

Grade 2 Social Studies Curriculum Guide: Civics & Government (2)

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| <p>Big Understanding:</p> <ul style="list-style-type: none"> • Governments have a purpose. • Citizens have a role in government. • The Structure of government affects lives of citizens. • Structures of a government can change. | | | |
| <p><u>Content Standards</u> Students will understand: A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.</p> | <p>B. PUROSE AND TYPES OF GOVERNMENT: Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.</p> | <p>C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS: Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.</p> | <p>D. INTERNATIONAL RELATIONS: Students will understand the political relationships among the United States and other nations.</p> |
| <p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Identify and practice classroom rights and responsibilities. | <p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Understand that all nations have governments. | <p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Understand that the United States has a constitution. | <p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> • Recognize that there are other nations with different traditions and practices. |
| <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • Participate in a process to determine classroom rules that protect the rights of each student. • Follow classroom and school rules and tell why they are important. | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • All nations have leaders and laws • Identify the current President • Identify that we live in the U.S.A. • Identify that the U.S.A. has laws | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • The Constitution is the plan for government in the United States. | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> • All nations have different traditions and ways of celebrating national holidays • Students will understand the differences between cultures including; dress, food sources, song and traditions. • Student will understand they are part of the world |
| <p><u>Assessment</u></p> <ul style="list-style-type: none"> • | <p><u>Assessment</u></p> <ul style="list-style-type: none"> • | <p><u>Assessment</u></p> <ul style="list-style-type: none"> • | <p><u>Assessment</u></p> <ul style="list-style-type: none"> • |
| <p><u>Resources</u></p> <ul style="list-style-type: none"> • <u>First Six Weeks /Responsive Classroom</u> • Conflict Resolution • <u>Teaching Children to Care</u> • <u>Time for Kids/Scholastic News</u> • Scott Foresman Soc St; TE/SH Unit 4 Lesson 4 TE=Teacher Edition SH=Student Handbook | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Time for Kids/Scholastic News • Scott Foresman Social Studies: TE, SH, Unit 4, Lesson 4 • Social Studies Plus Unit 4 | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Time for Kids/Scholastic News • Scott Foresman Social Studies: TE, SH, Unit 4, Lesson 2,4 • Social Studies Plus Unit 6 | <p><u>Resources</u></p> <ul style="list-style-type: none"> • Time for Kids/Scholastic News • Scott Foresman Social Studies: TE, SH, Unit 6, Lesson 2,4 • Social Studies Plus Unit 6 |
| <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> • Involve children in classroom rule and decision making activities • Responsive Classroom activities • Classroom Constitution • Unit 4: Soc Studies Plus! • “Vote” web-TE p. 8 • Talking about Rules TE p.10 | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> • My Word Bank p. 150A • Our Town p. 165A • Q & A p. 165 • Let’s Vote On It p. 172 • Count the Votes p. 174 • Campaign Ad p. 179 A • Why Should I Vote p.179 A • Project: Get Out The Vote p. 194A | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> • Susan B. Anthony Biography p. 178-9 • Bill of Rights Lesson 5 • Classroom Constitution • Social Studies Plus | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> • Song: “We Share History” p. 244 • Special Days p. 256A • Artifacts and Treasures p. 272A • A History Scroll p. 284A • Time lines p. 259 |

Grade 2 Social Studies Curriculum Guide: Geography (2)

