

SOCIAL STUDIES CURRICULUM  
SECOND GRADE

**Introduction**

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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**Strand: Civics and Governments**

**Standard CV.1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:1.1: Compare the rules of the classroom to the rules of the United States system of government.</p> <p>CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, <i>e.g.</i> the bald eagle, the Pledge of Allegiance.</p> <p>CV:2:1.3: Identify the basic purposes of state and national government.</p> <p>CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level.</p>	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*Create classroom rules through classroom discussion, brainstorming.</li> <li>*Compare rules at home, school, and community by making a chart.</li> <li>*Students learn the pledge to lead the pledge for the whole school.</li> <li>*Create a Big Book of Rules for each category.</li> <li>*Students create posters to display rules and laws.</li> <li>*Read-aloud</li> <li>*Singing themed songs</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Chart paper</li> <li>*Social Studies Student books</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 6</li> <li>*<i>Scholastic News</i></li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></li> <li>*Literature; -<i>Dinosaurs, Beware!</i> -<i>The Empty Pot</i></li> <li>*Music Audiocassette: "The Golden Rule" "Flowers Won't Grow"</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Social Studies Assessment Book</li> <li>*Reading Street Assessment</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:2: Structure and Function of United States and New Hampshire Government.**

**Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
CV:2:2.1: Explain how public officials are chosen.	<ul style="list-style-type: none"> <li>*Class discussions about who is elected, i.e.; local, state officials etc.</li> <li>*Mock elections</li> <li>*Practice casting votes for various activities in the classroom</li> <li>*Read-aloud</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Social Studies student books</li> <li>*Teacher Resource book</li> <li>*Literature:  <ul style="list-style-type: none"> <li>-<i>Duck for President</i>,</li> <li>-<i>Arthur Meets the President</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Social Studies Assessment Book</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:3: The World and the United States' Place In It**

**Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:3.1: Explain that the world is divided into different countries.</p> <p>CV:2:3.2: Describe ways in which countries interact with each other culturally.</p> <p>CV:2:3.3: Describe why it is important for countries to work together to resolve issues <i>e.g.</i> disaster relief or famine</p>	<p>*Class discussions</p> <p>*Read-aloud</p> <p>*Read about current events in the world.</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*<i>Scholastic News</i></p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Reading Street Unit 6</p> <p>*Social Studies Student books</p> <p>*Teacher Resource book</p> <p>*Literature:  <i>-How My Family Lives in America</i>  <i>-A is For Africa</i></p>	<p>*Teacher Observation</p> <p>*Social Studies Assessment Book</p>

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**Strand: Civics and Governments**

**Standard CV:4: Rights and Responsibilities**

**Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community. <i>e.g.</i> community helpers or chores at home and school.</p> <p>CV:2:4.2: Discuss ways individuals can be involved in their community, <i>e.g.</i> food drive or cleaning school grounds.</p>	<ul style="list-style-type: none"> <li>*Brainstorm</li> <li>*Create lists</li> <li>*Create Classroom jobs</li> <li>*Create a banner: “How to Take care of the Environment.”</li> <li>*Contribute to the school food drive.</li> <li>*Celebrate Earth Day by helping to clean playground, school grounds</li> <li>*Read-aloud</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Chart paper</li> <li>*Social Studies Student book</li> <li>*Teacher Resource book</li> <li>*<i>Scholastic News</i></li> <li>*Reading Street Unit 1, 4, and 5</li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>*Literature: <i>The Lorax</i> by Dr. Seuss</li> <li>*Social Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Social Studies Assessment Book</li> </ul>

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**Strand: Economics**

**Standard EC:1: Economics and the Individual**

**Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:2:1.1: Define goods and services, producers and consumers.</p> <p>EC:2:1.2: Describe the steps and materials needed to make a product, e.g. milk or crayons</p>	<p>*Read-aloud</p> <p>*Reading from SS student book</p> <p>*Reading Street stories and activities</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies Student book</p> <p>*Reading Street Unit 3 and 6</p> <p>*Teacher Resource book</p> <p>*<i>Scholastic News</i></p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Literature:  <i>How to Make an Apple Pie and See the World</i>            by Marjorie Pricemant</p>	<p>*Teacher Observation</p> <p>*Social Studies Assessment Book</p>

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**Strand: Economics**

**Standard EC:2: Basic Economic Concepts**

**Students will learn about the pillars of a free market economy and the market mechanism.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
EC:2:2.1: Distinguish between needs and wants.	<ul style="list-style-type: none"> <li>*Classroom discussions</li> <li>*Create a diagram</li> <li>*Comparing needs and wants using the Social Studies book</li> <li>*Make a wish book using commercial catalogs</li> <li>*Categorize</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Chart paper</li> <li>*Social Studies Student Book</li> <li>*Teacher Resource book</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>

