

Course Name:	Grade 2 Social Studies		
Description:	A comprehensive collection of Social Studies topics including: History, Culture, Geography, Economics and Citizenship.		
Academic Standards:	NCSS		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Community and Culture	1 Quarter	<ul style="list-style-type: none"> <li>I can collaborate with my neighbor.</li> <li>I can list groups to which people belong.</li> <li>I can explain how groups of people are alike and different.</li> <li>I can describe individual characteristics of myself and others.</li> <li>I can explain aspects of culture.</li> </ul>	We belong to a variety of groups and live within different types of communities.
Geography and Global Connections	1 Quarter	<ul style="list-style-type: none"> <li>I can identify my location using maps and cardinal directions.</li> <li>I can create a map of a community.</li> <li>I can identify physical characteristics.</li> <li>I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.</li> </ul>	Maps show location and geographical forms to help us learn about our Earth.
History	1 Quarter	<ul style="list-style-type: none"> <li>I can identify key historical events and how they relate to me.</li> <li>I can identify how historical events have influenced the present.</li> <li>I can recognize the important artifacts, symbols and documents from history.</li> <li>I can identify how science and technology affects our lives.</li> </ul>	Historical events have played an important role in our lives.
Economics and Citizenship	1 Quarter	<ul style="list-style-type: none"> <li>I can differentiate between wants, needs, goods, service, producers and consumers.</li> <li>I can define economic language.</li> <li>I can describe the characteristics of a positive citizen.</li> <li>I can differentiate between the three branches of government.</li> <li>I can explain the role of government.</li> </ul>	There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country.

Unit Name: Geography and Global Connections	Length: One Quarter
Standards: I can identify my location using maps and cardinal directions. I can create a map of a community. I can identify physical characteristics. I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.	Outcomes: Maps show location and geographical forms to help us learn about our Earth.
Essential Questions: How do we find out about places on Earth?	Learning Targets: 1. Understand that location is how we describe where places and things are. 2. Identify the connections between state, country, continent and world. 3. Identify the differences between landforms and different bodies of water in the United States. 4. Understand that natural resources are things that occur in nature that we use.
Topic 1: All About Location	Length: 2 weeks
Standard(s): I can identify my location using maps and cardinal directions.	Academic Vocabulary: Location
Lesson Frame: Location-Large or Small	I can: make a map representing items in a room
Lesson Frame: Absolute and Relative Location	I can: give examples of absolute and relative locations
Performance Tasks: Graphic organizer summarizing location. Completion of rubric	Notes: Activities may vary depending on individual needs. various maps
Topic 2: Where We Live	Length: 2 weeks
Standard(s): I can create a map of a community.	Academic Vocabulary: state, country, border, continent
Lesson Frame: We live in a state and country	I can: locate and name the state and country I live in
Lesson Frame: We live on one of the seven continents	I can: locate North America on a world map
Performance Tasks: locate state, country and continent on a map Completion of rubric	Notes: Activities may vary depending on individual needs. Various videos Various maps
Topic 3: Land and Water	Length: 2 weeks
Standard(s): I can identify physical characteristics.	Academic Vocabulary: mountain, desert, landform, valley, plain, island, peninsula, river, lake, hill, ocean
Lesson Frame: Landforms	I can: identify and describe the landforms found in our country
Lesson Frame: Bodies of Water	I can: identify and describe the bodies of water within our country

Performance Tasks: Construct and label the landforms and bodies of water on a map Completion of rubric	Notes: Activities may vary depending on individual needs Literature to enhance topics various maps various videos
Topic 4: Earth's Resources	Length: 2 weeks
Standard(s): I can use maps, charts, and graphs to interpret data and answer questions related to Earth's resources.	Academic Vocabulary: natural resource, reduce, reuse, recycle
Lesson Frame: Natural Resources	I can: describe what a natural resource is.
Lesson Frame: Different Types of Natural Resources	I can: identify Earth's natural resources and how they are used.
Lesson Frame: Reduce, Reuse, Recycle	I can: share ways to take care of the Earth.
Performance Tasks: List different kinds of natural resources Summarize ways to help preserve Earth Completion of rubric	Notes: Activities may vary depending on individual needs Literature to enhance topics various videos

