

# Social Studies Curriculum

## Grade 2: My Community and Other Communities

### *Individual Development and Cultural Identity*

**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.**

#### **Key Ideas**

- characteristics of urban, rural, and suburban communities (types of housing, population density, and activities available within each community)
- relate this knowledge to the community that they live in

#### **Social Studies Practices**

- ✓ A.1 Develop questions about the community.
- ✓ B.5 Identify events of the past, present, and future in his/her community.
- ✓ C.3 Describe an event in his/her community.

**CCLS** RI 1, 3, 10 W 4, 7 SL 1, 2, 3, 6

**2.2 People share similarities and differences with others in their own community and with other communities.**

#### **Key Ideas**

- ethnic and/or cultural similarities and differences within their classroom, community and other communities
- cultural diversity of a community through holidays, traditions, or events
- shared ideas, talents, perspectives, and cultures within a community

#### **Social Studies Practices**

- ✓ A.1 Develop questions about the community.
- ✓ C.1 Identify similarities and differences between communities.
- ✓ C.2 Identify similarities and differences between his/her community and other communities.

**CCLS** RI 1, 3, 4, 9, 10 W 2, 4, 6, 7 SL 1, 2, 3, 4, 6

## *Civic Ideals and Practices*

### **2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.**

#### **Key Ideas**

- the democratic principles of equality, fairness, and respect for authority and rules, as basis for establishment of United States
- government maintains order and keeps people safe
- the voting process in their school, community, New York State, and our nation
- symbols of American democracy (eagle, American flag, Statue of Liberty, The White House, and Mount Rushmore)

#### **Social Studies Practices**

- ✓ A.2 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).
- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format of evidence.
- ✓ A.6 Create an understanding of the past by using primary and secondary sources.
- ✓ C.5 Describe a historical development in his/her community with specific details, including time and place.
- ✓ F.2 Participate in activities that focus on a classroom, school, or local community issue or problem.
- ✓ F.3 Identify different political systems.
- ✓ F.7 Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.

**CCLS** RI 1, 2, 5, 6, 7 W 1, 2, 7 SL 1, 2, 3, 4, 6

### **2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.**

#### **Key Ideas**

- establishment of fair laws and rules in a community
- benefits of following these rules and consequences of violating them
- leaders within a community and their role in making and enforcing rules and laws
- community contributors

## **Social Studies Practices**

- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format of evidence.
- ✓ A.4 Identify arguments of others.
- ✓ A.5 Recognize arguments and identify evidence.
- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- ✓ F.4 Identify the role of the individual in classroom, school, and local community participation.
- ✓ F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
- ✓ F.6 Identify situations in which social actions are required.
- ✓ F.7 Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
- ✓ F.8 Identify rights and responsibilities within the classroom, school, and community.

**CCLS** RI 1, 2, 4, 5, 6, 7, 10 W 2, 4, 7 SL 1, 2, 3, 4, 6

### *Geography, Humans, and the Environment*

## **2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.**

### **Key Ideas**

- geography and natural resources in urban, rural, and suburban communities and their residential, industrial, commercial, and recreational uses
- physical features and natural resources in community development and sustainability
- modifying community environment through housing, transportation systems, schools, marketplaces, and recreation areas
- positive and negative impact on environment from humans
- create and read maps of their community, New York State, and the nation using symbols, map legends, and geographic vocabulary
  - recommended specific standard vocabulary to include compass rose, cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions, equator, northern and southern hemispheres, poles, physical features (mountains, rivers, lakes, oceans)

## **Social Studies Practices**

- ✓ A.2 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).
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
- ✓ D.2 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).
- ✓ D.3 Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
- ✓ D.4 Recognize a process that applies to population and a resulting pattern.
- ✓ D.5 Describe how human activities alter places in a community.

**CCLS** RI 1, 2, 3, 4, 5, 7 W 2, 4, 7 SL 1, 2, 3, 6

*Time, Continuity, and Change*

***2.6 Identifying continuities and changes over time can help understand historical developments.***

### **Key Ideas**

- continuities and changes over time in their community
- examining maps, population charts, timelines, photographs, artifacts, and other historical materials as evidence interpretation of community changes and continuity

## **Social Studies Practices**

- ✓ A.2 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).
- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format of evidence.
- ✓ B.1 Retell a community event in sequential order.
- ✓ B.2 Understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.

**CCLS** RI 1, 2, 3, 6, 7, 9, 10 W 7 SL 1, 2, 3, 5, 6

## **2.7 Cause-and-effect relationships help us recount events and understand historical development.**

### **Key Ideas**

- cause and effect relationships in their communities (discussion points to consider would be the use of automobiles, growth of suburbs, and reduction of farms)
- understand changes in their community through cause and effect

### **Social Studies Practices**

- ✓ A.5 Recognize arguments and identify evidence.
- ✓ B.3 Identify causes and effects, using examples from his/her family life or from the community.
- ✓ B.4 Identify change over time in his/her community.
- ✓ B.5 Identify events of the past, present, and future in his/her community.
- ✓ B.6 Recognize and identify patterns of continuity and change in his/her community.

**CCLS** RI 1, 2, 3, 4, 6, 7, 9 W 4, 7 SL 1, 2, 3, 4, 6

### *Economic Systems*

## **2.8 Communities face different challenges in meeting their needs and wants.**

### **Key Ideas**

- resources available in a community and resources obtained from neighboring communities to meet basic needs
- economic decision making and the use of money to satisfy wants and needs
- scarcity and the resulting price of goods and services as well as consumer reaction to scarcity
- purpose of taxes and how taxes provide communities with goods and services

### **Social Studies Practices**

- ✓ A.1 Develop questions about the community.
- ✓ A.4 Identify arguments of others.
- ✓ B.3 Identify causes and effects, using examples from his/her family life or from the community.
- ✓ C.4 Recognize the relationships between geography, economics, and history in his/her community.
- ✓ E.1 Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.

- ✓ E.2 Describe the resources used to produce goods and provide services in the local community.
- ✓ E.3 Describe the role of banks, saving, and borrowing in the economy.
- ✓ E.5 Identify goods and services that government provides and the role of taxes.

**CCLS** RI 1, 2, 3, 4, 5, 7, 10 W 1, 4, 7 SL 1, 2, 3, 4, 6

## **2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.**

### **Key Ideas**

- how goods and services differ
- identify goods produced in their community and jobs in their community which provide services
- communities share resources and services with other communities to support multiple communities

### **Social Studies Practices**

- ✓ A.1 Develop questions about the community.
- ✓ B.3 Identify causes and effects, using examples from his/her family life or from the community.
- ✓ D.3 Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
- ✓ D.4 Recognize a process that applies to population and a resulting pattern.
- ✓ D.5 Describe how human activities alter places in a community.
- ✓ E.4 Describe the goods and services that are produced in the local community, and those that are produced in other communities.

**CCLS** RI 1, 2, 3, 5, 6, 7 W 2, 4, 5, 6, 7 SL 1, 2, 3, 4, 6