

[Social Studies Snapshot Gr 2 2016 2017.xlsx](#)

Key Ideas		Conceptual Understandings		Content Specifications		Educational Resources	Assessments
SS.2.ID.1	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.	SS.2.ID.1.a	An urban community, or city, is characterized by dense population and land primarily occupied by buildings and structures used for residential and business purposes.	SS.2.ID.1.c.1	Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.	Trimester 1	
SS.2.ID.2	People share similarities and differences with others in their own community and with other communities.	SS.2.ID.1.b	Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.	SS.2.ID.1.c.2	By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities.		
		SS.2.ID.1.c	Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.	SS.2.ID.1.d.1	Students will identify activities that are available in each community type and discuss how those activities affect the people living in that community.	Journeys	
		SS.2.ID.1.d	Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.	SS.2.ID.2.a.1	Students will examine the ethnic and/or cultural groups represented in their classroom.		
		SS.2.ID.2.a	People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.	SS.2.ID.2.a.2	Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different culture groups.	Unit 1	
		SS.2.ID.2.b	A community is strengthened by the diversity of its members with ideas, talents, perspectives, and cultures that can be shared across the community.	SS.2.ID.2.a.3	Students will identify community events that help promote a common community identity.		

		SS.2.ID.2.b.1	Students will explore how different ideas, talents, perspectives, and culture are shared across their community.	<p> Lesson 1 Lesson 2 Lesson 4 Lesson 5 </p> <p> Scott Foresman Social Studies <u>People and Places</u> </p> <p> Units 1 & 2 </p> <p> Local Newspaper Scholastic News Time for Kids Nonfiction Readers Reading A-Z http://www.brainpopjr.com/ Brainpop Junior: <i>School</i> <i>Rural, Suburban and Urban Homes</i> <i>Transportation</i> </p>			
SS.2.GEO.5	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.	SS.2.GEO.5	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.	SS.2.GEO.5.a.1	Students will locate their communities on maps and/or globes.	Trimester 2	

SS.2.GEO.5.a	Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary.	SS.2.GEO.5.b.1	Students will compare how different communities in their state or nation have developed and explain how physical features of the community affect the people living there.
SS.2.GEO.5.b	The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.	SS.2.GEO.5.c.1	Students will explore how humans have positively and negatively impacted the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
SS.2.GEO.5.c	Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.	SS.2.GEO.5.c.2	Students will describe the means people create for moving people, goods, and ideas in their communities.
SS.2.GEO.5.d	The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.	SS.2.GEO.5.d.1	Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
		SS.2.GEO.5.d.2	Students will locate the equator, northern and southern hemispheres, and poles on a globe.
		SS.2.GEO.5.d.3	Students will use maps and legends to identify major physical features such as mountains, rivers, lakes, and oceans of the local community, New York, and the nation.

Journeys

Unit 3

Lesson 13

Lesson 14

Lesson 15

Unit 4

Lesson 16

Lesson 19

Scott Foresman Social Studies: People and Places

						Units 3 & 4 Local Newspaper Scholastic News Time for Kids Nonfiction Readers Reading A-Z http://www.brainpopjr.com/ Brainpop Junior: <i>Landforms</i> <i>Continents and Oceans</i>
SS.2.ECO.8	Communities face different challenges in meeting their needs and wants.	SS.2.ECO.8.a	The availability of resources to meet basic needs varies across urban, suburban, and rural communities.	SS.2.ECO.8.a.1	Students will investigate what resources are available in their community and what resources are obtained from neighboring communities.	Local Newspaper
SS.2.ECO.9	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.	SS.2.ECO.8.b	People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.	SS.2.ECO.8.a.2	Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).	
		SS.2.ECO.8.c	Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.	SS.2.ECO.8.b.1	Students will explore economic decision making and the use of money.	
		SS.2.ECO.8.d	Taxes are collected to provide communities with goods and services.	SS.2.ECO.8.c.1	Students will examine how consumers react to changes in the prices of goods.	
		SS.2.ECO.9.a	Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.	SS.2.ECO.8.d.1	Students will explore the purpose of taxes and how they are collected in their community.	
		SS.2.ECO.9.b	Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police provide services.	SS.2.ECO.9.a.1	Students will distinguish between goods and services and identify goods produced in their community.	

		SS.2.ECO.9.c	At times, neighboring communities share resources and workers to support multiple communities.	SS.2.ECO.9.b.1	Students will identify different types of jobs performed in their community.	Time for Kids Nonfiction		
				SS.2.ECO.9.b.2	Students will explain the services provided by community workers.	Readers		
				SS.2.ECO.9.c.1	Students will explore how communities share resources and services with other communities.	Reading A-Z		
						http://www.brainpopjr.com Brainpop Junior: <i>Community Helpers</i> <i>Saving and Spending</i>		
	SS.2.TCC.6		Identifying continuities and changes over time can help understand historical developments.	SS.2.TCC.6.a	Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.	SS.2.TCC.6.b.1	Students will examine continuities and changes over time in their community using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.	Trimester 3
	SS.2.TCC.7		Cause-and-effect relationships help us recount events and understand historical development.	SS.2.TCC.6.b	Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.	SS.2.TCC.6.b.2	Students will develop a time line for their community including important events, such as when the school was built.	
		SS.2.TCC.7.a	Cause-and-effect relationships help us understand the changes in communities.	SS.2.TCC.7.a.1	Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).		Journeys Unit 5 Lesson 24 Unit 6 Lesson 28 Lesson 29 Lesson 30	

						Scott-Foresman Social Studies: People and Places Units 5 & 6 Scholastic News Time for Kids Nonfiction Readers Reading A-Z Brainpop Junior: <i>Thirteen Colonies</i> <i>Lewis and Clark</i> <i>Harriet Tubman</i> <i>Ellis Island</i> <i>Winter Holidays</i>
SS.2.CIV.3	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.	SS.2.CIV.3.a	The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	SS.2.CIV.3.a	The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.	
SS.2.CIV.4	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.	SS.2.CIV.3.b	Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	SS.2.CIV.3.b	Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.	
		SS.2.CIV.3.c	The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.	SS.2.CIV.4.a.1	Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.	Local Newspaper
		SS.2.CIV.3.d	Symbols of American democracy serve to unite community members.	SS.2.CIV.4.b	Communities have leaders who are responsible for making laws and enforcing laws.	
		SS.2.CIV.4.a	Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.	SS.2.CIV.4.b.1	Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.	Scholastic News
		SS.2.CIV.4.b	Communities have leaders who are responsible for making laws and enforcing laws.	SS.2.CIV.4.c	Citizens provide service to their community in a variety of ways.	

SS.2.CIV.4.c	Citizens provide service to their community in a variety of ways.	SS.2.CIV.4.c.1	Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).	Time for Kids Nonfiction
	SS.2.CIV.4.c.2	Students will identify how adults can provide service to the school and the community at large.	Readers	
		Reading A-Z http://www.brainpopjr.com/ Brainpop Junior: <i>Branches of Government</i> <i>Local and State Government</i> <i>President</i> <i>Rights and Responsibility</i> <i>Susan B. Anthony</i> <i>US Symbols</i>		