

SOCIAL STUDIES
GRADE 2
CURRICULUM



NEWTOWN SCHOOLS
NEWTOWN, CT.

K-12 SOCIAL STUDIES

PHILOSOPHY

The primary purpose of social studies education is to prepare young people to make informed and reasoned decisions for the public good as citizens of a culturally diverse democracy in an interdependent world. Social studies education must also help students develop a respect for individuals and their right to hold divergent views. In addition, it will equip and encourage students to take positive action for the welfare of their local, national, and global communities.

In order to fulfill its purposes, social studies education must help students acquire a core body of knowledge, skills, attitudes, and experiences. These are best acquired through an integrated curriculum, which provides opportunities for in-depth study and requires students to be active learners who are able to demonstrate their learning through a variety of assessments. Recognizing that social studies education must meet the individual needs of students, educators will use instructional strategies which enable all students to perform according to district standards. Students can and will learn social studies well when their efforts as active learners are matched with the combined and sustained guidance and encouragement of skilled teachers, cooperative families, and a supportive community.

K-12 SOCIAL STUDIES

GOALS

Students will have a knowledge of

- ~ Connections which exist between history, the social sciences, the humanities, the natural sciences, mathematics, technology, and other fields necessary for active participation in social and civic life.
- ~ Personalities, trends, beliefs, and the progression of events that have shaped the history and culture of Connecticut, the United States and the world.
- ~ Major conceptual themes of history drawn from and applied to the disciplines of history and the social sciences: anthropology, economics, geography, philosophy, political science, religion, psychology, and sociology. These conceptual themes include:

Interdependence

The idea that we live in a world of systems in which the actors and components interact to make up a unified, functioning whole

Related concepts: causation, community, exchange, government, groups, interaction, systems, peace and security, communication, geographic awareness

Change

The idea that the process of movement from one state of being to another is a universal aspect of the planet and is an inevitable part of life and living

Related concepts: adaptation; cause and effect; development; evolution; growth; revolution; chronology; relating past, present, and future; patterns; continuity

Culture

The idea that people create social environments and systems comprised of unique beliefs, values, traditions, language, customs, technology, and institutions as a way of meeting basic human needs, and shaped by their own physical environments and contacts with other cultures

	Related concepts: adaptation, aesthetics, diversity, language, norms, roles, values, space/time, self-identity, perspective, heroes and heroines
Scarcity	The idea that an imbalance exists between relatively unlimited wants and limited available resources necessitating the creation of systems for deciding how resources are to be distributed
	Related concepts: conflict, exploration, migration, opportunity, cost, policy, resources, specialization
Conflict	The idea that people and nations often have differing values and opposing goals resulting in disagreements, tensions, and sometimes violence, necessitating skill in co-existence, negotiation, living with ambiguity, and conflict resolution
	Related concepts: authority, collaboration, competition, interests/positions, justice, power, rights
United States Citizenship	The idea that citizens must understand the underlying purposes and values of government in a free society, how politics and government work, and the privileges and obligations of citizenship including the necessity to accept personal responsibility for being informed on current issues and events and taking responsible action when appropriate
	Related concepts: compromise, justice, law, freedom, equality, power, community

* The conceptual themes listed above have been adapted from Willard M. Kneip, "Social Studies Within A Global Education," Social Education, November/December, 1986.

Students will develop the skills that will enable them to acquire, organize, analyze, evaluate, and utilize information to clarify issues and solve problems. Skill development will focus on the following:

- ~ **Data Gathering:** locating, compiling and organizing data
- ~ **Critical Thinking:** identifying issues; comparing, questioning, summarizing, analyzing, synthesizing/interpreting and evaluating information; drawing and defending conclusions; making inferences
- ~ **Problem Solving:** identifying the problem; analyzing cause and effect relationship; formulating and testing predictions; generating alternate solutions
- ~ **Decision Making:** researching the issues to take a point of view; forming a logical argument supported by evidence; showing knowledge of other points of view; weighing courses of action
- ~ **Communication:** reading, listening and effectively communicating ideas orally, in writing, and through the use of artistic expression
- ~ **Interpersonal Relations:** through mutual respect, developing a sensitivity to and an understanding of the needs, opinions, concerns and customs of others; working cooperatively and participating actively in reaching group decisions; developing constructive ways of dealing with criticism and conflict

