

Map: **Social Studies Grade 2- E. Colucci & T. O'Loughlin** Type: **Consensus** Grade Level: **2** School Year: **2009-2010**Author: **Emily Colucci** District/Building: **Island Trees/J. Fred Sparke School**Created: **07/17/2009** Last Updated: **07/22/2009**This map copied from: **Social Studies Grade 2- L.Jordan, S. D'Alto** by **Laura Jordan**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	What is a Community?	<a href="#">My Community and Region Today</a>	VOCABULARY Define: <i>community</i>		SS1-K1-1A SS1-K1-1C SS1-K2-1B	
	How are communities alike and different?	<a href="#">Our Community</a>	<i>neighbor</i> <i>direction</i>		SS1-K2-1C SS1-K2-1D	
	How do people and communities help each other?	<a href="#">Living In a Community</a>  <a href="#">From City to Country</a>	<i>north</i> <i>south</i> <i>east</i> <i>west</i>		SS1-K3-1A SS1-K3-1B SS1-K4-1A SS1-K4-1B	
	What is citizenship?	<a href="#">Changing Communities</a>	<i>map</i>		SS1-K4-1C	
	How do communities grow?	<a href="#">Getting Along</a>	<i>map key</i> <i>time line</i> <i>museum</i>		SS2-K2-1A SS2-K3-1A SS2-K3-1C	
	How can I compare and contrast my life to my grandparents' lives using <a href="#">Our Grandma's Life</a> ?	<a href="#">Citizenship: Being A Good Citizen</a>	<i>problem</i> <i>solve</i>		SS2-K4-1B SS3-K1-1B	
	How can I describe the setting of a typical suburb using <a href="#">Suburb</a> ?	<a href="#">A Story About a Community</a>	<i>urban area</i> <i>suburb</i> <i>rural area</i>		SS3-K1-1C SS3-K1-1D SS3-K1-1E	
	How can I use new vocabulary words to describe life on a military base using <a href="#">Military Base</a> ?		<i>compass rose</i> <i>transportation</i>		SS3-K2-1A SS3-K2-1B	
	How can I use generalization to describe life in a small town using <a href="#">Small Town</a> ?		<i>communication</i> <i>law</i> <i>citizen</i>		SS4-K1-1A SS5-K3-1B SS5-K3-1C	
	How can I compare and contrast my community life to farm community life using <a href="#">Farm Community</a> ?		<i>calendar</i> <i>interview</i>		SS5-K3-1E SS5-K3-1F	
	How can I compare and contrast my community life to city life using <a href="#">City</a> ?		<i>legend</i> <i>artifacts</i>		SS5-K4-1B SS5-K4-1D	
	How can I summarize factual information about a cross-country trip using <a href="#">Moving Along</a> ?				SS5-K4-1F	
	How can I distinguish between facts and opinions about mountain climbing using <a href="#">Appalachian</a> ?					

