

Effective Date: 2010 - 2011

Hamburg Area School District

Name of Course: Grade 2 Social Studies
Department: Social Studies

Grade Level: 2

Instructional Time: 1 year

Length of Course:

Period Per Cycle:

Length of Period:

Texts and Resources:

McGraw Hill People Together:
Adventures in Time and Place Textbook
United Streaming videos

Assessments:

Unit tests
Workbooks
Project Book activities

**Hamburg Area School District
Course Plan
Elementary Social Studies Curriculum**

Course Name: Grade 2 Social Studies

Unit: Civics

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What roles does government serve?	<ul style="list-style-type: none"> • Identify what a government is. • Explain the basic purpose of government. • Identify the people that make laws, enforce laws, gather taxes, and provide a service to a community. 	<ul style="list-style-type: none"> • 5.1.2.A • 5.1.2.B • 5.1.2.C • 5.1.2.F • 5.1.3.A • 5.1.3.I
What is the purpose of rules and laws in the classroom, school, community, and state?	<ul style="list-style-type: none"> • Identify the rules of our school building. • Discuss the rules of your home. • Create classroom rules. • Give examples of community laws. • Recognize a state law. 	<ul style="list-style-type: none"> • 5.1.2.B • 5.1.2.G • 5.1.2.H • 5.1.3.B • 5.3.2.C
What is the purpose of the United States Flag, The Pledge of Allegiance, and the National Anthem?	<ul style="list-style-type: none"> • Explain the symbolism of our country's flag. • Recite the Pledge of Allegiance. • Understand the meaning of the Pledge of Allegiance. • Recite the National Anthem. • Understand the meaning of the National Anthem. • Design and create a class flag. 	<ul style="list-style-type: none"> • 5.1.2.D • 5.1.2.H • 5.1.3.G
What important people were involved in the signing of the Declaration of Independence?	<ul style="list-style-type: none"> • Explain what the Declaration of Independence is and when it was signed. • Identify the importance of John Hancock, John Adams, and Benjamin Franklin in the signing of the Declaration of Independence. 	<ul style="list-style-type: none"> • 5.1.2.E • 5.1.3.D • 5.1.3.E • 5.1.3.H

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What political holidays do we celebrate?	<ul style="list-style-type: none"> • Identify when Veterans Day is observed and why we celebrate it. • Identify when Memorial Day is observed and why we celebrate it. • Identify when Labor Day is observed and its purpose. • Identify when Flag Day is observed and explain why we celebrate it. 	<ul style="list-style-type: none"> • 5.1.2.H. • 5.1.3.K.
What is the “I Have a Dream...” speech?	<ul style="list-style-type: none"> • Identify the person who wrote this speech and its purpose. • Read the story “Martin’s Big Words.” 	<ul style="list-style-type: none"> • 5.1.2.I. • 5.1.3.M.
What is citizenship?	<ul style="list-style-type: none"> • Explain what it means to be a citizen. • Identify what a right is. • Provide examples of a personal right. • Discuss the necessity of voting. • Hold a classroom election. • Identify what a responsibility is. • Provide examples of a personal responsibility. • Identify sources of conflict and disagreement through role playing and discuss ways that these conflicts can be resolved. • Participate in a public service project (cleaning up the playground, food drive, etc.) • Explain the benefit(s) of following rules and laws. • Discuss the consequences of violating rules and laws. 	<ul style="list-style-type: none"> • 5.2.2.A. • 5.2.2.B. • 5.2.2.C. • 5.2.2.D. • 5.2.2.E. • 5.2.2.F. • 5.2.2.G. • 5.2.3.A. • 5.2.3.B. • 5.2.3.D.

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How does government work?	<ul style="list-style-type: none"> • Identify the roles of the three branches of government. • Identify and discuss the three branches of government. (executive, legislative, judicial) • Discuss the state senate and House of Representatives. • Identify positions of authority in our school, community, and state. • Explain what an election is. • Discuss who has the right to vote. • Discuss the importance of treating others fairly. • Identify and discuss how advertising influences people. • Discuss how a classroom is governed like a community. • Identify individual interests and explain ways that these interests can influence others. 	<ul style="list-style-type: none"> • 5.2.3.E. • 5.2.3.G. • 5.3.2.A. • 5.3.2.B. • 5.3.2.C. • 5.3.2.D. • 5.3.2.E. • 5.3.2.F. • 5.3.2.G. • 5.3.2.H. • 5.3.2.J. • 5.3.3.A. • 5.3.3.B. • 5.3.3.E. • 5.3.3.F.