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**Strand: Economics**

**Standard EC:4: Financial Institutions and the Government**

**Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:2:4.1: Describe different methods people use to exchange goods and services, e.g. barter or the use of money.</p> <p>EC:2:4.2: Identify goods and services provided by local government, e.g. police cars or fire protection.</p>	<p>*Read-aloud</p> <p>*Fire Prevention Week: Visit from the local firemen</p> <p>*Reading Street Stories and activities</p>	<p>*HSD Math Curriculum Guide</p> <p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies Student Book</p> <p>*Reading Street Units 2, 3, 5, and 6</p> <p>*Teacher Resource book</p> <p>*<i>Scholastic News</i></p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Fire Dept. presentation and handouts.</p> <p>*Officer Phil presentation</p>	<p>*Teacher observation</p> <p>*Social Studies Assessment Book</p> <p>*Reading Street Assessments</p>



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**Strand: Economics**

**Standard EC:5: International Economics and Trade**

**Students will recognize the importance of international trade and how economies are affected by it.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
EC:2:5.1: Define the term resources, <i>e.g.</i> trees, books	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*Create a word web</li> <li>*Science curriculum</li> <li>*Reading Street Story and activities</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies Student Book</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 3</li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Science big book</li> <li>*HSD Science Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> <li>*Science Assessment Book</li> </ul>

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**Strand: Geography**

**Standard GE:1: The World in Spatial Terms**

**Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:1.1: Identify the characteristics and purposes of globes and maps.</p> <p>GE:2:1.2: Introduce spatial information on maps and other geographic representations, <i>e.g.</i> map key, compass rose</p> <p>GE:2:1.3: Identify major physical and human features in the United States and on Earth <i>e.g.</i> cities, oceans, or continents.</p>	<p>*Classroom discussions</p> <p>*View different types of maps, globes</p> <p>*Create maps of: bedrooms, classrooms, street, school</p> <p>*Students locate features on various maps</p> <p>*Read-aloud</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies Student book</p> <p>*Teacher Resource book</p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Dr. Jean songs:  <i>Continents</i>  <i>Oceans</i></p> <p>*Various literature</p>	<p>*Teacher observation</p> <p>*Social Studies Assessment Book</p>

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**Strand: Geography**

**Standard GE:2: Places and Regions**

**Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:2.1: Explore the physical and human characteristics of place, <i>e.g.</i> roads, schools or mountains.</p> <p>GE:2:2.2: Recognize that areas of the Earth’s surface share unifying geographic characteristics, <i>e.g.</i> towns, deserts, or woodlands</p> <p>GE:2.2.3: Observe that ways in which different people perceive places <i>e.g.</i> personal drawings or book illustrations.</p>	<p>*Class discussion</p> <p>*Create 3D maps to show different physical characteristics</p> <p>*Read aloud</p> <p>*Reading Street stories and activities</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies Student book</p> <p>*Teacher Resource book</p> <p>*Reading Street Units 1 and 2</p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Dr. Jean songs:  <i>Continents</i>  <i>Oceans</i></p>	<p>*Teacher observation</p> <p>*Social Studies Assessment Book</p> <p>*Reading Street Units 1 and 2 Assessments</p>

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**Strand: Geography**

**Standard GE:3: Physical Systems**

**Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
<p>GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, <i>e.g.</i> seasons in New Hampshire, or sunlight and shadows.</p> <p>GE:2:3.2: Explore the components and distribution of ecosystems, <i>e.g.</i> desert or rain forest.</p>	<ul style="list-style-type: none"> <li>*Students will learn the four seasons of NH. Compare to other parts of the US</li> <li>*Make a season book</li> <li>*Ocean Theme activities</li> <li>*Ocean zone mural</li> <li>*Field Trip to the N.E. Aquarium</li> <li>*Report on sea creatures</li> <li>*Reading stories about the desert and ponds from Reading Street.</li> </ul>	<ul style="list-style-type: none"> <li>*Social Studies Student book</li> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Teacher Resource book</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Science Big Book</li> <li>*HSD Science Curriculum</li> <li>*Reading Curriculum: Reading Street</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher Observation</li> <li>*Social Studies Assessment Book</li> <li>*Science Assessment Book</li> <li>*Reading Street Assessment</li> </ul>

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**Strand: Geography**

**Standard GE:4: Human Systems**

**Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
<p>GE:2:4.1: Explore the distribution of a population, <i>e.g.</i> city or farm</p> <p>GE:2:4.2: Identify what are natural resources, <i>e.g.</i> water or trees.</p>	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Create a chart of different places people live</li> <li>*Compare characteristics of different communities</li> <li>*Read-aloud</li> <li>*Science Curriculum</li> <li>*Reading Street Story and activities</li> </ul>	<ul style="list-style-type: none"> <li>*Social Studies Student book</li> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 1</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Literature</li> <li>*Science Big books</li> <li>*HSD Science Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> <li>*Science Assessment Book</li> <li>*Reading Street Assessment</li> </ul>

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**Strand: Geography**

**Standard GE:5: Environment and Society**

**Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:5.1: Recognize the role of natural resources in daily life, e.g. shelter, food or clothing.</p> <p>GE:2:5.2: Investigate how people use resources e.g. building homes or the food they eat.</p>	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Make a collage using pictures from magazines to identify natural resources and how we use them</li> <li>*Read aloud</li> <li>*Science Activities</li> <li>*Reading Street Story and activities</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Magazines</li> <li>*Social Studies Student book</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 3</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Science big book</li> <li>*HSD Science Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> <li>*Science Assessment Book</li> </ul>

