Rules and Loses Bullies<br/><b>Source B:</b> Why Do We Need Rules?</p> <p>Article: The Kingdom With No Rules, No Laws and No King By Normal Stiles</p> <p>(Teachers Pay Teachers.com for additional resources)</p> <p>Scholastic News</p> <p>Teacher Created Materials</p> | <p><b>Formative Assessment:</b> Create a 2 sided argument chart with reasons for and against having rules</p> <p><b>Summative Assessment:</b> Do we have to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary.</p> |  |
|--|--|---|--|---|--|

|  |   |   |   |  |   |
|--|---|---|---|--|---|
| <p><b>NYS SS 2.8:</b> Communities Face different challenges in meeting their needs and wants.</p> <p><b>NYS SS 2.9:</b> A community requires the interdependence of many people performing a variety of jobs and services provide for basic needs and wants.</p> | <p><b>Inquiry:</b> Economic Interdependence</p> <p><b>Objective:</b> Students will be able to write an argument using evidence that discusses how needs and wants can be met, and what they can do to overcome challenges when presented.</p> | <p>1. How do people meet their needs and wants?</p> <p>2. What challenges do people face in meeting their needs and wants?</p> <p>3. How can people work together to overcome the</p> | <p><b>Source A:</b> “Farmers Grow Corn”</p> <p><b>Source B:</b> “First in her Family to Own a Home”</p> <p><b>Source C:</b> “Oranges from Tree to You”</p> <p><b>Source A:</b> “Poor People Cannot Find Fresh and Healthy Food”</p> <p><b>Source B:</b> “ Winter Usually Brings Snow and Water to California, but it’s Still Dry”</p> <p><b>Read Aloud:</b> “Scarcity”</p> <p><b>Source A:</b> “A Fruit Farm in a City”</p> | <p><b>Formative Assessment:</b> Brainstorm categories of workers, businesses, and organizations that meet communities’ needs and wants and why they are important.</p> <p><b>Formative Assessment:</b> Complete a three part T-Chart describing the challenges a community may experience due to scarcity.</p> <p><b>Formative Assessment:</b> Write a claim to answer the supporting question and</p> | <p>2-3 Weeks<br/>(December/January)</p> |
|--|---|---|---|--|---|

|  |   |   |  |   |                         |
|--|---|---|--|---|-------------------------|
|  |   | challenges of meeting their needs and wants?  | <p><b>Source B:</b> “A Playground Problem”</p> <p><b>Source C:</b> “Alex’s Lemonade Stand”</p> <p>(Teachers Pay Teachers.com for additional resources)</p> <p>Scholastic News</p> <p>Teacher Created Materials</p> | <p>use examples to support it.</p> <p><b>Summative Assessment:</b> Students will write an argument that addresses the compelling question “What makes me become we” using specific claims and evidence from sources that discuss the relationship between individuals and groups of people.</p> |                         |
| <p><b>NYS SS: 2.5:</b> Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</p> | <p><b>Inquiry:</b> Geography, Humans and Environment</p> <p><b>Objective:</b> Students will be able to construct an argument with evidence that shows how we shape our environment.</p> | <p>1.How do we modify our environment over time?</p> <p>2. How do we use land in different ways to shape our community?</p> | <p><b>Source A:</b> Image bank: New York City in 1609 versus 2009</p> <p><b>Source A:</b> Image bank: Various uses of land</p> <p><b>Source B:</b> Google Maps</p>   | <p><b>Formative Assessment:</b> Complete a graphic organizer demonstrating how people have modified the environment of a location in New York State.</p> <p><b>Formative Assessment:</b> Create a community map classifying land as residential, industrial, commercial, or</p>                 | 2-3 Weeks (March/April) |