**Hamburg Area School District
Course Plan
Elementary Social Studies Curriculum**

Course Name: Grade 2 Social Studies

Unit: Economics

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How do people balance unlimited wants with limited resources?</p>	<ul style="list-style-type: none"> • Describe ways in which families spend and save money. • Identify reasons why people save money for the future. • Practice exchanging money for classroom goods to demonstrate the process of buying and selling. 	<ul style="list-style-type: none"> • 6.1.2.A. • 6.1.3.A. • 6.5.2.A. • 6.5.2.D. • 6.5.3.G.
<p>What jobs and services are available in our community?</p>	<ul style="list-style-type: none"> • Create a list of jobs and/or occupations found in our community. • Discuss which professions provide goods and/or services. (parent presentations about different professions) • Create product(s) and sell the products to students using fake money. • Define and compare the prices of different items that students create. • Discuss community businesses that have recently opened, closed, expanded, or contracted. (Cabela's area) • Identify ways local businesses compete to get consumers. • 	<ul style="list-style-type: none"> • 6.1.2.B. • 6.1.2.C. • 6.1.3.C. • 6.1.3.D. • 6.2.2.B. • 6.2.2.D. • 6.2.3.B. • 6.2.3.D. • 6.5.2.B. • 6.5.2.C.

**Hamburg Area School District
Course Plan
Elementary Social Studies Curriculum**

Course Name: Grade 2 Social Studies

Unit: Economics

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What means of payment do we use to pay for goods and services?</p>	<ul style="list-style-type: none"> • List various goods and services. • Discuss how consumers pay for goods and services through the use of money. • Discuss the similarities and differences between using money, checks, and credit/debit cards. • Discuss the difference between adult spending versus child spending. • Discuss what it means to spend wisely. • Define saving and explain why people save. 	<ul style="list-style-type: none"> • 6.2.2.A. • 6.2.2.C. • 6.2.3.A. • 6.2.3.C. • 6.2.3.F. • 6.3.3.D. • 6.4.2.B. • 6.5.2.A. • 6.5.2.D.
<p>Why do people trade?</p>	<ul style="list-style-type: none"> • Discuss the process of trade within the United States and between two countries. • Identify and list local resources (natural, human, renewable, and nonrenewable). • Explain why some products are produced locally while others are not. (corn vs. oranges) • Define and explain what ‘scarcity’ means . • List various limited resources. • Define a ‘want’ and a ‘need.’ • Explain the difference between wants and needs in relation to limited resources. • Discuss what is given up when making a choice. • Explain how self-interest influences choices. 	<ul style="list-style-type: none"> • 6.2.2.E. • 6.3.2.A. • 6.3.2.B. • 6.3.2.C. • 6.3.2.D. • 6.3.2.E. • 6.4.2.B. • 6.4.2.C. • 6.4.2.A. • 6.4.2.D. • 6.4.3.B. • 6.4.3.C. • 6.4.3.D. • 6.4.3.F.

**Hamburg Area School District
Course Plan
Elementary Social Studies Curriculum**

Course Name: Grade 2 Social Studies

Unit: Geography

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What geographic tools do we use to identify and locate familiar places or objects?	<ul style="list-style-type: none"> • Identify the following geographic tools: maps, map keys, globe, diagrams, and photographs. • Identify the 4 cardinal directions. • Create a map to identify and locate where we live. (state, city, town) • Create a map of a room in his/her house. 	<ul style="list-style-type: none"> • 7.1.2.A. • 7.1.3.A.
What are the names of the seven continents and four oceans?	<ul style="list-style-type: none"> • Name the seven continents and four oceans on a map or globe. • Create a map that identifies the seven continents and four oceans. 	<ul style="list-style-type: none"> • 7.1.2.B. • 7.1.3.B.
What are the physical characteristics of places and regions?	<ul style="list-style-type: none"> • Name the different types of landforms. (swamps, hills, mountains, plateaus) • Name the different animals that are found on these landforms. • Name the different bodies of water. (creeks, rivers, ponds, lakes) • Identify the different human-made forms. (highways, streets, buildings, and bridges) • Create a landform cookie using physical characteristics such as mountains, rivers, and plains. 	<ul style="list-style-type: none"> • 7.2.2.A. • 7.2.3.A.
What basic processes affect the physical characteristics of places and regions?	<ul style="list-style-type: none"> • Identify what a flood is. • Identify what a tornado is. • Identify what a hurricane is. • Discuss how these basic processes can affect and change a place or region. 	<ul style="list-style-type: none"> • 7.2.2.B. • 7.2.3.B.

