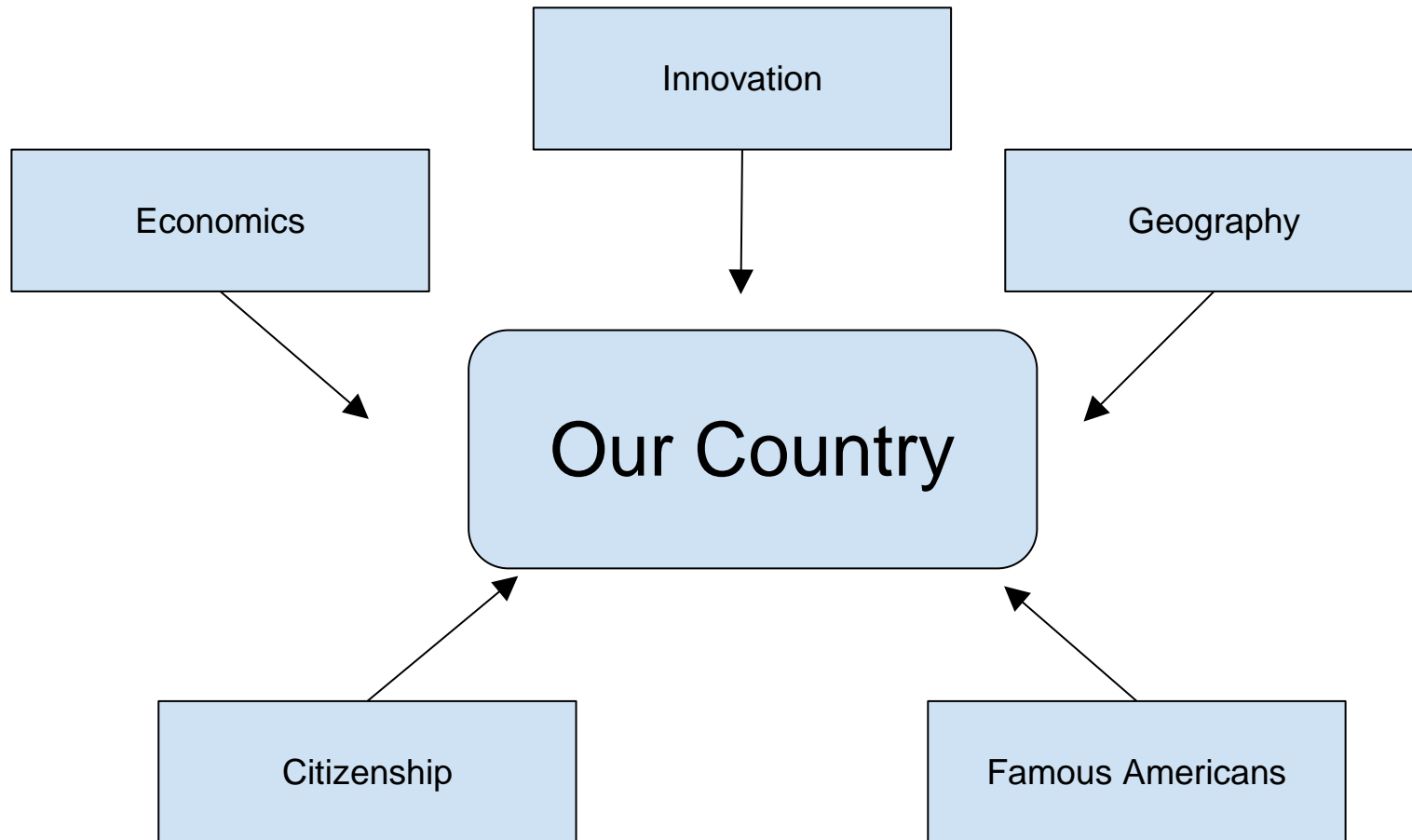


2nd Grade Curriculum Overview



Concepts
ACPS Concepts with Essential Standards for Grades PK-2

1. Conflict & Cooperation
Recognize examples of cooperation and conflict
2. Innovation & Change
Recognize that innovations cause change
3. Choice & Consequence
Understand that the choices people make have consequences
4. Patterns & Relationships
Recognize patterns such as similarities and differences and relationships such as the influence of the past on the present
5. Systems: Economic, Social, Geographic, & Political/Civic
Economic: Recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants

Social: Understand that a group or country's guiding principles are reflected in commonly used symbols and individuals whose contributions are seen as significant

Geographic: Understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive

Political: Understand that citizens take responsibility for their own actions as a member of a community

Habits of Mind:
ACPS History and Social Science Processes with Essential Standards for Grades PK-2

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research
Identify similarities and differences between people, events, or places
2. Multiple Perspectives
Recognize important people from various time periods in history and their contributions
3. Sources & Historic Record
Recognize that multiple sources can be used to gather information on a topic

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Recognize that information can be gained from a variety of sources
2. Analytical Writing
Label visual content and write multiple sentences to describe a topic. Be able to convey understanding of a topic through writing and labeling.
3. Critical Reading
Reconstruct or summarize the literal meaning of a historical passage describing an event or person
4. Public Speaking and Presenting
Participate in a class or small group discussion on a topic

Citizenship

Standards:

Content Standards:

2.11 The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness; and
- f) describing the purpose of rules and laws.

2.12 The student will understand that the people of the United States of America

- a) make contributions to their communities;
- b) vote in elections;

Lifelong-Learner Standards

Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

Enduring Understandings

- Symbols reflect our core values as a country.
- Our country depends on active participation of citizens.