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**Strand: US/NH History**

**Standard HI:1: Political Foundations and Development**

**Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, <i>e.g.</i> Flags, Fourth of July, Lincoln Memorial, Constitution.	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*Make a book using NH symbols.</li> <li>*Celebrate “Constitution Day” in September</li> <li>*Discussion about the constitution.</li> <li>*Read-aloud</li> <li>*Reading Street stories and activities</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies Student book</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 6</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Literature:  <i>G is for Granite A New Hampshire Alphabet</i>            by Marie Harris,  <i>Robert Frost Poems of New Hampshire,</i>  <i>My Little Book of New Hampshire</i> </li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> <li>*Reading Street Assessments</li> </ul>

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**Strand: US/NH History**

**Standard HI:2: Contacts, Exchanges & International Relations**

**Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
HI:2:2.1: Recognize that the world is interconnected, <i>e.g.</i> trade or transportation	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Social Studies book reading</li> <li>*Read aloud</li> <li>*Create a Trading game</li> <li>*Reading Street stories and activities</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies Student book</li> <li>*Teacher Resource book</li> <li>*Reading Street Unit 5</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>



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**Strand: US/NH History**

**Standard HI:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:2:3.1: Identify individual and/or groups who have profoundly affected life in the United States <i>e.g.</i> Abraham Lincoln, or Pilgrims</p> <p>HI:2:3.2: Explore art, music, and literature of various time periods <i>e.g.</i> spirituals or Native American art.</p> <p>HI:2:3.3: Recognize that groups have enhanced our music and literature of our nation <i>e.g.</i> African Americans, or Irish.</p>	<p>*Class Discussion</p> <p>*Compare and contrast using a Venn diagram life in colonial times and today</p> <p>*Read aloud</p> <p>*Reading Street stories and activities</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies Student book</p> <p>*HSD Music and Art Curriculum</p> <p>*Reading Street Unit 6</p> <p>*<i>Scholastic News</i></p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></p> <p>*Literature:  <i>Mayflower Voyage</i>  <i>Christopher Columbus</i>  <i>Abraham Lincoln</i>  <i>Martin Luther King, Jr.</i>  <i>Harriet Tubman</i></p>	<p>*Teacher observation</p> <p>*Social Studies Assessment Book</p> <p>*Reading Street Assessment</p>

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**Strand: US/NH History**

**Standard HI:4: Economic Systems & Technology**

**Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
HI:2:4.1: Identify different segments of the United States economy <i>e.g.</i> farm, manufacturing, or retail.	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Read-aloud</li> <li>*Reading Street stories</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies book</li> <li>*Reading Street Units 3 and 6</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Various Literature</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>

SOCIAL STUDIES CURRICULUM  
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**Strand: US/NH History**

**Standard HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:2:5.1: Identify how the lives of women and children have changed over time in our country</p> <p>HI:2:5.2: Identify the concept of diversity.</p>	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Create a Venn-Diagram</li> <li>*Thinking Maps</li> <li>*Read-aloud</li> <li>*Reading Street Stories</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*<i>Scholastic News</i></li> <li>*Reading Street Units 2, 4 and 6</li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li>*Literature: <i>Sarah Morton's Day,</i> <i>If You Lived in Colonial Williamsburg</i></li> <li>*Social Skills Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>

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**Strand: World History**

**Standard WH:1: Political Foundations and Developments**

**Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:2:1.1: Recognize that people of different countries have different social and political systems.	*Class Discussion  *Read Aloud	*Social Studies Student book  *HSD ELA Curriculum  *Thinking Maps  *Reading Street Unit 6  *Teacher Resource book  *Scholastic News  *Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a> <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a>	*Teacher observation  *Social Studies Assessment Book

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**Strand: World History**

**Standard WH:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g. songs, dance, or clothing.	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Read-aloud</li> <li>*Compare different societies to ours using Venn Diagram and Charts</li> <li>*Writing Poetry</li> <li>*Sing different songs from around the world</li> <li>*Learn different dances from around the world</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies Student book</li> <li>*Reading Street Unit 6</li> <li>*Teacher Resource book</li> <li>*HSD Music Curriculum</li> <li>*HSD Art Curriculum</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Music/Songs</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>

SOCIAL STUDIES CURRICULUM  
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**Strand: World History**

**Standard WH:5: Social/Cultural**

**Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
WH:2:5.1: Identify the concepts of values and beliefs.	<ul style="list-style-type: none"> <li>*Class Discussion</li> <li>*Read-aloud</li> <li>*Reading Street stories and activities</li> <li>*“Christmas Around the World” activities</li> <li>*Cultural Holidays</li> <li>*Patriotic Holidays</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Social Studies Student book</li> <li>*Reading Street Unit 2 and 6</li> <li>*Teacher Resource book</li> <li>*<i>Scholastic News</i></li> <li>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>  <a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a> </li> <li>*Literature:  <i>Manners</i> by Aiki           </li> <li>*Social Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Social Studies Assessment Book</li> </ul>