	<p><u>Journey?</u></p>		<p>Recognize that people and families live in communities</p> <p>Discuss that community members work together for the common good</p> <p>List the characteristics of cities, suburbs and rural areas</p> <p>Identify the significance of community landmarks</p> <p>Demonstrate how to use a compass rose.</p> <p>Analyze changes in communication and transportation and explore ways these changes affected people's lives</p> <p>Describe the qualities and characteristics of good citizenship</p> <p>Illustrate the way rules and laws help communities</p> <p>Examine and use calendars</p> <p>Identify how present day El Paso compares to the El Paso of the past. Connect to past and present day Levittown.</p> <p>Recognize the significance of a legend about local cultural heritage</p> <p>Analyze Kaolack in Senegal and what people do there</p> <p>Review and assess content and skill development</p> <p>Identify direction (north,south,east,west) on a map</p> <p>Identify landmarks on a map using a map key</p>			
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Unit 2	<p>How does geography help me?</p> <p>How many ways can you tell where you live?</p> <p>Why do people change Earth?</p>	<p><b>People Depending on and Modifying the Physical Environment</b></p> <p>All About Earth</p> <p>Where we live</p> <p>Land and Water</p> <p>Using Landform Maps</p> <p>Earth's Seasons</p> <p>People Change Earth</p> <p><b>People Using Human, Capital, and Natural Resources</b></p> <p>Protecting Earth</p>	<p>VOCABULARY</p> <p>Define:</p> <p><i>capital</i></p> <p><i>landform</i></p> <p><i>island peninsula</i></p> <p><i>hill</i></p> <p><i>mountain</i></p> <p><i>valley</i></p> <p><i>plain</i></p> <p><i>lake river</i></p> <p><i>season</i></p> <p><i>bar graph</i></p> <p><i>natural resources</i></p> <p><i>recycle</i></p> <p><i>outline</i></p> <p>Identify the United States and its neighborhoods on a map and a globe</p> <p>Identify the oceans and the seven continents on a map and a globe</p> <p>Examine different kinds of land and water found on earth</p> <p>Describe major landforms and bodies of water</p> <p>Show major landforms on maps</p> <p>Recognize the difference between weather and seasons</p> <p>Compare how weather patterns affect people's activities</p> <p>Obtain information about a topic using a bar graph</p> <p>Explain what natural resources are and how people depend on on them to satisfy their basic needs</p>		<p>SS3-K1-1C</p> <p>SS3-K2-1B</p> <p>SS3-K1-1A</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1C</p>	
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			Describe why and in what ways people change Earth		
			Identify ways of protecting Earth		
			Illustrate ways people can conserve and replenish natural resources		
			Tell that showing respect is a characteristic of good citizenship		
Unit 3	<p>How do I learn about history?</p> <p>How did Native Americans live long ago?</p> <p>How did early explorers live long ago?</p> <p>How did the United States become it's own country?</p> <p>Why would people leave their home to move to a new place?</p> <p>How do places change over time?</p> <p>How can I find details that support the main idea, "Benjamin Franklin was called an American genius," using <a href="#">Benjamin Franklin</a>?</p> <p>How can I create a timeline about George Washington's life using <a href="#">George Washington</a>?</p> <p>How can I interpret a graphic source that depicts the evolution of the telephone using <a href="#">Hello, Hello?</a></p> <p>How can I use captions to gather information about airplanes using <a href="#">Firsts in Flight</a>?</p>	<p><b>Our Past</b></p> <p>The Pilgrims Arrive</p> <p>From Colonies to States</p> <p>Our Country at War</p> <p>Social History of the Freedoms</p> <p>A Community's History</p>	<p><b>VOCABULARY</b></p> <p><b>Define:</b></p> <p><i>colony</i></p> <p><i>colonist</i></p> <p><i>independence</i></p> <p><i>President</i></p> <p><i>source</i></p> <p><i>slavery</i></p> <p><i>pioneer</i></p> <p><i>time line</i></p> <p><i>ancient times</i></p> <p><i>modern times</i></p> <p><i>traditions</i></p> <p>Categorize information about our country's past</p> <p>Compare historic figures who love individualism and inventiveness.</p> <p>Recognize how the Pilgrims overcame hardship, and showed love of individualism.</p> <p>Identify characteristics of good citizenship.</p> <p>Explain how the original 13 colonies became the United States.</p> <p>Demonstrate contributions of historical figures who</p>	<p><b>SS1-K1-1A</b></p> <p><b>SS1-K2-1D</b></p> <p><b>SS1-K3-1A</b></p> <p><b>SS1-K3-1B</b></p> <p><b>SS1-K3-1C</b></p> <p><b>SS1-K4-1A</b></p> <p><b>SS1-K4-1B</b></p> <p><b>SS1-K4-1C</b></p>	

