

Grade 2 Social Studies

Marking Period 1: Where We Live

During the first marking period of second grade, students will explore urban, suburban and rural communities. Emphasizing the themes of Individual Development and Cultural Identity and Geography, Humans, and the Environment, students will identify similarities and differences among communities and the impact of geography and natural resources on their development and sustainability.

<p>Essential Questions</p> <ul style="list-style-type: none"> • How are urban, suburban, and rural communities alike and different? • How do geography and natural resources affect the development of urban, suburban and rural communities? 	<p>Key Ideas</p> <ul style="list-style-type: none"> • 2.1 Communities can be characterized as urban, suburban, or rural. Urban, suburban, and rural communities differ from place to place. • 2.2 Urban, suburban, and rural communities are diverse and develop differently. • 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
<p>Key Social Studies Practices</p> <ul style="list-style-type: none"> • Identify similarities and differences between geographic regions. • Ask geographic questions about where places are located and why they are located there. • Identify and describe the relationship between people, places, and the environment. • Identify how the environment affects human activities and how human activities affect the environment. • Identify and describe changes within and across places and regions. 	<p>Suggested Products</p> <ul style="list-style-type: none"> • Create a street sign and write a narrative about the person to whom it is dedicated. • Design a mobile that depicts three scenes: urban, suburban, rural and label importance of geographic features and natural resources that impacted development of each.

Scott Foresman Second Grade Materials (not exhaustive):

Unit One: Where We Live

F1: What is Your Neighborhood's Identity?

B5: How Do Places Get Their Names?

Lesson 2: A Walk through a Community

F3: What Characteristics Make Each Rochester Community Different?

Lesson 3: Comparing Communities

F5: Urban, Rural, and Suburban

H16-H26: Geography Skills

Unit Four: Our Country Today

F1: A City is a Collection of Neighborhoods

Unit Six: People and Places in History

Lesson 1: Family History

Lesson 2: People Celebrate

Lesson 3: Landmarks in Our Country

Conceptual Understandings

- 2.1.a An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.
- 2.1.b Suburban areas are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced further apart.
- 2.1.c Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.
- 2.1.d Population density, use of the land and environment, and the availability and extent of public services, such as education and health care, are some of the chief characteristics that define and distinguish these types of communities.
- 2.1e Urban areas, worldwide, share common physical and human characteristics, but may also have cultural differences.
- 2.1.f The activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.
- 2.2.a There are forms of cultural, economic, and geographic diversity across different types of communities.
- 2.2.b The development, growth, and sustainability of an urban, suburban, or rural community is closely tied to its interactions with other communities.
- 2.2.c People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.
- 2.2.d A community is strengthened by the diversity of its members with a range of ideas, talents, perspectives, and cultures that can be shared across the community.
- 2.5.a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.
- 2.5.e Access to natural resources, water routes and other transportation networks, and other communities impact life in an urban, suburban, or rural community.

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Marking Period 2: What We Live

During the second marking period of second grade, students will explore democratic principles. Emphasizing the themes of Civic Ideals and Practices, Power, Authority, and Governance, and Geography, Humans, and the Environment, students will identify the structure of local, state, and federal government and describe ways in which citizens and leaders participate in communities.

<p>Essential Questions</p> <ul style="list-style-type: none"> • How are the principles of the United States reflected in urban, suburban and rural communities? • In what ways do laws impact communities? • How do geography and natural resources affect communities over time? 	<p>Key Ideas</p> <ul style="list-style-type: none"> • 2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities. • 2.4 Communities have rules and laws that affect how they function. People living in urban, suburban, and rural communities may disagree at times over what these rules and responsibilities should be and must find appropriate ways to address these conflicts. • 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
<p>Key Social Studies Practices</p> <ul style="list-style-type: none"> • Identify multiple perspectives from a student’s life or from Social Studies. • Form questions about the world in which we live. • Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other view point. • Participate in activities that focus on a classroom, school, or community issue or problem. • Identify the role of the individual in opportunities for social and political participation in the local class, school, or community. • Identify those in positions of power who drive opportunities for freedom, social justice, and human rights. 	<p>Suggested Products</p> <ul style="list-style-type: none"> • Write a letter to the editor of the Democrat and Chronicle about a community issue. • Create a visual representation of a rule or law in an urban, rural, or suburban community that reflects the geography or natural resources there. • Design a paper plate mask of a local, state or national leader and deliver a first person speech about the person’s role and responsibilities while wearing the mask.

