



# Social Studies Grade 2

The HCPS Office of Social Studies will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.

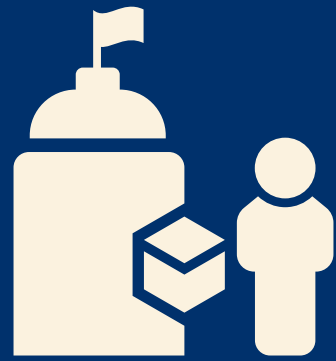
## Course Overview

Students will be engaged in a variety of experiences that will reinforce how to be successful students and well-rounded human beings. By exploring the world around them in a variety of individual, small group, and whole group activities, students will gain insight into how communities work together for the betterment of all; how the physical world around them works and their place in it; gain a basic understanding of how people get the resources they need to survive; and how our past and present shapes our future.

(see subsequent pages for specifics on each unit)

## Civics

Students will explore ideas such as what makes a community unique, why it is important for members of a community to work towards for the common good and not just for individuals, how to problem solve, and how to communicate effectively.

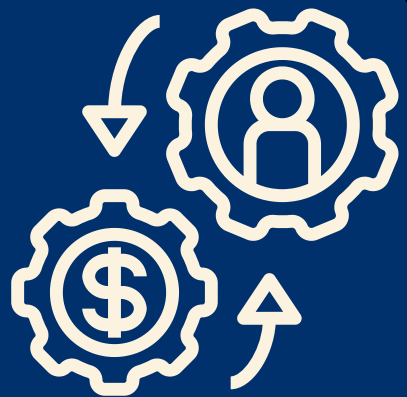


## Geography

Students will learn about their relation to physical locations, such as where they live (city, county, state, etc.) This will lead into learning about cardinal directions, physical and human features in the world, and local landmarks. They will then explore how humans interact with the environment & cause change, which will lead to how transportation and communication occur in relation to physical locations.

## Economics

In the Economics Module, students will work through 4 Experiences: Scarcity, Trade, Decision-Making and Personal Finance. Students will explore ideas such as the role of scarcity in their life, why people trade goods and services, how people can make good decisions and understand personal finance as it pertains to borrowing and lending.



## History

In the History Module, students will work through 2 Experiences: Chronology and Life in the Past. Students will sort items and events from the past, present and future, use artifacts to draw conclusions about the past, create their own timeline, and compare schools today to schools in the past.

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## Unit 1: Civics

In the Civics Module, students will work through 5 Experiences: Community, Leadership, Cooperation, Problem Solving, and Civic Engagement. Students will explore ideas such as what makes a community unique, why it is important for members of a community to work towards for the common good and not just for individuals, how to problem solve, and how to communicate effectively.

### Enduring Understandings:

- Rules, leaders, and responsibilities, and symbols help us shape and demonstrate our citizenship.

### Essential Questions:

- How can I be a responsible citizen?
- How do communities help individuals and groups?
- Why are leaders important?
- Why is it important that people work together toward a common goal?
- How do communities work together to solve problems?
- Why is it important to be civically engaged?

### Acquisition:

- Students will be able to give examples of different types of communities and the qualities that a leader of a community needs.
- Students will understand the importance of working together as a community and be able to give examples of how a community can solve problems and make positive changes.

### Experience 1: Common Good

- Essential Question: Why are decisions made on behalf of the common good?
- Main Ideas:
  - Equality as the same freedoms that are held by all people
  - Equity as people having what they need to be successful regardless of their identities
  - People are sometimes not treated fairly for reasons beyond their control
  - Common good strives for goals of freedom, equality, equity, and fairness within a community

### Experience 2: Government

- Essential Question: Why do some people have power and authority over others in a democracy?
- Main Ideas:
  - Leaders in a democracy address the wants/needs of the people they serve
  - Governing powers at home/school/community
  - Challenges governing powers face based on where they are located, and the resources that are available to them
  - Tool of voting as a part of civic life that Americans use to participate in government and select people in power

### Experience 3: Democracy

- Essential Question: What is a democracy?
- Main Ideas:
  - Multiple perspectives in a democratic society can complicate conflict resolution
  - Various systems of government have resolved conflict in the past and today
  - Communities in which they belong are democratic and those that are not
  - Democratic symbols represent American values
  - What makes the United States a democratic community
  - Local, state, and federal levels of government

### Experience 4: Civic Engagement

- Essential Question: How can people be civically engaged?
- Main Ideas:
  - Characteristics of good citizenship through historic figures and ordinary citizens
  - Participating in civic activities engages citizens with their communities
  - Civic engagement activities on the local, state, and national level

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## Unit 2: Geography

Students will explore Geography. First, in Place, they will learn about their relation to physical locations, such as where they live (city, county, state, etc.) This will lead into learning about cardinal directions, physical and human features in the world, and local landmarks. Next, in Human and Environmental Interactions, they will explore how humans interact with the environment and cause change. Finally, in Movement, of People, Goods and Ideas, they will look at how transportation and communication occur in relation to physical locations.

