

East Penn School District  
Elementary Curriculum

A Planned Course Statement  
for

**Grade 2 Social Studies**

Course # 22

Length of Period (mins.) 30

Periods per Week: 3

Length of Course (yrs.) 1.0

Adopted: 4/25/05

Developed by:

Barbara Baringer  
Terri Goszka  
Janice Hoffman  
Beverly Kaecher  
Janet Spence  
Susan Sterkenburg  
Nicole Troccola  
Stephanie Yoder

## Description of Course

### Course Title:

Grade 2 Social Studies - #22

### Goals:

- To experience and participate in the democratic process in the school and in the community in order to become responsible citizens
- To understand important features and the economics of the local community
- To develop an appreciation for our national heritage and our country's beginnings
- To develop a basic working knowledge of maps and globes

### Text:

Neighborhoods, Houghton-Mifflin, 2005

---

### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Social Studies  
K- 5 Units

Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
School/Civics	People Everywhere	Places Near and Far	Communities and Geography	Regions	Exploration and Settlement
Family	Where We Live	Our Country Long Ago	America's Early Communities	The East	American Revolution
Economics	The World of Work	America at Work	People Move From Place to Place	The South	A New Nation
Geography/Map and Globe Skills	Everything Changes		Community Government	The Midwest	Citizenship
Citizenship	Good Citizens		Making Economic Choices	The West	Economics
Holidays/Current Events				Pennsylvania Geography	
				Pennsylvania: Founding and Development from beginning to 1824	

Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 2	1	Students will use a map and identify basic elements	L	<ul style="list-style-type: none"> <li>• Introduce concepts of map key and compass rose using a world map.</li> <li>• Identify ~               <ul style="list-style-type: none"> <li>– Four cardinal direction</li> <li>– Color of land and water</li> <li>– How to distinguish boundaries</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	7.13 A
Unit 2	2	Students will use globes and identify basic globe elements.	L	<ul style="list-style-type: none"> <li>• Introduce the concepts using a globe               <ul style="list-style-type: none"> <li>– North and south poles</li> <li>– Equator</li> <li>– Color of land and water</li> <li>– Locate the United States and Pennsylvania</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	7.1.3 A
Unit 2	3	Students will compare and contrast geographic representations.	L	<ul style="list-style-type: none"> <li>• Discuss differences and similarities of a world map and globe</li> <li>• Create a Venn diagram to compare and contrast maps and globes</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation of Venn diagram</li> </ul>	7.1.3 A
Unit 2	4	Students will identify the seven continents and major oceans.	A	<ul style="list-style-type: none"> <li>• Color and label the seven continents and four major oceans on a world map</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of finished map with 4 point rubric</li> </ul>	7.1.3 B
Unit 2	5	Students will identify and describe physical characteristics of landforms.	A	<ul style="list-style-type: none"> <li>• Describe features of landforms (mountain, valley, plain, island, peninsula, and deserts)</li> <li>• Use photographs to compare landforms</li> <li>• Use a United States physical map to locate landforms</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	7.1.3 B 7.2.3 A
Unit 2	6	Students will identify the physical characteristics of various bodies of water.	A	<ul style="list-style-type: none"> <li>• Identify bodies of water (oceans, rivers, and lakes) using photographs</li> <li>• Describe features of bodies of water</li> <li>• Compare bodies of water using a Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation of completed student Venn diagram</li> </ul>	7.2.3 A
	7	Students will identify the human characteristics of places and regions by their population and settlement patterns.	A	<ul style="list-style-type: none"> <li>• Introduce and describe the terms town, suburb, and city/urban area</li> <li>• Locate towns, suburbs, and cities in our locale</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	7.3.3 A 7.3.3 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 1				<ul style="list-style-type: none"> <li>- Towns (i.e. Emmaus, Macungie, Alburdis)</li> <li>- Suburbs of Allentown</li> <li>- Cities/ urban areas (i.e., Allentown, Philadelphia)</li> <li>• Identify differences by population and physical characteristics</li> </ul>		
Unit 1	8	Students will learn that government is at work in their community, state, and country.	L	<ul style="list-style-type: none"> <li>• Explain that:                             <ul style="list-style-type: none"> <li>- Local government provides schools, police, firefighters, and libraries</li> <li>- State and national government provides other services</li> <li>- Students will work in groups to list services provide by each</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students explain their roles in each community</li> <li>• Teacher observation</li> </ul>	5.1.3 A 5.1.3 I
<b>Our Country Long Ago</b> Unit 3	9	Students will distinguish between past and present.	L	<ul style="list-style-type: none"> <li>• Explain and demonstrate a timeline</li> <li>• Create a timeline beginning with Native Americans in the United States</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation of student timelines</li> </ul>	8.1.3 A
Unit 5	10	Students will describe the relationships of Native Americans with settlers in the United States.	L	<ul style="list-style-type: none"> <li>• Locate, discuss, and research Native American tribes                             <ul style="list-style-type: none"> <li>- Indians of the Woodlands</li> <li>- Indians of the Plains</li> <li>- Indians of the Southwest</li> </ul> </li> <li>• Locate the homelands of the tribes on a United States map according to land regions (i.e., deserts, plains)</li> <li>• Read Native American legends that correspond to tribes</li> <li>• Use school librarian as a resource person</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	8.1.3 B 8.1.3 D 8.3.3 C
	11	Students will understand reasons immigrants came to our country from	A	<ul style="list-style-type: none"> <li>• Discuss ancestral origins of students</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation of student</li> </ul>	7.1.3 B 8.3.3 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 3		all over the world.		<ul style="list-style-type: none"> <li>• Create an interview to be use with parents or grandparents</li> <li>• Locate countries of origin on a world map</li> <li>• Create a visual representing the student’s ethnicity</li> </ul>	projects	8.4.3 D
Unit 5	12	Students will identify groups of people who settle din the original 13 colonies.	A	<ul style="list-style-type: none"> <li>• List the groups and countries from which they came and where they settled using a T chart</li> <li>• On a world map, locate England and France in respect to the original 13 colonies</li> </ul>	• Observation	8.3 C
Unit 5	13	Students will identify the participants in the American evolution and the reason for the conflict.	A	<ul style="list-style-type: none"> <li>• KWL chart or T chart to identify cause and effect</li> <li>• Discuss the Boston Tea Party using a picture book</li> <li>• Identify Paul Revere’s role in the American Revolution through the use of a picture book</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Retelling of stories read to students</li> </ul>	6.2.3 G 6.3.3 8.3.3 D
Unit 5	14	Students will identify the events leading to the War of Independence.	A	<ul style="list-style-type: none"> <li>• Discuss Thomas Jefferson and the Declaration of Independence using a picture book</li> <li>• Discuss primary documents</li> <li>• Resource: <i>Magic Tree House Resource Guide: American Revolution</i></li> </ul>	• Observation	8.3.3 A 8.3.3 B
Unit 5	15	Students will learn about George Washington’s participation in the American Revolution.	A	<ul style="list-style-type: none"> <li>• Read <i>Revolutionary War on Wednesday</i> by Mary Pope Osborne</li> <li>• Have students use journaling as a means of responding to the story</li> <li>• Have students distinguish between the fact and fiction using a T chart</li> <li>• Continue to document important dates and events on the timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling of the story</li> <li>• Observation</li> <li>• Evaluation of student projects</li> </ul>	8.1.3 A 8.3.3 A
<b>*Not in text</b>	16	Students will describe the relationships of Native Americans with settlers in the United States.	L	<ul style="list-style-type: none"> <li>• Discuss cause and effect of conflicts that affected the land and food supplies of the Native</li> </ul>	• Teacher observation	8.3 C 8.1.3 B 8.1.3 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
				Americans – Woodland – Plains – Deserts		8.1.3 D
<b>*Not in text</b>	17	Students will describe the settlement patterns and expansion in the United States.	A	<ul style="list-style-type: none"> <li>• Read books related to westward expansion. (<i>Wagon Wheels</i> by Brenner, <i>Laura Ingall Wilder – Little House Series</i>, etc.)</li> <li>• Map activities – locate trails traveled by the settlers</li> <li>• List the necessities for traveling in a covered wagon</li> <li>• Reaction journal (how would you feel if...)</li> <li>• Continue developing timeline in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation of maps</li> <li>• Evaluation of journal entries</li> <li>• Evaluation of timelines</li> <li>• Book reviews or report on nonfiction or historical fiction</li> </ul>	8.1.3 A 8.1.3 B 8.3.3 C 8.3.3 D 8.4.3 D
<b>America at Work</b>	18	Students will learn that people live in communities and within their governments.	L	<ul style="list-style-type: none"> <li>• List different types of communities and identify their characteristics:                             <ul style="list-style-type: none"> <li>– Classroom</li> <li>– School</li> <li>– Local community</li> </ul> </li> <li>• Define what a government is:                             <ul style="list-style-type: none"> <li>– Authority</li> <li>– Rules (classroom, school)</li> <li>– Laws (local community)</li> </ul> </li> <li>• Explain what role a government plays in each setting:                             <ul style="list-style-type: none"> <li>– Classroom</li> <li>– School</li> <li>– Local community</li> </ul> </li> <li>• Students work in groups to create a list of accepted rules or laws in each setting</li> </ul>	<ul style="list-style-type: none"> <li>• Students explain their roles in each community</li> <li>• Observation</li> <li>• Evaluation of lists created by students</li> </ul>	5.1.3 A 5.1.3 I 5.3.3 C 5.3.3 F 5.3.3 G
Unit 6						
	19	Students will identify different kinds of taxes and who pays them.	A	<ul style="list-style-type: none"> <li>• Complete a KWL chart of what students know about taxes</li> <li>• Discuss reasons for paying taxes</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class participation</li> </ul>	6.2.3 G 6.2.3 I
Unit 6						
	20	Students will identify the qualities of good citizenship.	L	<ul style="list-style-type: none"> <li>• Define and discuss the qualities of good citizens                             <ul style="list-style-type: none"> <li>– Personal rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Draw a picture of themselves in the role of a good citizen</li> </ul>	5.2.3 A 5.2.3 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 6				<ul style="list-style-type: none"> <li>– Personal responsibilities</li> <li>• Relate that following rules and laws helps to make a person a good citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Written explanation to accompany the drawing</li> <li>• Participation in classroom meetings</li> </ul>	
Unit 6	21	Students will identify how rules and laws keep order in communities.	L	<ul style="list-style-type: none"> <li>• Explain the benefits of following laws and rules</li> <li>• Identify some consequences of breaking rules and laws</li> <li>• Discuss how rules and laws help solve disagreements and conflicts in:                             <ul style="list-style-type: none"> <li>– Classrooms</li> <li>– Schools</li> <li>– Communities (include terms such as court, judges, and juries)</li> </ul> </li> <li>• Invite the guidance counselor and local police officers as resource people to discuss conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom meetings as a means to model conflict resolution and evaluate students understanding of rules</li> <li>• Students should explain how conflicts are resolved at the community level</li> </ul>	5.1.3 B 5.1.3 J 5.2.3 C 5.2.3 F 5.2.3 G 5.3.3 G 5.3.3 K
Unit 6	22	Students will identify ways to participate in government and civic life.	A	<ul style="list-style-type: none"> <li>• Define and identify civic responsibilities:                             <ul style="list-style-type: none"> <li>– Elections</li> <li>– Leaders (schools and communities)</li> <li>– Taxes</li> </ul> </li> <li>• Stage mock elections</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>	5.2.3 G 5.3.3 E 5.3.3 F 5.3.3 I 5.3.3 K
Unit 6	23	Students will explain the origins and the purpose of the Constitution.	A	<ul style="list-style-type: none"> <li>• Read <i>Shh... We're Writing the Constitution</i> by Jean Fritz</li> <li>• Introduce the terms Bill of Rights and Preamble</li> <li>• Discuss Constitution as primary document (Constitution Day)</li> <li>• Read <i>We the Kids</i> to explain the preamble</li> <li>• Add date to timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	8.1.3 D 8.1.3 C 8.3.3 B
Unit 3	24	Students will identify historic sites and symbols in United States history.	A	<ul style="list-style-type: none"> <li>• Introduce American symbols and landmarks and explain their importance in U.S. history</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher evaluation</li> </ul>	5.1.3 G 5.1.3 K 8.3.3 B
Family/Economics	25	Students will distinguish between	A	<ul style="list-style-type: none"> <li>• Define needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> </ul>	6.3.3 B



Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 4		needs and wants.		<ul style="list-style-type: none"> <li>Students list their needs and wants using a T chart</li> <li>Students explain their answers included on the chart</li> <li>Create visual displays using magazines pictures of needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student projects</li> </ul>	
Unit 4	26	Students will identify way people meet their needs and wants.	A	<ul style="list-style-type: none"> <li>Explore ways people earn money:                             <ul style="list-style-type: none"> <li>Occupations of parents</li> <li>Local businesses</li> <li>Ownership of businesses</li> </ul> </li> <li>Discuss that wants and needs have different costs</li> <li>Discuss the importance of saving to address wants and needs</li> <li>Identify the role of banks in savings and loans</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Evaluation of discussion</li> </ul>	6.1.3 A-C 6.2.3 C, F 6.3.3 F, G 6.5.3 A, B 6.5.3 G, H
Unit 4	27	Students will identify goods and services that are needed by families.	A	<ul style="list-style-type: none"> <li>Define goods and services</li> <li>Create a list of goods and services that families need using a T chart</li> <li>Identify who provides goods and services</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	6.1.3 C
Unit 4	28	Students will identify resources needed by families.	A	<ul style="list-style-type: none"> <li>Define and identify examples of:                             <ul style="list-style-type: none"> <li>Natural resources</li> <li>Human resources</li> <li>Capital resources</li> </ul> </li> <li>In small groups, have students identify three natural, human, and capital resources needed to make the product (i.e., flip book, step book, cut out pictures, and computer PowerPoint)</li> <li>Trip to the Crayola Factory to reinforce resource in the local community</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Evaluation of student projects</li> </ul>	6.3.3 C 6.4.3 A
	29	Students will identify the availability of resources.	A	<ul style="list-style-type: none"> <li>Define term scarcity</li> <li>Identify limited resources</li> <li>Children brainstorm lists of goods and identify if there is enough of each good to meet</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Evaluation of student lists</li> </ul>	6.3.3 A 6.3.3 E 6.3.3 F

Unit	Num	Objective	Level	Content	Evaluation	Standard
Unit 4				people's needs • Connect scarcity to making choices in families' wants and needs		