			<p>have influenced the nation during the American Revolution</p> <p>Compare sources using letters, books, photographs, speeches, paintings, and interviews (DBQ's)</p> <p>Compare how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country's history.</p> <p>Illustrate how the United States grew over time.</p> <p>Explain the concepts of time and chronology.</p> <p>Analyze and use time lines.</p>		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	How does our government work?	<b>Symbols of Citizenship</b>	<b>VOCABULARY</b>		SS5-K1-1A	
	How would you describe the role of leaders in our government?	<b>Making and Changing Rules and Laws</b>	Define:		SS5-K1-1C	
	What problems might a community have?	<b>Rights, Responsibilities, and Roles of Citizenship</b>	<i>mayor</i>		SS5-K1-1D	
	What is our country's capital like?	<b>Our Country's Government</b>	<i>governor</i>		SS5-K2-1A	
	What does the Statue of Liberty stand for?	Citizenship: Making Decisions	<i>election</i>		SS5-K2-1C	
	Who are some American heroes?	Solving Community Problems	<i>court</i>		SS5-K2-1E	
		Our Country's Capital	<i>flow chart</i>		SS5-K2-1F	
		America's Symbols	<i>monument</i>		SS5-K3-1A	
		American Heroes	<i>Capitol</i>		SS5-K3-1B	
			<i>White House</i>		SS5-K3-1C	
			<i>grid map</i>		SS5-K3-1D	
			<i>main idea</i>		SS5-K3-1E	
			<i>hero</i>		SS5-K3-1F	
			Compare the roles of public officials, including mayor, governor, and President.		SS5-K4-1B	
			Illustrate ways that public officials are selected, including election and appointment to office.		SS5-K4-1D	
			Discuss what is fair in certain situations.		SS5-K4-1F	
			Discover how communities solve problems and pay for the solutions they reach.			
			Describe how governments establish order, provide security and manage conflict.			
			Analyze and make a flow chart.			

			<p>Identify buildings and monuments in Washington, D.C.</p> <p>Differentiate and explain the significance of various national landmarks.</p> <p>Use a grid map.</p> <p>Describe some of our nation's symbols.</p> <p>Explain selected symbols, such as state and national birds and flowers, and patriotic symbols, such as the U.S. and state flags.</p> <p>Interpret and recite the Pledge of Allegiance.</p> <p>Demonstrate how the Pledge of Allegiance reflects Americans' love of their country.</p> <p>Examine the main idea of a passage.</p> <p>Identify several American Heroes.</p> <p>Show contributions of historical figures who have influenced the nation.</p>		
Units	<p><b>Why do people work?</b></p> <p>What do you need every day besides clothing?</p> <p>What are some things you need that somebody made?</p> <p>When you go to a store to buy something, are you a producer or a consumer?</p>	<p><b>Challenge of Meeting Needs and Wants</b></p> <p><b>Economic Decision Making</b></p> <p><b>All About Work</b></p>	<p><i>VOCABULARY</i></p> <p><i>Define:</i></p> <p><i>earn</i></p> <p><i>tax</i></p> <p><i>volunteer</i></p> <p><i>needs</i></p>	<p>SS4-K1-1D</p> <p>SS4-K1-1E</p> <p>SS4-K1-1F</p> <p>SS4-K2-1B</p> <p>SS4-K2-1C</p> <p>SS3-K1-1A</p> <p>SS3-K1-1B</p>	

