

Williamsville Central School District

Discipline Social Studies
Course/Grade Grade 2: My Community and Other United States Communities

In the grade 2 social studies program, students explore rural, urban and suburban communities, concentrating on communities in the United States. The student's own community can serve as an example for studying about and understanding other communities. Students study about communities from the perspectives of the five social studies learning standards. Community studies should include content examples from cultures other than the student's own, and from a variety of perspectives including geographic, socioeconomic and ethnic. Students continue to learn how to locate places on maps and globes and how different communities are influenced by geographic and environmental factors. They also study about the rights and responsibilities of citizenship in their community.

Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **History**
 - Can a community change? (past, present, future)
- **Culture**
 - Are some holidays different than others
- **Geography**
 - Are urban, suburban and rural communities in the United States different from each other?
- **Economics**
 - Are people's needs the same in all kinds of communities?
- **Government**
 - Should communities have rules and laws?
- **Civics, Citizenship**
 - Can a child be a good citizen?

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs & Wants</u>	I	R	R	R	R	R	R
<u>Places & Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment & Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People & Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

Concept	K	1	2	3	4	5	6-12
<u>Science & Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept
 R= Reinforce Concept

K-12 Social Studies Concepts – History

Belief System	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
Conflict	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
Change	involves the basic alterations in things, events, and ideas.
Choice	means the right or power to select from a range of alternatives.
Culture	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
Diversity	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
Empathy	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Identity	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
Interdependence	means reliance upon others in mutually beneficial interactions and exchanges.
Imperialism	means the domination by one country of the political and/or economic life of another country or region.
Movement of People and Goods	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
Nationalism	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
Urbanization	means movement of people from rural to urban areas.

K-12 Social Studies Concepts – Geography

The World in Spatial Terms	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
Places and Regions	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Physical Systems	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Human Systems	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
Environment and Society	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
The Uses of Geography	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
Environment	means the surroundings, including natural elements and elements created by humans.

K-12 Social Studies Concepts - Economics

Needs and Wants

refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).

Economic Systems

include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production

are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).

Scarcity

means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology

means the tools and methods used by people to get what they need and want.

K-12 Social Studies Concepts - Civics, Citizenship, and Government

Justice	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
Nation-state	means a geographic/political organization uniting people by a common government.
Citizenship	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
Political Systems	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Power	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
Government	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
Decision Making	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
Civic Values	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Human Rights	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

Grade 2: My Community and Other United States Communities

Learning Standards 1 and 2: New York State, United States, and World History

Essential Questions

- **History:** Can a community change? (past, present, future)
- **Culture:** Are some holidays different than others?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>My community and region today</p> <ul style="list-style-type: none"> • Urban, suburban and rural communities differ from place to place. • Events, people, traditions, practices and ideas make up my urban, suburban or rural community. • Communities in the future may be different in many ways. • My urban, suburban or rural community has changed over time. • Roles and responsibilities of families in rural, urban and suburban communities change over time. 	<ul style="list-style-type: none"> • compare and contrast families in urban, suburban and rural communities in the United States. • identify ways in which people living in urban, suburban and rural communities in the United States share their ethnic background (customs, traditions, language) through festivals, holidays and symbols. • discuss ways in which an urban, suburban and rural communities in the United States could change in the future (for example: size, appearance, rules/laws, energy/water sources, transportation networks). • identify changes in Buffalo (urban), Town of Amherst (suburban) and a local rural community (of choice) using examples from: population, community facilities/services, ways of living, geographical space, appearance. • identify how urban, suburban and rural communities are interdependent (examples of regionalism: sharing 	<ul style="list-style-type: none"> • education • job/chore • relationships • religion • society

	of resources, jobs, facilities, etc.)	
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Grade 2: My Community and Other United States Communities

Learning Standard 3: Geography

Essential Questions

- **Geography:** Are urban, suburban and rural communities in the United States different from each other?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>People depending on and modifying the physical environment</p> <ul style="list-style-type: none"> • My urban, suburban or rural community can be located on a map. • Rural, urban and suburban communities are influenced by geographic and environmental factors. • Lifestyles in rural, urban and suburban communities are influenced by environmental and geographic factors. • 	<ul style="list-style-type: none"> • locate North America, the United States, Canada, Mexico and New York State in relation to the equator on a globe and world map. • locate the Village of Williamsville, the Town of Amherst and the City of Buffalo on a New York State map. • locate Buffalo on a globe and map using the Great Lakes as a reference point. • name and locate another urban, suburban and rural community on a map of the United States. • identify Buffalo as an urban area, the Town of Amherst as a suburban area and any rural area 	<ul style="list-style-type: none"> • bay • community • compass rose • continent • county • environment • farming • geography • hemisphere • hill • island • lake • landforms • location • mountain • natural resources • NE • NW