Unit Name: History	Length: One Quarter
Standards: I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present. I can recognize the important artifacts, symbols and documents from history. I can identify how science and technology affects our lives.	Outcomes: Historical events have played an important role in our lives.
Essential Questions: How did people from long ago make a difference?	Learning Targets: 1. Understand that there are many differences between life long ago and life today. 2. Understand why the Declaration of Independence is important to our country. 3. Understand the conflict of the Civil War. 4. Understand how science and technology have improved our lives.
Topic 1: Historical Events	Length: 3 weeks
Standard(s): I can identify key historical events and how they relate to me. I can identify how historical events have influenced the present.	Academic Vocabulary: Native American, settler, Pilgrim, pioneer, slavery
Lesson Frame: Early Americans	I can: describe the ways that Native Americans helped the Pilgrims and settlers.
Lesson Frame: Moving West	I can: compare and contrast the travel of the pioneers with travel today.
Lesson Frame: Civil War	I can: use a graphic organizer to show the comparison of events related to the Civil War.
Performance Tasks: Graphic Organizers Completion of Rubric	Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos
Topic 2: Artifacts, Symbols, and Documents from History	Length: 3 weeks
Standard(s): I can recognize the important artifacts, symbols and documents from history.	Academic Vocabulary: President, Declaration of Independence
Lesson Frame: 13 Colonies	I can: show the location of the original 13 colonies on a map of the United States.
Lesson Frame: Fighting for Freedom	I can: retell the events that lead up to the formation of the United States.
Lesson Frame: Historical People	I can: participate in a discussion of famous historical people that impacted the United States.

Performance Tasks: Map of the original 13 colonies Timeline of events leading up to the formation of the United States Completion of rubric	Notes: Leveled readers of Historical American people Activities may vary depending on individual needs various videos
Topic 3: Science and Technology	Length: 2 weeks
Standard(s): I can identify how science and technology affects our lives.	Academic Vocabulary: past, transportation, communication
Lesson Frame: Life Long Ago	I can: complete a graphic organizer comparing and contrasting life long ago and today.
Lesson Frame: Getting Around	I can: complete a graphic organizer comparing and contrasting travel long ago and today.
Lesson Frame: Staying in Touch	I can: complete a graphic organizer comparing and contrasting communication long ago and today.
Performance Tasks: Complete graphic organizers Completion of rubric	Notes: Activities may vary depending on individual needs various videos

Unit Name: Community and Culture	Length: One Quarter
Standards: I can collaborate with my neighbor. I can list groups to which people belong. I can explain how groups of people are alike and different. I can describe individual characteristics of myself and others. I can explain aspects of culture.	Outcomes: We belong to a variety of groups and live within different types of communities.
Essential Questions: How do we live together?	Learning Targets: 1. Students will understand that we belong to a various groups and that those groups have rules to help us get along. 2. Students will understand that we all belong to communities. The people of the community vote on the laws. 3. Students will understand that there are different kinds of communities (urban, suburban, rural, international) and how they are different from each other. 4. Students will understand that special ways of doing things make up customs, traditions and cultures.
Topic 1: At Home and School	Length: 2 weeks
Standard(s): I can list groups to which people belong.	Academic Vocabulary: vote, rules
Lesson Frame: We Belong to Families	I can show the people in my family.
Lesson Frame: Family Rules	I can share rules that my family follows at home.
Lesson Frame: Getting Along at School	I can explain a school rule and why it is important.
Performance Tasks: Timeline Completion of Rubric	Notes: Activities may vary depending on individual needs.
Topic 2: Living in a Community	Length: 2 weeks
Standard(s): I can collaborate with my neighbor.	Academic Vocabulary: community, citizen, law, neighbor
Lesson Frame: What is a Community?	I can tell what citizens do within their community.
Lesson Frame: Getting Along in a Community	I can explain why we have laws. I can tell how I get along with my neighbors.
Performance Tasks: Graphic organizer showing the details of a community that gets along Completion of Rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics

Topic 3: Different Types of Communities	Length: 2 weeks
Standard(s): I can explain how groups of people are alike and different.	Academic Vocabulary: urban, suburban, rural, international
Lesson Frame: Urban Communities	I can list some of the items found in an urban community.
Lesson Frame: Suburban Communities	I can list some of the items found in a suburban community.
Lesson Frame: Rural Communities	I can list some of the items found in a rural community.
Lesson Frame: International Communities	I can participate in the discussion of the communities around the world.
Performance Tasks: Participate in the construction of a community mural Completion of Rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics
Topic 4: Culture	Length: 2 weeks
Standard(s): I can describe individual characteristics of myself and others. I can explain aspects of culture.	Academic Vocabulary: culture, custom, tradition, gender, race
Lesson Frame: Customs and Traditions	I can tell the difference between a custom and a tradition.
Lesson Frame: Sharing Cultures	I can share an individual family culture.
Lesson Frame: Individual Characteristics	I can list individual characteristics of people -self and others.
Performance Tasks: Orally present family culture Develop a list of my own characteristics Completion of rubric	Notes: Activities may vary depending on individual needs. Literature to enhance topics

Unit Name: Economics and Citizenship	Length: One quarter
Standards: I can differentiate between wants, needs, goods, service, producers and consumers. I can define economic language. I can describe the characteristics of a positive citizen. I can differentiate between the three branches of government. I can explain the role of government.	Outcomes: There are a variety of ways to earn money to get the things we need and want. Understand the three parts of our government that help run our country.
Essential Questions: How do we get the things we need and want? Why do we need government?	Learning Targets: 1. Students will understand the difference between needs and wants. 2. Students will understand the goods and services offered in communities. 3. Students will understand the sequence from producer to consumer.
Topic 1: Want and Needs	Length: 2 weeks
Standard(s): I can differentiate between wants, needs, goods, service, producers and consumers.	Academic Vocabulary: needs, shelters, wants, save, producer, consumer
Lesson Frame: What are needs and wants?	I can list some of my needs and wants.
Lesson Frame: What are goods and services?	I can list some goods and services within my community.
Lesson Frame: What are producers and consumers?	I can sequence the events from producer to consumer.
Performance Tasks: Lists Completion of rubric	Notes: activities may vary depending on individual needs
Topic 2: Economic Language	Length: 2 weeks
Standard(s): I can define economic language.	Academic Vocabulary: service, tax, goods, factory, trade
Lesson Frame: Services	I can list service workers in my community. I can explain how service workers are paid with tax money.
Lesson Frame: Goods and Trade	I can explain how we receive the goods that we want and need. I can explain how a fair trade takes place.
Performance Tasks: List of service workers completion of rubric	Notes: activities may vary depending on individual needs

Topic 3: Citizenship	Length: 2 weeks
Standard(s): I can describe the characteristics of a positive citizen.	Academic Vocabulary: volunteer, responsibilities
Lesson Frame: Volunteer Workers	I can describe ways that I can volunteer.
Lesson Frame: Being Honest	I can explain how being honest makes me a positive citizen.
Lesson Frame: Respecting Nature	I can demonstrate how treating nature with respect is being a positive citizen.
Lesson Frame: Cooperating	I can describe ways that show cooperation helps accomplish goals.
Performance Tasks: Design a brochure on ways to be a positive citizen Completion of rubric	Notes: activities may vary depending on individual needs
Topic 4: Government	Length: 2 weeks
Standard(s): I can differentiate between the three branches of government. I can explain the role of government.	Academic Vocabulary: government, Constitution, election, judge, congress, court, Supreme Court
Lesson Frame: Our Government	I can explain how government help people.
Lesson Frame: Our Constitution	I can explain the three important things that our constitution says.
Lesson Frame: Citizens Rule; Elections	I can demonstrate how elections work.
Lesson Frame: Three Part of Government	I can name the three parts of government and describe their duties.
Performance Tasks: graphic organizer for the three parts of government completion of rubric	Notes: videos and literature related to content activities may vary depending on individual needs