<p>How do you think paper towels are made?</p> <p>What things do we use that come from other countries?</p> <p>How would life be without cars or other machines?</p> <p>Why is China called "the land of the Bicycle"?</p>	<p>Many Jobs</p> <p>Citizenship: Being a Good Citizen</p> <p>Our Needs and Wants</p> <p>Goods and Services</p> <p>Producers and Consumers</p> <p>From Farm to Factory</p> <p>Trading With Other Countries</p> <p>New Ways to Meet Needs</p> <p>A Look at Work in China</p>	<p><i>shelter</i></p> <p><i>wants</i></p> <p><i>goods</i></p> <p><i>services</i></p> <p><i>producer</i></p> <p><i>consumer</i></p> <p><i>factory</i></p> <p><i>route</i></p> <p><i>trade</i></p> <p><i>prediction</i></p> <p><i>technology</i></p> <p><i>exports</i></p> <p><i>imports</i></p> <p>Relate that people work to earn money and help others.</p> <p>Explain the choices people make about earning money.</p> <p>Identify needs and wants.</p> <p>Distinguish between goods and services.</p> <p>Recognize the choices people in the U.S. can make about saving and spending their money.</p> <p>Obtain information using several different parts of a reference source. Use keywords to find information.</p> <p>Define what producers and consumers are.</p> <p>Distinguish between producing and consuming.</p> <p>Explain how paper towels are made from trees. Trace</p>	<p>SS3-K1-1D</p> <p>SS3-K1-1E</p> <p>SS3-K2-1A</p> <p>SS3-K2-1B</p> <p>SS3-K2-1C</p>	
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			<p>a product from a natural resource to finished goods.</p> <p>Outline a route on a map. Draw maps to show routes.</p> <p>Illustrate examples of trade.</p> <p>Explain the choices people can make in a free enterprise system.</p> <p>Practice making predictions.</p> <p>Identify ways in which science and technology have affected communication, transportation, and recreation.</p> <p>Locate China on a map.</p>		
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#### Key to Standards used in this Map

**SS1-K1-1A** [2 occurrences] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1A - know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it. [Elementary]

**SS1-K1-1C** [1 occurrence] - SS Standard 1 - Key Idea 1 [History of the United States and New York i] - Performance Indicator 1C - explain those values, practices, and traditions that unite all Americans. [Elementary]

**SS1-K2-1B** [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1B - gather and organize information about the traditions transmitted by various groups living in their neighborhood and community. [Elementary]

**SS1-K2-1C** [1 occurrence] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1C - recognize how traditions and practices were passed from one generation to the next. [Elementary]

**SS1-K2-1D** [2 occurrences] - SS Standard 1 - Key Idea 2 [History of the United States and New York ii] - Performance Indicator 1D - distinguish between near and distant past and interpret simple timelines. [Elementary]

**SS1-K3-1A** [2 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1A - gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. [Elementary]

**SS1-K3-1B** [2 occurrences] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1B - classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious. [Elementary]

**SS1-K3-1C** [1 occurrence] - SS Standard 1 - Key Idea 3 [History of the United States and New York iii] - Performance Indicator 1C - identify individuals who have helped to strengthen democracy in the United States and throughout the world. [Elementary]

**SS1-K4-1A** [2 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1A - consider different interpretations of key events and/or issues in history and understand the differences in these accounts. [Elementary]

**SS1-K4-1B** [2 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1B - explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State. [Elementary]

**SS1-K4-1C** [2 occurrences] - SS Standard 1 - Key Idea 4 [History of the United States and New York iv] - Performance Indicator 1C - view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. [Elementary]

**SS2-K2-1A** [1 occurrence] - SS Standard 2 - Key Idea 2 [World History ii] - Performance Indicator 1A - distinguish between past, present, and future time periods. [Elementary]

**SS2-K3-1A** [1 occurrence] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1A - understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities. [Elementary]

**SS2-K3-1C** [1 occurrence] - SS Standard 2 - Key Idea 3 [World History iii] - Performance Indicator 1C - understand how the terms social, political, economic, and cultural can be used to describe human activities or practices. [Elementary]

**SS2-K4-1B** [1 occurrence] - SS Standard 2 - Key Idea 4 [World History iv] - Performance Indicator 1B - explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. [Elementary]

**SS3-K1-1A** [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1A - study about how people live, work, and utilize natural resources. [Elementary]