	<p>of Western New York.</p> <ul style="list-style-type: none">• know and locate communities using cardinal directions (north, south, east, west) as well as using intermediate directions of northwest, northeast, southwest and southeast.• develop an awareness of the 7 continents and the 4 major oceans.• recognize and identify landforms and water forms of Western New York communities as well as other communities in the United States as outlined in the grade 2 vocabulary list for Geography.• identify what geographical features are important to the development of an urban, suburban and rural community within the United States with an emphasis on: soil, landforms, water bodies, natural resources and climate.• give examples of how the lifestyles of people are influenced by their community's environment.• identify the following community symbols: street and highway signs.	<ul style="list-style-type: none">• ocean• peninsula• plain• plateau• population• region• river• rural• SE• suburban• SW• urban• valley
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Grade 2: My Community and Other United States Communities

Learning Standard 4: Economics

Essential Questions

- **Economics:** Are people's needs the same in all kinds of communities?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Challenges of meeting needs and wants</p> <ul style="list-style-type: none"> • Rural, urban and suburban communities provide facilities and services to help meet the needs and wants of the people who live there. • People in rural, urban and suburban communities are producers and consumers of goods and services. • People in rural, urban and suburban communities must make choices due to unlimited needs and wants and limited resources. <p>People using human, capital and natural resources</p>	<ul style="list-style-type: none"> • identify the basic needs (food/water, air, clothing/shelter, and caring) and wants of people in urban, suburban and rural communities in the United States and explain how these communities provide facilities and services to meet these needs. • identify income earning occupations, and the goods or services that are produced in these jobs, for urban, suburban and rural communities in the United States. • explain how people in rural, urban and suburban communities must make choices due to unlimited wants and needs and limited 	<ul style="list-style-type: none"> • consumer • credit (card) • economics (economy) • factory • highway department • interdependence • labor • mass production • occupation • producer • recreation • resources (limited and unlimited)

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> Scarcity of resources requires people to make choices in urban, rural and suburban communities. <p>Economic decision making</p> <ul style="list-style-type: none"> Rural, urban and suburban communities collect taxes to provide services for the public benefit. Rural, urban and suburban communities make decisions about how to spend the taxes they collect. 	<p>resources (scarcity).</p> <ul style="list-style-type: none"> identify that taxes are collected to provide services for the community, and that the community makes decisions on how to spend tax money to meet their needs and wants. Examples of services provided may include: fire department, school system, social welfare agencies, highway department, libraries, park and recreation facilities, water and sewer systems, health department. 	<ul style="list-style-type: none"> robotics supply and demand taxes utilities

Grade 2: My Community and Other United States Communities

Learning Standard 5: Civics, Citizenship, and Government

Essential Questions

- **Government:** Should communities have rules and laws?
- **Civics, Citizenship:** Can a child be a good citizen?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Symbols of citizenship</p> <ul style="list-style-type: none"> • Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use. • People living in urban, rural and suburban communities celebrate various holidays. <p>Rights, responsibilities and roles of citizenship</p> <ul style="list-style-type: none"> • People living in rural, urban and suburban communities may have conflicts over rules, 	<ul style="list-style-type: none"> • continue to develop an understanding of the significance of the flag and the rules about its display and use. • recite the Pledge of Allegiance independently and explain what it means. • identify and discuss the significance of the following patriotic celebrations: Lincoln's Birthday, Washington's Birthday, Independence Day, Labor Day, Columbus Day, Veterans' Day, Thanksgiving Day, Martin Luther King Jr.'s Day, Election Day, Memorial Day, Conservation (Earth) 	<ul style="list-style-type: none"> • allegiance • authority • conflict • Congress • conservation • courts • Declaration of Independence • democracy • elected • federal • House of Representatives

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>rights and responsibilities.</p> <ul style="list-style-type: none"> • Citizens can participate in decision making, problem solving and conflict resolution. <p>Making and changing rules and laws</p> <ul style="list-style-type: none"> • People in rural, urban and suburban communities develop rules and laws to govern and protect community members. • Our local communities have elected and appointed leaders who make, enforce and interpret rules and laws. 	<p>Day.</p> <ul style="list-style-type: none"> • explain that people in communities in the United States have conflicts over rules, rights and responsibilities and that they settle their differences through decision making, problem solving and conflict resolution. • explain that our local and federal governments have elected and appointed leaders who make, interpret and enforce laws. • match the governmental titles (congress, courts, president) of our nation with the job description of each (congress makes laws, courts explain laws, president helps to carry out laws). • develop an awareness that the Declaration of Independence and the United States Constitution are frameworks of our government. 	<ul style="list-style-type: none"> • individual • indivisible • justice • liberty • local • memorial • power • promise • protect • representative • republic • Senate • senator • Supreme Court • U.S. Constitution • veteran • vice-president