

# Grade Two Content Overview

## **The Community of Sherman: Past and Present**

- History Location - town, state, country, world
- Candlewood Lake

## **Communities of the Americas**

- Direction
- Urban, suburban, and rural communities
- Geography
- Cultural celebrations

## **Current Events**

- Connections to personal life
- Role of the United States in global community

- \* **Map Skills will be woven into the second grade Social Studies curriculum.**
- \* **Researched-based learning will be included within the second grade Social Studies curriculum.**
- \* **Study Skills will be integrated within the second grade Social Studies curriculum.**

## Grade Two

# The Community of Sherman: Past and Present

### Focus Questions

1. What makes Sherman a community?
2. How has Sherman changed throughout history?
3. How can students contribute to the Sherman community?

### Essential Understandings

1. The natural features of Sherman determine its identity.
2. Sherman has a specific location on a map.
3. Sherman has evolved and grown over time.
4. All citizens contribute to the well being of the Sherman community.
5. Certain people in Sherman provide a public Service and others provide goods.
6. Sherman is a town in Connecticut and Connecticut is a state in the United States.
7. Hartford is the capital of Connecticut and Washington D.C. is the capital of the United States.

### Suggested Activities

- Introduce maps and map skills.
- Locate the United States on a world map and identify it as a country in North America.
- Locate Washington D.C. on a map of the United States.
- Locate Connecticut on a map of the United States.
- Locate Hartford on a map of Connecticut.
- Locate Sherman on a map of Connecticut.
- Identify types of goods and services available in Sherman.
- Identify natural and human characteristics in Sherman.
- Discuss the construction of Candlewood Lake and its impact on the community of Sherman.
- Participate in a walking tour of Sherman.
- Create a model of a small community.
- Identify the town hall as the seat of local government.
- Recognize the positions of leadership in Sherman (First Selectman, Selectmen).

## Suggested Resources

- “History of Sherman’ booklet
- Candlewood Lake Authority
- Evan-Moor Beginning Geography. How to Use a Map
- Birds-Eye View (Big Book)

## State Content and Performance Standards

### Content Standard 1: Historical Thinking

- Gather historical data from multiple sources
- Create timelines which sequence events and peoples, using days, weeks, months, years, decades, and centuries.

### Content Standard 2: Local, United States and World History

- Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries.

### Content Standard 3: Historical Themes

- Recognize that people develop traditions that transmit their beliefs and ideals.
- Describe Some goods, products and ideas which were exchanged as the result of movement.
- Describe the impact of various technological developments on the local community and on the nation.

### Content Standard 4: Applying History

- Be active learners at cultural institutions, such as museums and historical exhibitions.
- Display empathy for people who have lived in the past.
- Recognize relationships between events and people of the past and present circumstances, concerns and developments.

### Content Standard 5: United States Constitution and Government

- Explain the purposes of laws and the ideas and principles that make just laws.
- Explain that individuals have rights and responsibilities to follow the law.
- Identify the location of seats of government at the local, state and national levels.

### Content Standard 6: Rights and Responsibilities of Citizens

- Identify the rights of citizens in a democratic Society and explain why certain responsibilities are important to themselves, their families, community, state and nation.
- Explain the importance of taking an active role in political leadership and public Service in the school and community.

### Content Standard 7: Political Systems

- Define and describe government in terms of people and groups who apply and enforce rules and laws.

### Content Standard 9: Places and Regions

- Define and identify natural and human characteristics of places.
- Provide reasons why and describe how places and regions change and are connected.
- Observe and describe how places and regions are identified, defined and bounded.
- Locate places within their own and nearby communities in Connecticut.

### Content Standard 10: Physical Systems

- Define local environmental features.

### Content Standard 11: Human Systems

- Identify the political, Social, and economic units of an area.

### Content Standard 12: Human and Environment interaction

- Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies.
- Use maps, globes, graphs, models, computer programs and texts, as appropriate.
- Explain how human and natural processes shape places.
- Explain ways in which humans use and interact with environments.

### Content Standard 13: Limited Resources

- Identify goods and services and give an example of each.
- Identify and give examples of resources: human, natural and capital, and explain how they are used.
- Identify alternative uses of resources found in their home, school or neighborhood.

### Content Standard 1a: Economic System

- Define a consumer and a producer and their roles in a market system.

# Grade Two

## Communities of the Americas

### Focus Questions

1. What are the Americas?
2. In what ways is Sherman similar and different from other communities in the Americas?

### Essential Understandings

1. The Americas include the continents of North and South America
2. North America consists of the United States and its neighbors, Canada and Mexico.
3. Rural, Suburban and urban communities have specific characteristics.
4. Geography affects daily life (i.e., transportation, education, economy, natural resources, family, holidays, etc.).
5. North America, Central America, islands of the Caribbean, and South America have unique communities and cultures.

