

Chelmsford Public Schools Grade 2: Global Geography: Places and Peoples, Cultures and Resources

Required Standards for Practice:

1. Civic knowledge, skills and dispositions
2. Conduct Inquiries
3. Organize information from a variety of sources
4. Analyze purpose/point of view; distinguish opinion from fact
5. Evaluate sources
6. Explain conclusions with valid reasoning and evidence
7. Determine next steps and take informed action

Themes:

Social; Political; Interactions between humans and the environment; Cultural; Economic

Essential Questions:

- What do maps show us?*
- How do people interact and change the environment?*
- How does the environment impact people’s lives?*
- Why do we have countries?*
- How do resources affect human behavior?*

<i>Topic</i>	<i>Student Friendly Language</i>	<i>Essential and supporting Questions</i>
Topic 1. Reading and making maps		<i>What do maps show?</i>
1.Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining). .	I can explain the parts of a map and how people use them. I can explain how maps help people.	What are the parts of a map? What can we learn from maps?
2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently.	I can name the different styles of maps.	Why are there different types of maps?
3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park).	I can create a map of a familiar location.	How do we make a map?

Topic 2. Geography and its effects on people		<i>How do people adapt to their environment?</i>
1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).	I can label oceans on a map/globe of the world. I can identify different landforms on a map or globe.	What physical features make up the continents?
2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable .	I can explain why oceans are important for people and animals.	In what ways do we rely on the oceans?
3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living.	I can understand the connection between landforms and weather which leads to where people live.	What affects the climate of a place?
4. Explain and describe human interaction with the physical world (the environment).	I can understand that people need to use resources from the environment to survive.	What factors of a location affect the way people live?
Topic 3. History: migrations and cultures		<i>What are the different reasons people choose to settle in a community?</i>
1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees , people driven from their homelands, enslaved people).	I can tell why people move to a new country.	Why do people leave their home?
2. Give examples of why the United States is called “a nation of immigrants ”.	I can compare and contrast where and why different people in my community have moved.	Why is the United States called a “nation of immigrants”?
3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts.	I can research my own family’s heritage and the country my family is from.	How do people decide where to live?

<p>4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.</p>	<p>I can list things that are important for people to bring with them to a new country.</p>	<p>What do people bring with them when they move?</p>
<p>Topic 4: Civics in the context of geography: countries and governments</p>		<p><i>Why are continents divided into countries?</i></p>
<p>1. Recognize the difference between physical geography and political geography. <i>For example, students learn that Africa is a continent (physical geography) that includes a number of independent countries (e.g., Egypt, Somalia, Nigeria).</i></p>	<p>I can identify the difference between a physical and political map.</p>	<p>What is the difference between physical geography and political geography?</p>
<p>2. Explain the characteristics of a country.</p>	<p>I can understand the difference between a continent and a country and how countries are run differently.</p> <p>I know the characteristics of a country.</p>	<p>What is a country?</p>
<p>3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.</p>	<p>I can report facts about a country and what makes it unique.</p>	<p>What is it like to live in another country?</p>
<p>Topic 5. Economics: resources and choices (shared with grade 1)</p>		<p><i>How do the resources of an area affect its industries and jobs?</i></p>
<p>1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing).</p>	<p>I can explain why jobs in different places sell different natural resources based on where they are.</p>	<p>What is the connection between resources and jobs in a community?</p>

1. Distinguish a renewable resource from a non-renewable resource .	I can distinguish a renewable resource from a non-renewable resource.	What types of resources exist in our area?
2. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.	I can explain that people are resources.	In what ways are people resources?
3. Earning income : Explain what it means to be employed and define the terms income , wages , and salary .	I can explain what a job is. I can define words related to jobs, like income, wages, and salary.	What do people earn when they have a job?
4. Give examples of products (goods) that people buy and use.	I can give examples of goods that people buy and use.	What are goods?
5. Give examples of services people do for each other.	I can give examples of services people do for each other.	What are services?
6. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).	I can give examples of choices people make to buy goods and services and why they have to make choices.	How do people choose what they do with their money?
7. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment).	I can explain why people choose to buy certain goods and services.	How do people choose what they do with their money?
8. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency).	I can explain how and why people save money.	Why do people save money?