Essential Questions

How can a citizen contribute to their community?

How do American symbols represent our values?

c) are united as Americans by common principles; and

d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by

a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty

b) learning the words and meaning of the Pledge of Allegiance.

Skills standard:

2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) asking appropriate questions to solve a problem;

f) recognizing direct cause-and-effect relationships;

h) using a decision-making model to make informed decisions;

i) practicing good citizenship skills and respect for rules and laws while collaborating,

Knowledge

What do my students need to know?

Vocabulary

- Pledge of Allegiance
- Patriotism
- Community
- Liberty
- Pursuit of happiness
- Equality
- Rules and Laws
- Self discipline
- Self-reliance
- Independence
- Trustworthiness
- Honesty
- Rights

- Citizens
 - make contributions to their community
 - Vote in elections
 - Are united by common principles
 - Have individual rights
- Symbols: American flag, bald eagle, Washington Monument, and Statue of Liberty

Skills

What do my students need to be able to do?

- Practicing good citizenship
 - Voting
 - Making contributions to their communities
 - Describing actions that can improve the school and community
 - Practice honesty and trustworthiness
 - Demonstrate self-discipline and self-reliance
 - Respecting and protecting rights and property of others
- Explain the purpose of rules and laws
- Evaluate choices and justify your position.
- Explain the meaning behind American symbols
- Learn the words and meaning of the Pledge of Allegiance

<p>j) defending positions orally and in writing, using content vocabulary.</p>		
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Assessment Evidence	
How will I know if they can do “it”?	
Assessments: <i>(tests, performance tasks, projects, papers etc)</i>	
Learning Plan	
Summary of Key Learning Events and Instruction:	Resources: (digital, print, adopted, etc.)

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Economics

Standards:

Content Standards:

2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Lifelong-Learner Standards

- 1) Seek, recognize, and understand systems, patterns, themes, and Interactions
- 2) Apply and adapt a variety of appropriate strategies to solve new and increasingly complex Problems
- 3) Acquire and use precise language to clearly communicate ideas, knowledge, and processes

Enduring Understandings

Economic choices affects survival and quality of life.

Essential Questions

How do we obtain and use resources to survive?

Why do we have to make choices?

<p>Skills standard: 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>f) recognizing direct cause-and-effect relationships; h) using a decision-making model to make informed decisions; j) defending positions orally and in writing, using content vocabulary.</p>	<p style="text-align: center;">Knowledge <i>What do my students need to know?</i></p> <p><u>Vocabulary</u> <i>Natural resources (water, soil, wood, and coal)</i> <i>Human resources (people at work)</i> <i>Capital resources (machines, tools, and buildings)</i> <i>Barter</i> <i>Money</i> <i>Exchange</i> <i>Goods</i> <i>Services</i> <i>Scarcity</i> <i>Producer/consumer</i></p> <p>Scarcity causes people to make choices.</p> <p>People depend on available resources to survive.</p>	<p style="text-align: center;">Skills <i>What do my students need to be able to do?</i></p> <p>Compare and contrast the use of barter and money in exchange for goods and services</p> <p>Analyze available resources in specific areas and how they can be used to survive.</p> <p>Evaluate a choice and justify your position.</p>
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Assessment Evidence
How will I know if they can do “it”?
<p>Assessments: <i>(tests, performance tasks, projects, papers etc)</i></p>

Learning Plan

Summary of Key Learning Events and Instruction:

Resources:

(digital, print, adopted, etc.)

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Famous Americans

Standards:

Content Standards:

2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on

- a) Christopher Columbus
- b) Benjamin Franklin
- c) Abraham Lincoln
- d) George Washington Carver
- e) Helen Keller
- f) Thurgood Marshall
- g) Rosa Parks
- h) Jackie Robinson
- i) Cesar Chavez
- j) Martin Luther King, Jr.

Lifelong-Learner Standards

Demonstrate ethical behavior and respect for diversity through daily actions and decision making

Enduring Understandings

Citizens make contributions to their communities.

Essential Questions

How do citizens make contributions to their communities?

How do we celebrate contributions to our community?

What traits or qualities do we value in people and how have they changed over time?

2.5 The student will describe why United States citizens celebrate major holidays, including

- a) Martin Luther King, Jr., Day;
- b) George Washington Day (Presidents' Day);
- c) Memorial Day;
- d) Independence Day (Fourth of July);
- e) Labor Day;
- f) Columbus Day;
- g) Veterans Day; and
- h) Thanksgiving Day.