### Suggested Activities

- Use a compass rose to identify north, South, east and west
- Locate North America, South America and Central America on a world map
- Differentiate between the characteristics of a rural, suburban and urban community through language arts
- Create a "Communities and Cultures of the Americas' scrapbook
- Integrate rainforest regions of the Americas with science unit on insects

### Suggested Resources

- Scholastic's [Look What Came From Mexico](#)
- [I Love Saturdays](#), by Alma Ada
- [Estela's Swap](#), by Alexis O'Neill
- Web site [gosouthamerica.about.com](http://gosouthamerica.about.com)
- Web site [www.public.iastate.edu](http://www.public.iastate.edu)
- [The Pot That Juan Built](#), by Nancy Andrews Goebel (Sherman LMC)
- Evan-Moor [South America](#)
- [The Perfect Pinata](#), by Kelli Kyle Dominguez.
- [Rosa Raposo](#), by Isabel Campoy
- [The Fox Outwits the Jaguar](#)

- Mexico
- Fiesta Big Book
- Step Inside the Rainforest
- The Great Kapok Tree, by Lynne Cherry
- Field trip to local museum

## State Content and Performance Standards

### Content Standard 1: Historical Thinking

- Gather historical data from multiple sources.
- Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways.

### Content Standard 2: Local, United States and World History

- Demonstrate a familiarity with peoples, events and places from a broad spectrum of human experience through selected study from historical periods and from the various regions (e.g. Asia, Europe, the Americas, Africa).
- Locate the events, peoples and places they have studied in time and place (e.g. on a timeline and map) relative to their own location.

### Content Standard 3: Historical Themes

- Recognize that people develop traditions that transmit their beliefs and ideals.
- Examine family life and cultures of different peoples at different times in history.

### Content Standard 4: Applying History

- Be active learners at cultural institutions, such as museums and historical exhibitions.
- Display empathy for people who have lived in the past.
- Recognize relationships between events and people of the past and present circumstances, concerns and developments.

### Content Standard 8: International Relations

- Explain how communities and nations interact with one another.
- Describe ways in which communities and nations influence each other.

### Content Standard 9: Places and Regions

- Define and identify natural and human characteristics of places.
- Explain how human and natural processes shape places.
- Provide reasons why and describe how places and regions change and are connected.
- Observe and describe how places and regions are identified, defined and bounded.

### Content Standard 10: Physical Systems

- Identify the types of physical systems and their characteristics that affect the Earth's surface.
- Demonstrate how Earth-sun relationships shape climate and vegetation patterns.

- Define local environmental features.
- Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.).

#### Content Standard 11: Human Systems

- Identify the political, social, and economic units of an area.
- Explain locations and characteristics of human settlements and how they have changed over time.

#### Content Standard 12: Human and Environment Interaction

- Explain the characteristics and purposes of maps, globes, and other geographical tools and technologies.
- Use maps, globes, graphs, models, computer programs and texts, as appropriate.
- Explain how human and natural processes shape places.
- Explain ways in which humans use and interact with environments.
- Describe how and why physical and human systems function and interact and the consequences of these interactions.

#### Content Standard 13: Limited Resources

- Define scarcity and abundance.
- Identify and give examples of resources: human, natural and capital, and explain how they are used.
- Explain why some countries are richer than others.

#### Content Standard 14: Economic Systems

- Explain that a market exists whenever buyers and sellers exchange goods and services.
- Define a consumer and a producer and their roles in a market System.

#### Content Standard 15: Economic Interdependence

- Describe how the exchange of goods and services around the world creates interdependence among people in different places.
- Recognize that money is a generally accepted medium of exchange and that different countries use different currencies.

# Current Events

## Focus Questions

1. What connections do world and national news events have on our personal lives?

## Essential Understanding

1. There is a relationship between local, state, national, and world events and trends.

## Suggested Activity

- Class discussion and interpretation

## Suggested Resources

- Weekly Reader
- Scholastic News
- Time for Kids
- "News currents"
- Internet resources
- Newspapers and periodicals
- Television and radio newscasts

## **State Content and Performance Standards**

### **Content Standard 2: Local, United States, and World History**

- Explain the relationships among the events and trends studied in local, state, national, and world history.

### **Content Standard 8: International Relations**

- Describe the organization of the World into nation states and describe some ways that nation-states interact with one another.

### **Content Standard 11: Human Systems**

- Identify processes that divide Earth's surface into different political and economic units from local to international levels.

# Research-Based Learning

## Focus

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| <ol style="list-style-type: none"><li>1. Synthesize information to create an original work focusing on a topic.</li></ol> |
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### Essential Understanding

- Topic will be determined by teacher and/or student.

### Suggested Activity

- Student-created Stories and illustrations
- Oral presentation
- Informational poster or 3-D model e Interview

### Suggested Resources

- Media Center resources
- Encyclopedia Internet resources
- Newspapers and periodicals
- Atlases and almanacs
- Curriculum-related literature
- Maps and globes
- Weekly Reader

## **State Content and Performance Standards**

### Content Standard I: Historical Thinking

- Be able to gather information from multiple sources and appreciate the need for multiple perspectives.
- Be able to distinguish between primary and secondary sources.
- Be able to develop written narratives and short interpretive essays, as well as other investigations of Source materials.

## Teacher Notes

Additional Focus Questions:

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Additional Essential Understandings:

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Additional Suggested Activities:

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Additional Resources:

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