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| <p>Big Understanding:</p> <ul style="list-style-type: none"> • The use of geographic tools helps us understand people, places, and resources. • People affect world geography and vice versa. | |
| <p>A. SKILLS AND TOOLS: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.</p> | <p>B. HUMAN INTERACTION WITH ENVIRONMENTS: Students will understand and analyze the relationships among people and their physical environment.</p> |
| <p><u>Performance Indicators</u></p> <ul style="list-style-type: none"> ♦ Use and construct maps and other visuals to describe geographic location, direction, size, and shape. | <p><u>Performance Indicators</u></p> <p>Student will be able to:</p> <ul style="list-style-type: none"> ♦ Describe the human and physical characteristics of the immediate environment. |
| <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Understand the use of compass rose and key/legend on simple maps. ♦ Students will understand landforms such as (mountains, plains) and about bodies of water such as (oceans, rivers and lakes). ♦ Understands the concepts of North, South, East and West | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> ♦ Describe human and physical characteristics in our school community |
| <p><u>Assessment</u></p> | <p><u>Assessment</u></p> <ul style="list-style-type: none"> ♦ |
| <p><u>Resources</u></p> <p>Scott Foresman Social Studies: TE/SH Unit 1: Lesson 2, p. 16-21: Lesson 4, p. 30-33 Unit 2: p. 50-53 Unit 3: p. 124-5 Unit 4: p. 160-1; 184-5; 192 Unit 5: p. 202; 214-15; 225; 228; R2-R11 Social Studies Plus!: Unit 2</p> | <p><u>Resources</u></p> <ul style="list-style-type: none"> ♦ Scott Foresman Social Studies: TE/SH ♦ Unit 1: Lesson 2, 3 p. 22-29: Lesson 5, p. 38-9 ♦ Unit 2: Lesson 1, 2, p. 56-67 ♦ Social Studies Plus! Unit 2 |
| <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ “On Your Own”, p. 21 ♦ “Where Is It?” p. 124 ♦ “Make A Map” p. 125A | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> ♦ “Where Do We Live?” p. 35B ♦ “Land or Water?” p.56A ♦ “Clay Forms” p. 61A ♦ “People Everywhere” p. 62A ♦ “Class Mural” p. 67A ♦ “Desert Life” p. 67A ♦ “Earth’s Stamp of Approval” p. 76A |

Grade 2 Social Studies Curriculum Guide: History (2)

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| <p>Big Understanding:</p> <ul style="list-style-type: none"> Studying the past helps explain the present. History is viewed through different perspectives. Relationships between people and events shape history. | | |
| <p>Content Standards Students will understand: A. CHRONOLOGY: Students will use the chronology of history and major eras to demonstrate the relationships of events and people.</p> | <p>B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout the world history.</p> | <p>C. HISTORICAL INQUIRY, ANALYSIS AND INTERPRETATION: Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about perspectives of the authors and their credibility when interpreting current historical events.</p> |
| <p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Place individual and family experiences in historical time and place Distinguish similarities and differences among historical events. | <p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the similarities between families now and in the past, including daily life today and in other times. Demonstrate an understanding of cultural origins of customs and beliefs in several places around the world. | <p>Performance Indicators Student will be able to:</p> <ul style="list-style-type: none"> Use artifacts and documents to gather information about the past. |
| <p>Knowledge/Skills</p> <ul style="list-style-type: none"> Compare our lives to the lives of others who lived in the past. Distinguish the similarities and differences among such important historical events and people as the Native Americans, Pilgrims, the birth of America, immigration. | <p>Knowledge/Skills</p> <ul style="list-style-type: none"> Families, past and present, have similar needs like food, clothing and shelter. All nations have different traditions | <p>Knowledge/Skills</p> <ul style="list-style-type: none"> Children can identify an artifact Children can tell what the artifact tells about the past |
| <p>Assessment</p> <ul style="list-style-type: none"> | <p>Assessment</p> <ul style="list-style-type: none"> | <p>Assessment</p> <ul style="list-style-type: none"> |
| <p>Resources</p> <ul style="list-style-type: none"> Scott Foresman Social Studies TE/SH: Unit 5 Social Studies Plus!: Unit 5, “Short Term Projects.” | <p>Resources</p> <ul style="list-style-type: none"> Scott Foresman Social Studies TE/SH: Units 5, 6 and p. 22-3, 40-1, 52-3, 196-9 Biographies: p. 66-7, 74-5, 86-7, 116-17, 178-9, 196-7 Social Studies Plus!: Unit 6 | <p>Resources</p> <ul style="list-style-type: none"> Scott Foresman Social Studies TE/SH: Unit 6: Lesson 4 p. 272-277 and p. 72-3, 176-7 Social Studies Plus!: Unit 5, “Mini Museum Model”. |
| <p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> “Hands on History” p. 138-9 Setting Up A Trading Post” p. 139A “Covered Wagon Days” p. 195 “Living In America” song p. 196-7 Vocabulary Preview p. 198-9 “Write a Diary” p. 196 “Put Things in Order” p. 202 “Home Sweet Home” p. 202A “Borrowed Language” p. 206 “Write About A Family tradition” p. 207 “Build A Native American Shelter p. 209A “Living in a New Land” p. 209A Thanksgiving placemats p. 215A “Freedom banners”: p. 216A “Create A Time Capsule” p. 218 “Important Americans” p. 221A “On Your Own” p. 227 “Wagons Ho!” p. 229A “Put Things In Order” p. 230 “Choose A Name” p. 234 “Follow The Drinking Gourd” p. 236-7 Project: Do An Interview p. 242 | <p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> “Hands on History”: p. 23, 26 “We Share History” song p. 244-5 Vocabulary Preview p. 246-7 “Try It” p. 249 “A Symbol of America” p. 250 A “We Remember Then With Pride” p. 250A “Liberty On Parade” p. 255A “Special Days” p. 256A “Holiday” poem p. 256A “Putting Things In Order” p. 256 “Making Timelines” p. 259 “Community Landmarks” p. 264A “A Special Monument” p. 271A | <p>Suggested Instructional Strategies</p> <ul style="list-style-type: none"> Vocabulary Preview p. 246-7 “Show and Tell” p. 272 B “Artifacts and Treasures” poem p. 272B “America The Beautiful” song p. 90-1 |