Students will develop the attitudes and attributes necessary for living as responsible citizens of a culturally diverse society in an interdependent world. These attitudes and attributes include:

- ~ **Positive Self-image:** having a sense of self-worth and exercising self-reflection and personal responsibility
- ~ **Respecting Diversity:** respecting the individual's right to express opinions and feelings, appreciating the heritage and achievements of all racial and cultural groups, respecting age and gender equity

- ~ **Cooperation and Interdependence:** realizing the need for cooperation among racial and cultural groups; accepting individual and collective responsibility to work together to improve the quality of life for all people in our local, national, and global communities; respecting the rights and property of others
- ~ **Lifelong Learning:** being actively involved in learning, self-motivated, open-minded, intellectually curious; and willing to think independently, explore alternatives, take risks, adapt to new situations, and accept change

Students will connect the school with local, national, and world communities through experiences.

These experiences will include:

- ~ Interaction with diverse cultures
- ~ Participation in the democratic process
- ~ Student actions to benefit local, national, and global communities

K-12 SOCIAL STUDIES

SCOPE AND SEQUENCE

K - SELF	Students will explore their relationships to each other and to the world around them.
1 - FAMILY AND COMMUNITY	Students will study family life in their own settings and their own community.
2 - COMMUNITIES AROUND THE WORLD	Students will compare and contrast living in Newtown with living in other communities around the world.
3 - CULTURES OF THE UNITED STATES	Students will study the cultures and geographic regions of the United States. Connecticut will be a focus.
4 - WORLD CULTURES	Students will study world geography with an in-depth study of one culture from each of the following: Africa, Asia/ Australia/ Latin America and Europe.
5 - THE COLONIAL EXPERIENCE: NORTH AMERICA	Students will study Native Americans, explorers/ and colonists. Emphasis will be placed on the interaction of cultures from various points of view and the continuing effects of the colonizing experience. Connecticut will be an important part of this study.
6 - THE COLONIAL EXPERIENCE: LATIN AMERICA/ AND AFRICA	Students will study the indigenous peoples of Latin America/ Asia and Africa and the colonizing of these areas by Europeans. Emphasis will be placed on the interaction of cultures and the continuing effects of the colonizing experience.
7 - GLOBAL AMERICAN HISTORY I	Students will study the emergence of the United States as a new and culturally diverse nation whose story is interwoven in the fabric of world history.
8 - GLOBAL AMERICAN HISTORY II	Students will study the United States and its interactions with the global community during the nineteenth century.

9 - STUDENTS MUST TAKE MODERN EUROPEAN HISTORY AND AN AREA STUDY. AREA STUDIES INCLUDED:

Asia	Offered in alternate years
The Middle East	
Africa	Offered in alternate years
Latin America	

10 - ELECTIVES

Area Studies
Western Civilization: Ancient and Medieval
History of Minorities in the U.S.: Lost/ Stolen or Strayed
Sociology
World Religions

11 - AMERICAN STUDIES (required)

Advanced Placement American History

12 - STUDENTS ARE REQUIRED TO TAKE A SEMESTER OF AMERICAN GOVERNMENT AND POLITICAL ISSUES AND A SEMESTER OF ECONOMICS

Elective: Psychology

Course Description for Grades 9-12

Modern European History	Students will study European history from the Enlightenment to the present.
African Area Studies	Students will study the geography/ cultures/ history/ and contemporary issues of Africa.
Asian Area Studies	Students will study the geography/ cultures/ history/ and contemporary issues of Asia.
Latin American Area Studies	Students will study the geography, cultures/ history/ and contemporary issues of Latin America.
Middle Eastern Area Studies	Students will study the geography/ cultures/ history, and contemporary issues of the Middle East.

History of Minorities in the United States: Lost, Stolen or Strayed

Students will study the history of selected minority groups in the United States/ their leaders/ beliefs/ issues/ and contributions from the perspective of the minority.