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Course Name: Grade 2 Social Studies

Unit: Geography

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
How are places and regions impacted by people?	<ul style="list-style-type: none">• Describe how people affect the places in which they live.• Describe the various things people do to impact the environment. (both positively and negatively)	<ul style="list-style-type: none">• 7.3.2.A.• 7.3.2.B.• 7.3.3.A.• 7.3.3.B.• 7.4.2.A.• 7.4.2.B.• 7.4.3.B.

**Hamburg Area School District
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Course Name: Grade 2 Social Studies

Unit: History

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
What is the difference between past, present, and future time?	<ul style="list-style-type: none"> • Create a timeline using the months in a year. • Create a family tree. 	<ul style="list-style-type: none"> • 8.1.2.A. • 8.1.3.A.
What is a historical source?	<ul style="list-style-type: none"> • Listen to various historical biographies. • Discuss and/or visit historical sites. • Discuss illustrations in historical stories. • Interview grandparents about events from their childhood. • Invite grandparents into the classroom to discuss events from their childhood. 	<ul style="list-style-type: none"> • 8.1.2.B. • 8.1.2.C. • 8.1.3.B. • 8.1.3.C. • 8.1.3.D.
What political and cultural contributions were made by particular individuals and/or groups to Pennsylvania history?	<ul style="list-style-type: none"> • Identify and explain the significance of Betsy Ross. • Identify and explain the significance of William Penn. • Identify and explain the significance of Benjamin Franklin. 	<ul style="list-style-type: none"> • 8.2.2.A. • 8.2.3.A.
What primary documents, material artifacts, and historic sites are important in Pennsylvania history?	<ul style="list-style-type: none"> • Identify Pennsylvania’s state tree, bird, dog, insect, flower, fish, and animal. • Identify the Pennsylvania state flag. • Identify and explain the significance of the Liberty Bell. • Create “My State Book” 	<ul style="list-style-type: none"> • 5.1.3.K. • 8.2.2.B. • 8.2.3.B.

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Course Name: Grade 2 Social Studies

Unit: History

Time Line: 1 year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>What contributions were made by individuals and/or groups to United States history?</p>	<ul style="list-style-type: none"> • Identify and explain the contributions of John F. Kennedy, Neil Armstrong, Henry Ford, and Thomas Edison. • Discuss Martin Luther King Jr. and his contributions to U.S. history. • Discuss the first landing on the moon. • Discuss how various interventions changed the way we live. 	<ul style="list-style-type: none"> • 8.3.2.A. • 8.3.3.A.
<p>Which primary documents, material artifacts, and historic sites are important in United States history?</p>	<ul style="list-style-type: none"> • Recognize Mount Rushmore, The Alamo, Golden Gate Bridge, and the Empire State Building. • Recognize the Declaration of Independence and its significance. • Identify the White House and its importance. • Create an invention and explain how it works. 	<ul style="list-style-type: none"> • 5.1.3.K. • 8.3.2.B. • 8.3.3.B.
<p>What contributions were made by individuals and/or groups to world history?</p>	<ul style="list-style-type: none"> • Identify and explain the significance of King Tut, Fidel Castro, and Christopher Columbus. • Write a mini-report on a significant political or cultural figure. • Read trade books about significant political and cultural contributions to world history. • Compare and discuss the similarities and differences between earliest civilizations and life today. 	<ul style="list-style-type: none"> • 8.4.2.A. • 8.4.2.C. • 8.4.2.D. • 8.4.3.A.
<p>Which historical sites are important to world history?</p>	<ul style="list-style-type: none"> • Identify the Panama Canal on a map. • Complete the Flat Stanley project by sending him to historical sites in the world. 	<ul style="list-style-type: none"> • 8.4.2.B. • 8.4.3.B.

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How did conflict and cooperation among social groups and organizations affect world history?	<ul style="list-style-type: none">• Discuss the impact of military conflicts, racial relations, religion and immigration on world history.• Discuss the impact of the civil rights movement on world history.	<ul style="list-style-type: none">• 8.4.3.C.• 8.4.3.D.