

**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**

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

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**Course Plan**  
**Elementary Social Studies Curriculum**

**Course Name: Grade 2 Social Studies**

**Unit: Civics**

**Time Line: 1 year**

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

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

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

**Course Name: Grade 2 Social Studies**

**Unit: Economics**

**Time Line: 1 year**

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

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

**Course Name: Grade 2 Social Studies**

**Unit: Economics**

**Time Line: 1 year**

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

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

**Course Name: Grade 2 Social Studies**

**Unit: Geography**

**Time Line: 1 year**

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

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**Unit: Geography**

**Time Line: 1 year**

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



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

**Unit: History**

**Time Line: 1 year**

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

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

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