Sociology

Students will study ways people interact with one another within our society. An examination of the experiences of minority groups within American Society will be a major focus.

World Religions

Students will study the world's major religions: Judaism/Christianity, Islam/ Hinduism/ and Buddhism. Special attention will be given to the impact of religion on history/ culture/ contemporary issues and affairs/ and the arts.

American Studies

Students will study the connections between selected themes in American history and literature. The primary focus of the course will be the 20th century.

Advanced Placement American History

Students will study selected topics and themes in American history from the colonial period to the present/ following the guidelines established in the advanced placement curriculum.

American Government and Political Issues

Students will study local/ state/ and national government in the United States and significant contemporary political issues.

Economics

Students will study theories of economics/ their application in selected case studies, and significant contemporary economic issues.

Psychology

Students will study human development/ fundamental human processes, interpersonal relationships/ mental health/ and self-realization.

Independent Study

Content Standards

I. Newtown Past and Present

Students will be able to:

- Compare and contrast Colonial life in Newtown to present day life. (home/school)
- Identify historical landmarks in Newtown and demonstrate how they affect life in Newtown today.

II. Map Skills

Students will be able to:

- Identify the continents, oceans, poles, and equator on a world map and globe.
- Identify and use cardinal directions on a map. (compass rose)
- Use a map key (symbols) to locate places on a map.

III. Communities

Students will be able to:

- Compare and contrast some major elements of life in different communities (i.e. urban, suburban, rural, farm, ocean, mountains, desert)
- Describe different communities, citing resources used to find out about them. (relative to the aspects of a community)
- describe how and why holidays are celebrated in their own and other communities.

The second grade social studies curriculum focuses on the study of communities. Teachers and students will use the following essential questions to guide the study of communities

Aspects of a Community

Questions to guide the study of communities:

- How is the community run? (government)
- How do the people earn a living? (jobs)
- Where is it located? (geography)
- Who lives there? (types of people)
- What buildings are there? (churches, hospitals, schools, businesses, etc.)
- What is the history of the community? (historical buildings/landmarks).
- How and why do communities celebrate holidays?

Units

Unit 1 – Newtown Past and Present

Unit 2 – Map Skills

Unit 3 - Communities

Unit I: Newtown Past and Present

Content Standards:

Students will be able to:

- Compare and contrast Colonial life in Newtown to present day life. (home/school)
- Identify historical landmarks in Newtown and demonstrate how they affect life in Newtown today.

Suggested Activities:

Teachers may have students:

1. Learn about Newtown community- present and past. (refer to guiding questions about communities)
2. Learn about colonial life through speakers and the making crafts.
3. Spend a day at The Little Red Schoolhouse (MG): dressing according to the time, copying into copy books, using slates and chalk, playing games and activities, eating appropriate foods.
4. Listen to community members come in and speak about their careers.
5. Learn about Mary Hawley and her contributions to Newtown.
6. Learn about The Flagpole, The Golden Cock, and other historical landmarks prior to the trip to Newtown.
7. Graph the dates the historic buildings and landmarks in Newtown were built.

Teachers may arrange a field trip to:

1. Newtown and visit present day and historic buildings.
Town Hall - First Selectman, Town Clerk, Tax Office
Matthew Curtis House
Meeting House
Booth Library
Trinity Church
Police Station
2. Indian Rock Nature Preserve in Bristol
Colonial cooking
3. Discovery Museum in Bridgeport
Colonial life
Colonial craft

Possible follow-up project for field trips:

1. Students report on different aspects of the trip and what they learned.
2. Teachers and students use a multimedia presentation to display student discoveries.

Integrate the Newtown Past and Present study with literature. The following are some suggestions:

Samuel Batons Day by Kate Waters (Scholastic)

Sarah Morton's Day by Kate Waters (Scholastic)

Adam and The Golden Cock by Alice Dalgliesh

Color Me Newtown

Pamphlets about Newtown (from the historical society)

Tools and Gadgets by Bobbie Kalman (Scholastic)

Visiting a Village by Bobbie Kalman (Scholastic)

... If You Lived in Colonial Times by Ann McGovern (Scholastic)

Oh, What a Thanksgiving! by Steven Kroll (Scholastic)

Courage of Sarah Noble by Alice Dalgliesh

The Drinking Gourd by F.N. Monjo

Video: Making History (100% Educational Videos, Inc.)