‘p’ Grade 2 Social Studies Curriculum Guide: Economics (2)

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| <p>Big Understanding:</p> <ul style="list-style-type: none"> All societies need an economic system to exist and can change over time. Economics affects individuals and society. Economic systems are influenced by technology, geography, history, culture and international relations. There are basic principles common to all economic systems. | | | |
| <p>A. PERSONAL AND CONSUMER ECONOMICS: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.</p> | <p>B. ECONOMIC SYSTEMS OF THE UNITED STATES: Students will understand the economic system of the United States, including its principles, development, and institutions.</p> | <p>C. COMPARATIVE SYSTEMS: Students will analyze how different economic systems function and change over time.</p> | <p>D. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE: Students will understand the patterns and results of international trade.</p> |
| <p><u>Performance Indicators</u> Students will be able to:</p> <ul style="list-style-type: none"> Identify goods and services in the community Students will identify family needs and wants | <p><u>Performance Indicators</u> Students will be able to:</p> <ul style="list-style-type: none"> Explain the terms consumer and product | | <p><u>Performance Indicators</u> Student will be able to:</p> <ul style="list-style-type: none"> Explain where products come from and how we use them. |
| <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Identify goods and services used in our community: (ex. Firefighter, librarian) | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Identify products we use in our daily lives Explain how we are consumers People spend and save their money in different ways People pay for goods and services in different ways Taxes are used to pay for goods and services needed in the community | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> | <p><u>Knowledge/Skills</u></p> <ul style="list-style-type: none"> Identify food or clothes made in other countries and how we use them |
| <p><u>Assessment</u></p> | <p><u>Assessment</u></p> | <p><u>Assessment</u></p> <ul style="list-style-type: none"> | <p><u>Assessment</u></p> <ul style="list-style-type: none"> |
| <p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman Social Studies: Unit 3 Social Studies Plus! Unit 3: Short Term Projects | <p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman Social Studies: Unit 2, Lesson 3 p. 68-75 Unit 3 Lesson 3 p. 120-3 Social Studies Plus! Unit 3; Factory of Fun | <p><u>Resources</u></p> <ul style="list-style-type: none"> | <p><u>Resources</u></p> <ul style="list-style-type: none"> Scott Foresman Social Studies Unit 3: Lesson 3; 5 |
| <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> Vocabulary Preview p. 100-101 “A Classroom Store” p. 104A “What Would You Buy?” p. 111A “Make A Jobs Booklet” p. 11A Who Will Help?” p. 112A “In The marketplace” p. 75A | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> Vocabulary Preview p. 52-53 “Make, Grow, or Buy” p. 68A “All In A Day’s Work” poem p.68A “Think and Learn” p. 71 “What’s Inside?” p. 125A | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> | <p><u>Suggested Instructional Strategies</u></p> <ul style="list-style-type: none"> “How Are Goods Moved?” p. 134A “Moving Goods” poem p. 134A “Make A Bar Graph” p. 137 “Fair Trade” p. 138 “Trading Post” p. 139A Project: “Business Basics” p. 146 |