|  |  |   |   |   |  |
|--|--|---|---|---|--|
|  |  | <p>3. How does our use of land improve or harm our community?</p> | <p><b>Source A:</b> Image bank: Historic and current images of the Tappan Zee Bridge</p> <p><b>Source B:</b> <i>Tappan Zee Bridge: Life in Rockland before the Span</i></p> <p>(Teachers Pay Teachers.com for additional resources)</p> <p>Scholastic News</p> <p>Teacher Created Materials</p> | <p>recreational.</p> <p><b>Formative Assessment:</b> Complete a T-chart demonstrating the pros and cons of building the Tappan Zee Bridge.</p> <p><b>Summative Assessment:</b> How do we shape our environment? Construct an argument supported by evidence that addresses how we shape our environment and/or are shaped by our environment.</p> |  |
|--|--|---|---|---|--|

|   |   |  |   |  |                              |
|---|---|--|---|--|------------------------------|
|   |   |  |   |  |                              |
| <p><b>NYS SS: 2.6b:</b><br/>Identifying continuities and changes over time can help us understand historical developments.</p> <p><b>NYS SS: 2.7a:</b><br/>Cause-and-effect relationships help us recount events and understand historical development.</p> | <p><b>Inquiry:</b><br/>Community History</p> <p><b>Objective:</b><br/>Students will be able to construct an argument with evidence that explains that if we live in the present, why should we care about the past.</p> | <p><b>1.What’s the difference between a cause and an effect?</b></p> <p><b>2. How have events from the past changed our lives in the present?</b></p> <p><b>3. How do people today solve problems created in the past?</b></p> | <p><b>Source A:</b><br/>Teacher-generated example of cause and effect</p> <p><b>Source A:</b> Source packet: Pollution of Lake Ronkonkoma</p> <p><b>Source A:</b> “From Eyesore to Sunset Stunner”</p> <p><b>Source B:</b> “Voices from the Region” video</p> | <p><b>Formative Assessment:</b> Create a T-chart listing causes on the left side and their effects on the right.</p> <p><b>Formative Assessment:</b> Identify and discuss causes and effects of a current situation.</p> <p><b>Formative Assessment:</b> Write an explanation that answers the supporting question with proof or evidence.</p> | <p>2-3 Weeks (April/May)</p> |

|  |   |   |  |   |                             |
|--|---|---|--|---|-----------------------------|
|  |   |   | <p>(Teachers Pay Teachers.com for additional resources)</p> <p>Scholastic News</p> <p>Teacher Created Materials</p>  | <p><b>Summative Assessment:</b><br/>         If we live in the present, why should we care about the past?<br/>         Construct an argument supported with evidence that answers the compelling question.</p>   |                             |
| <p><b>NYS SS: 2.3:</b><br/>         The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> | <p><b>Inquiry: Civic Symbols</b></p> <p><b>Objective:</b><br/>         Students will be able to construct an argument that identifies which symbol best represents the United States.</p> | <p>1. What symbols represent the United States?</p> <p>2. Do symbols mean the same thing to everyone?</p> <p>3. How do people</p> | <p><b>Source A:</b> Image bank: Symbols of the United States</p> <p><b>Source B:</b> Symbols of the United States (Same sources for questions 1 &amp; 2)</p> <p><b>Source A:</b> Image</p> | <p><b>Formative Assessment:</b> Complete a What I Think / What I Learned / What I Know chart and share findings with a partner.</p> <p><b>Formative Assessment:</b> Conduct a survey of how three others feel about a national symbol, and share the results with the class</p> <p><b>Formative</b></p> | <p>2-3 Weeks (May/June)</p> |



|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  |  | use the United States flag as a symbol? | bank: Uses of the United States flag<br><br>(Teachers Pay Teachers.com for additional resources)<br><br>Scholastic News<br><br>Teacher Created Materials | <b>Assessment:</b><br>Discuss what the flag represents when it is used in different contexts.<br><br><b>Summative Assessment:</b> What symbol best represents the United States?<br>Construct an argument that addresses the compelling question using specific claims and relevant evidence. |  |
|--|--|---|--|---|--|