Assessments:

Teachers are constantly monitoring student progress through observation.

Students may:

- Construct a Venn Diagram, table, or chart to compare and contrast colonial life in Newtown to present day life.
- Write a report or complete a project relating to a historical landmark or building in Newtown.
- Identify photographs of historical landmarks by name and give some important facts.
- Work in groups to report on a landmark or building after the field trip to Newtown and make a multimedia presentation.

Unit II: Map Skills

Content Standards

Students will be able to:

- Identify the continents, oceans, poles, and equator on a world map and globe.
- Identify and use cardinal directions on a map. (compass rose)
- Use a map key (symbols) to locate places on a map.

Suggested Activities:

Teachers may have students:

1. Construct a world map with the continents, oceans, poles, and equator.
2. Use a model to construct a compass rose.
3. Use a map to answer questions specific to the map.
4. Design a map of a familiar location (i.e. bedroom, playground, neighborhood, school, etc.) including necessary map elements.
5. Read the poem Snow in the East by Eve Merriam.

Suggested Resources:

Our Neighborhoods and Groups by Graphic Learning (1986)

Weekly Header Map Activities

Neighborhoods (Frank Schaffer) Grades 2-3

Maps, Charts and Graphs (Frank Schaffer) Grades 1 -2

Computer Software: Neighborhood Mapmaker (Tom Snyder Productions)

Suggested Assessments:

Teachers are constantly monitoring student progress through observation.

Students may:

- Accurately label a world map with the continents, oceans, poles, and equator.
- Accurately label a compass rose.
- Use a compass rose and map key to locate specific places on a given map.

Unit III: Communities

Content Standards:

Students will be able to:

- Compare and contrast some major elements of life in different communities (i.e. urban, suburban, rural, farm, ocean, mountains, desert)
- Describe different communities, citing resources used to find out about them. (relative to the aspects of a community identified in the essential questions)
- Describe how and why holidays are celebrated in their own and other communities.

Suggested Activities:

Teachers may have students:

1. Establish class pen pals through The Weekly Reader Program.
2. Gather resources and data related to their community (brochures, pamphlets, maps, etc.) to send to their pen pals.
3. Design a poster or travel brochure advertising important aspects of Newtown.
4. Use the essential questions to obtain information from their pen pals community.
5. Locate pen pals' community on a map of the United States.
6. Organize an area to share and display information received from pen pals.
7. Use available resources to learn more about the geographical area where pen pal community is located.
8. Participate in a cross grade level sharing day regarding pen pals' community.
9. Work in small groups and present a different community to the rest of the class. (i.e. farm, ocean, mountain, desert, etc.)
10. Use student discussion books and related pages from Graphic Learning Kit.
11. Share with the class a family holiday tradition.
12. Read books about holidays.
13. Participate in a holiday feast.
14. Perform a holiday related play.
15. Create holiday crafts.
16. Participate in holiday games and activities.
17. Read a biography on an important individual associated with a holiday and share with the class.
18. Study a variety of communities (relative to the essential questions).

Suggested Resources

Video: How Communities Are Alike and Different (100 Educational Videos, Inc.)

Computer Software: Neighborhood Map Machine (Tom Snyder Productions)

Our Neighborhoods and Groups

Nine O'clock Lullaby by Marilyn Singer

Amazing Grace by Mary Hoffman

Boundless Grace by Mary Hoffman

Graphic Learning Kit

Assessments:

Teachers are constantly monitoring student progress through observation.

Students may:

- Construct a Venn diagram, table, or chart to compare and contrast some major elements of the different types of communities, (i.e., urban, suburban, rural, farm, ocean, mountains, desert)
- Describe in a written or oral report the similarities and differences between their community and that of their pen pals through the use of the essential questions.
- Describe in a written or oral report the community of their pen pals using the essential questions of a community.
- Write a report on how and why a selected holiday is celebrated in their community and in others.