Scott Foresman Second Grade Materials (not exhaustive):

Unit One: Where We Live

- Lesson 1: Living in a Neighborhood
- Lesson 4: Our State and Our Country
- B1: We Live in Upstate New York
- Lesson 5: Our Country is Part of Our World
- H2-H9: Citizenship Skills

Unit Four: Our Country Today

- F3: Our City’s Leaders
- B1: Leaders Create Change
- Lesson 1: Local Government
- Lesson 2: State Government
- Lesson 3: Federal Government
- Lesson 4: Voting for Leaders
- Lesson 5: Land of Freedom

Conceptual Understandings

- 2.3.a The United States is a democratic republic, and democracy is a form of representative government where citizens can vote for leaders and can have a say in their government.
- 2.3.b The major principles of democracy include the protection of personal rights, justice and equality, diversity of ideas and cultures, and working to support the common good.
- 2.3.c The major principles of democracy are evident in the actions, charters, and laws of communities in the United States.
- 2.3.d Democratic systems also require the active participation and contribution of their citizens, including at the local community level.
- 2.3.e The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.
- 2.3.f Symbols of American democracy serve to unite community members.
- 2.4.a Communities have the responsibility to institute and enforce fair laws and rules that provide for the common good.
- 2.4.b Rules and laws change over time in a community.
- 2.4.c The size and complexity of an urban, suburban, or rural community influence the types of rules and laws it needs.
- 2.4.d The structures of local governments vary across urban, suburban, and rural communities, but all are forms of representative government.
- 2.4.e Conflicts within the community can be addressed and resolved using a variety of methods, resulting in both intended and unintended consequences.
- 2.5.b Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people and places in different types of communities.
- 2.5.c The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
- 2.5.d Human migration and settlement patterns impact all communities.

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Marking Period 3: When We Live

During the third marking period of second grade, students will act as historians. Emphasizing the themes of Time, Continuity, and Change and Geography, Humans, and the Environment, students will develop a sense of chronology using timelines, change over time and context and empathy for those living in the United States during earlier time periods.

<p>Essential Questions</p> <ul style="list-style-type: none"> • What is historical thinking? • What causes urban, suburban, and rural communities to change over time? • How do geographic and environmental factors influence lifestyles in urban, suburban, and rural communities? 	<p>Key Ideas</p> <ul style="list-style-type: none"> • 2.7 Events, changes over time, and cause-and-effect relationships can be described for different communities and can be understood using historical thinking skills and tools. • 2.8 Urban, suburban, and rural communities change over time, and communities in the future may be different in many ways. • 2.6 Lifestyles in urban, suburban, and rural communities are influenced by geographic and environmental factors.
<p>Key Social Studies Practices</p> <ul style="list-style-type: none"> • Distinguish between long-term and immediate causes and effects (time, continuity, and change) • Identify the relationship between cause and effect • Recognize that place and region influence the social, cultural, and economic characteristics of civilizations. 	<p>Suggested Products</p> <ul style="list-style-type: none"> • Create an illustrated timeline of communications inventions • Design a poster illustrating one way lifestyle in an urban, suburban, or rural community is influenced by geographic and environmental factors • Shoebox Mini Model of a futuristic urban, rural, or suburban community

Scott Foresman Second Grade Materials (not exhaustive):

Unit One: Where We Live

B3: Neighborhoods Change Over Time

Unit Five: Our Country Long Ago

F1: Migration to Rochester

Lesson 1: The First Americans

Lesson 2: Colonies

Lesson 3: Thirteen Colonies, One Country

Lesson 4: Our Country Grows

Lesson 5: Freedom Seekers

B1: What is a Census?