<p><b>SS3-K1-1B</b> [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1B - draw maps and diagrams that serve as representations of places, physical features, and objects. [Elementary]</p> <p><b>SS3-K1-1C</b> [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1C - locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians (Adapted from National Geography Standards, 1994) [Elementary]</p> <p><b>SS3-K1-1D</b> [2 occurrences] - SS Standard 3 - Key Idea 1 [Geography i] - Performance Indicator 1D - identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) [Elementary]</p> <p><b>SS3-K1-1E</b> [3 occurrences] - SS Standard 3 - Key Idea 1 [Geography ii] - Performance Indicator 1E - investigate how people depend on and modify the physical environment. [Elementary]</p> <p><b>SS3-K2-1A</b> [3 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1A - ask geographic questions about where places are located; why they are located where they are; what is important about their location of other people and places. [Elementary]</p> <p><b>SS3-K2-1B</b> [3 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1B - gather and organize geographic information from a variety of sources and display in a number of ways. [Elementary]</p> <p><b>SS3-K2-1C</b> [2 occurrences] - SS Standard 3 - Key Idea 2 [Geography ii] - Performance Indicator 1C - analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. [Elementary]</p> <p><b>SS4-K1-1A</b> [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1A - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. [Elementary]</p> <p><b>SS4-K1-1D</b> [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1D - study about how the availability and distribution of resources is important to a nation's economic growth. [Elementary]</p> <p><b>SS4-K1-1E</b> [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1E - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? [Elementary]</p> <p><b>SS4-K1-1F</b> [1 occurrence] - SS Standard 4 - Key Idea 1 [Economics i] - Performance Indicator 1F - investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal. [Elementary]</p> <p><b>SS4-K2-1B</b> [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1B - collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources. [Elementary]</p> <p><b>SS4-K2-1C</b> [1 occurrence] - SS Standard 4 - Key Idea 2 [Economics ii] - Performance Indicator 1C - make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary. [Elementary]</p> <p><b>SS5-K1-1A</b> [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1A - know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice. [Elementary]</p> <p><b>SS5-K1-1C</b> [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1C - explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens. [Elementary]</p> <p><b>SS5-K1-1D</b> [1 occurrence] - SS Standard 5 - Key Idea 1 [Civics, Citizenship, and Government i] - Performance Indicator 1D - analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases. [Elementary]</p> <p><b>SS5-K2-1A</b> [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1A - explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States. [Elementary]</p> <p><b>SS5-K2-1C</b> [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1C - know what the United States Constitution is and why it is important. [Elementary]</p> <p><b>SS5-K2-1E</b> [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1E - understand the structure of New York State and local governments, including executive, legislative, and judicial branches. [Elementary]</p> <p><b>SS5-K2-1F</b> [1 occurrence] - SS Standard 5 - Key Idea 2 [Civics, Citizenship, and Government ii] - Performance Indicator 1F - identify their legislative and executive representatives at local, state, and national governments. [Elementary]</p> <p><b>SS5-K3-1A</b> [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1A - understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation. [Elementary]</p> <p><b>SS5-K3-1B</b> [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1B - examine what it means to be a good citizen in the classroom, school, home, and community. [Elementary]</p> <p><b>SS5-K3-1C</b> [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1C - identify and describe the rules and responsibilities students have at home, in the classroom, and at school. [Elementary]</p> <p><b>SS5-K3-1D</b> [1 occurrence] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1D - examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State. [Elementary]</p> <p><b>SS5-K3-1E</b> [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1E - understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service or course of action. [Elementary]</p> <p><b>SS5-K3-1F</b> [2 occurrences] - SS Standard 5 - Key Idea 3 [Civics, Citizenship, and Government iii] - Performance Indicator 1F - identify basic rights that students have and those that they will acquire as they age. [Elementary]</p> <p><b>SS5-K4-1B</b> [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1B - participate in activities that focus on a classroom, school, or community issue or problem. [Elementary]</p> <p><b>SS5-K4-1D</b> [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1D - evaluate the consequences for each alternative solution or course of action. [Elementary]</p> <p><b>SS5-K4-1F</b> [2 occurrences] - SS Standard 5 - Key Idea 4 [Civics, Citizenship, and Government iv] - Performance Indicator 1F - propose an action plan to address the issue of how to solve the problem. [Elementary]</p>
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