### Enduring Understandings:

- Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas.

### Essential Questions:

- How do geographic tools help people understand where they live in the world?
- What makes our school community's location unique?
- How does where we live impact how we live?
- How do movement of goods and ideas influence the growth of a community?

### Acquisition:

- Students will be able to tell where they live in the world (city, county, state, country and continent).
- Students will understand how humans can impact the environment by the choices they make both positively and negatively.
- Students will be able to give examples of different types of transportation.
- Students will be able to give examples of ways humans can communicate.

### Experience 1: Place

- Essential Question: What makes our school community's location unique?
- Main Ideas:
  - Maryland using cardinal directions on maps, globes, GPS, and Google Earth
  - Relative location of Maryland by identifying the equator/north/south poles
  - Continents and oceans near and far from Maryland on maps and globe
  - Key physical features and human-made features in their school community using maps and other geographic tools
  - Places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions
  - School's community using bird's eye view that includes important landmarks in a school or community

### Experience 2: Human and Environmental Interaction

- Essential Question: How does where we live impact how we live?
- Main Ideas:
  - Regions across Maryland modify their environment to meet changing needs for shelter
  - Why and how people in Maryland protect the environment
  - People adapt to changes in the environment

### Experience 3: Movement of People, Goods, and Ideas

- Essential Question: How does the movement of goods and ideas influence the growth of a community?
- Main Ideas:
  - Transportation links goods and people both near/far
  - Communication links people to ideas both near/far
  - Goods/ideas in their community that come from both near/far

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## Unit 3: Economics

In the Economics Module, students will work through 4 Experiences: Scarcity, Trade, Decision-Making and Personal Finance. Students will explore ideas such as the role of scarcity in their life, why people trade goods and services, how people can make good decisions and understand personal finance as it pertains to borrowing and lending.

### Enduring Understandings:

- Communities are shaped by wants and needs.

### Essential Questions:

- How does the economy impact you and your community?
- Why can't we have everything we want in school?
- Why do people trade goods and services?
- How can people make good decisions?
- Why do people borrow goods and services?

### Acquisition:

- Students will be able to explain how limited productive resources create scarcity and the choices people make due to those limited resources.
- Students will understand the importance of why people trade, borrow and lend goods and services.

### Experience 1: Producers

- Essential Question: How do individuals and groups produce goods and services?
- Main Ideas:
  - Producers and consumers use natural, capital, and human resources
  - Key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists
  - The government as a producer who uses tax money to produce goods and services
  - Goods and services that are produced by local businesses and government to address the wants and needs of their community
  - Goods and services have changed over time
  - Technology and transportation have changed how goods and services are produced and exchanged

### Experience 2: Consumers

- Essential Question: How do consumers make decisions?
- Main Ideas:
  - Because of scarcity, people must make choices about what they consume
  - Differentiating between goods and services
  - How consumers make decisions based on the costs and benefits of goods and services
  - How incentives influence consumers
  - Opportunity cost and trade-offs as the result of choices
  - Determining how consumers acquire goods and services

### Experience 3: Personal Finance

- Essential Question: How do consumers make financial decisions?
- Main Ideas:
  - Available resources, wants, and needs influence family decisions
  - How people earn money
  - Age-appropriate financial goals
  - Situations in which saving is necessary
  - Meaning and purpose of taxes
  - Spending and saving plan including income and expenses

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## Unit 4: History

In the History Module, students will work through 2 Experiences: Chronology and Life in the Past. Students will sort items and events from the past, present and future, use artifacts to draw conclusions about the past, create their own timeline, and compare schools today to schools in the past.

### Enduring Understandings:

- Historians use tools to understand the past.

### Essential Questions:

- What was school like in the past?
- How do we organize time?
- How is our school different today than in the past?

### Acquisition:

- Students will know the differences between the past, present and future.
- Students will know that historians use artifacts to learn more about the past.
- Students will be skilled at drawing conclusions about the past from historical artifacts.

### Experience 1: Context

- Essential Question: How does when we live influence how we think?
- Main Ideas:
  - Timelines of key events from earlier time periods
  - Events from past using evidence include voice of people involved in event
  - Multiple perspectives emerge from people who experience a common event
  - Role that time, place, and surrounding events have on influencing how people interpret the present and past

### Experience 2: Life in the Past

- Essential Question: How is life different today than in the past?
- Main Ideas:
  - Analyze photographs, images, and text from the past
  - Comparing images and text descriptions of past with today
  - Life today is similar and different than the past using evidence from a variety of sources
  - Comparing schools in the past and present
  - Comparing how people moved individuals and goods in the past and present
  - Analyzing the changes in Harford County over time

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All HCPS Social Studies Frameworks are built to align with the Maryland State Social Studies Standards and MSDE State Frameworks. Information on the standards and frameworks can be found on the MSDE website (<https://marylandpublicschools.org>).