Unit Six: People and Places in History

Lesson 4: A Step Back in Time

Lesson 5: Linking Our World

B1: Rochester Neighborhoods Change Over Time

[Scott Foresman DBQ Practice Book for Grade 2 on Sharepoint](#)

Conceptual Understandings

- 2.7. a In communities, changes over time and the reasons for these changes can be described and examined using historical thinking, vocabulary, and tools such as time lines.
- 2.7.b Changes over time in communities can be examined by interpreting maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
- 2.7.c Cause-and-effect relationships help us recount events and understand historical development and change in communities.
- 2.8.a Local and state communities have changed over time for a variety of reasons including transformative events, population shifts, economic changes, and the interaction with and use of the environment.
- 2.8.b Jobs and economic activities, population shifts, local government decisions, technologies available, and the state of the environment will also strongly influence how communities might change in the future.
- 2.6.a Communities use human and natural resources and adapt their environment in different ways.

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Marking Period 4: How We Live

During the fourth marking period of second grade, students will examine how community members organize to meet needs and wants given a finite amount of resources. Emphasizing the themes of Creation, Expansion, and Interaction of Economic Systems and Geography, Humans, and the Environment, students will analyze how the local government makes economic decisions.

<p>Essential Questions</p> <ul style="list-style-type: none"> • How do members of urban, suburban and rural communities use resources to provide goods and services? • In what ways do local governments make economic choices? • How does interdependence provide goods and services to the community? • How do geographic and environmental factors influence lifestyles in urban, suburban, and rural communities? 	<p>Key Ideas</p> <ul style="list-style-type: none"> • 2.9 Urban, suburban, and rural communities face different challenges in meeting their wants and needs, and scarcity of resources requires community members and local governments to make economic choices. • 2.10 Members of a community use resources to create a variety of businesses and industries to provide goods and services for the community. • 2.11 A community requires the interdependence of many people performing a variety of jobs in order to function properly and provide necessary goods and services. • 2.6 Lifestyles in urban, suburban, and rural communities are influenced by geographic and environmental factors.
<p>Key Social Studies Practices</p> <ul style="list-style-type: none"> • Form questions about the world in which we live. • Identify social and political responsibilities at the local classroom, school, and community level. • Recognize that place and region influence the social, cultural, and economic characteristics of civilizations. 	<p>Suggested Products</p> <ul style="list-style-type: none"> • Write a report about natural resources in our city, state, or country. • Make four trading cards about good and services on index cards. • Compose and perform a jingle about a good or service offered in Rochester. • Write letters to City Hall Members on how identified economic decisions are made.

Scott Foresman Second Grade Materials (not exhaustive):

Unit Two: Our Earth

- F1: What Do Geographers Do?
- F3: Rochester's Natural Resources
- Page 66: How and Where People Lived
- Lesson 3: From My Orchard to You
- Lesson 4: Our Earth's Natural Resources
- Lesson 5: Caring for Our Resources
- B1: Where Does Our Drinking Water Come From?

Unit Three: Working Together

- Lesson 1: Choosing Goods and Services
- Lesson 2: Services in our Community
- Lesson 3: Goods from the Factory to You
- Lesson 4: A Trip to the Bank
- Lesson 5: Countries Trade and Move Goods
- Then and Now: Bartering Goods and Services
- F1: Rochester's Goods and Services
- B1: Goods and Services in Our Community

Conceptual Understandings

- 2.9.a People make decisions based on their needs, wants, and the availability of resources.
- 2.9.b The availability of resources and community services to address basic needs varies across urban, suburban, and rural communities.
- 2.9.c Scarcity, price of goods and services, and choice all influence economic decisions made by individuals and communities.
- 2.10.a Households, businesses, laborers, and governments all interact within the economic system of a community.
- 2.10.b Community resources provide public services such as libraries, schools, hospitals, and playgrounds.
- 2.10.c Urban, suburban, and rural communities collect taxes to provide services for the public benefit.
- 2.10.d The number and scale of community services is based on the size, needs, geography, and financial resources of the community.
- 2.11.a Members of a community specialize in different types of jobs that provide goods and services to the community.
- 2.11.b Community resources require community workers such as teachers, firefighters, sanitation workers, and police.
- 2.11.c At times, neighboring communities may need to share resources and workers to support multiple communities.
- 2.6.b Housing styles, transportation systems, jobs, schools, marketplaces, and leisure activities are all influenced by geography and the environment, and these vary across urban, suburban, and rural communities.