Skills standard:

2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) identifying artifacts and primary and secondary sources to understand events in American history
- b) using basic map skills to locate places on maps and globes to support an understanding of American history.
- c) using and creating graphs, diagrams, and pictures to determine characteristics of people,
- e) comparing and contrasting people, places, or events in American history;

Knowledge

What do my students need to know?

Vocabulary

Famous Americans

- Christopher Columbus
 - Led European exploration of the Americas
- Benjamin Franklin
 - Inventor and writer
- Abraham Lincoln
 - President who preserved the United States, while abolishing slavery
- George Washington Carver
 - Botanist and inventor
- Helen Keller
 - Person with disabilities and activist, first deaf and blind person to earn a bachelor's degree
- Thurgood Marshall
 - First African-American on the Supreme Court
- Rosa Parks
 - Civil Rights activist
- Jackie Robinson
 - Civil Rights activist, integrated Major League baseball
- Cesar Chavez
 - Civil Rights activist who founded

Skills

What do my students need to be able to do?

- Compare and contrast people, characteristics & events
- Demonstrate skills for historical thinking
- Describe cause and effect of the actions of famous Americans.

f) recognizing direct cause-and-effect relationships;

g) making connections between past and present;

the National Farm Workers Association

- Martin Luther King, Jr.
 - Civil Rights activist

Major Holidays

- Martin Luther King, Jr., Day
- George Washington Day (Presidents' Day)
- Memorial Day
- Independence Day (Fourth of July)
- Labor Day
- Columbus Day
- Veterans Day
- Thanksgiving Day

New Vocabulary

- Contribution
 - Citizen
 - Artifact
 - Primary and Secondary Sources
 - Geography
 - Timeline
-
- We honor the contributions of people who have changed our country
 - Individuals made contributions that have changed the lives of Americans by helping America move towards being a more inclusive community and

	<p>government.</p> <ul style="list-style-type: none"> ○ Thurgood Marshall, Rosa Parks, Jackie Robinson, MLK 	
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Assessment Evidence	
How will I know if they can do “it”?	
<p>Assessments: <i>(tests, performance tasks, projects, papers etc)</i></p>	
Learning Plan	
<p>Summary of Key Learning Events and Instruction:</p>	<p>Resources: (digital, print, adopted, etc.)</p>

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Geography

Standards:

Content Standards:

2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on

- the Powhatan of the Eastern Woodlands;
- the Lakota of the Plains; and
- the Pueblo peoples of the Southwest.

2.6 The student will develop map skills by using globes and maps of the world and the United States to locate

- the seven continents and the five oceans;
- the equator, the Prime Meridian, and the four hemispheres; and
- major rivers, mountain ranges, lakes, and other physical features in the United States.

Lifelong-Learner Standards

- 1) Plan and conduct research
- 2) Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
- 3) Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.

Enduring Understandings

Environment and culture are connected.

Culture thrives when basic needs are met.

Essential Questions

How do contributions from the American Indians affect us today?

How do the geographic features of a region impact how people, specifically American Indians, live?

<p>2.7 The student will locate and describe the relationship between the environment and culture of</p> <ul style="list-style-type: none"> a) the Powhatan of the Eastern Woodlands; b) the Lakota of the Plains; and c) the Pueblo Indians of the Southwest. <p>Skills standard:</p> <p>2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) identifying artifacts and primary and secondary sources to understand events in American history; b) using basic map skills to locate places on maps and globes to support an understanding of American history; c) using and creating graphs, diagrams, and pictures to determine 	<p style="text-align: center;">Knowledge <i>What do my students need to know?</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> Culture Contribution American Indian Past and Present Environment Powhatan/Eastern Woodland Lakota/Plains Pueblo/Southwest Tribe/Region Map United States Continent Equator Prime Meridian Hemisphere Ocean Rivers Mountains Lakes Physical features Innovations Communication Transportation <p><i>Have a working knowledge of basic world and U.S. geography in order to describe the location of each of the three tribal regions.</i></p>	<p style="text-align: center;">Skills <i>What do my students need to be able to do?</i></p> <p>Compare past and present cultures of the three American Indian tribes/regions</p> <p>Develop map skills using maps and globes</p> <p>Locate three regions and significant geographical features in each.</p> <p>Relate three environments to their cultures and describe how they influence each other, including their innovations, communication, and transportation.</p> <p>Analyze environments to determine how tribes lived in each region based on the resources they had available.</p>
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characteristics of people, places, or events to support an understanding of American history;
 e) comparing and contrasting people, places, or events in American history;
 g) making connections between past and present;

American Indians had a rich culture and made contributions in the fields of art, literature, agriculture and government.

American Indians were good stewards of their environment.

Available resources affect how people can live.

Comparison of three American Indian cultures of the past

Region	Indians	Homes	Occupations	Transportation
Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes
Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses
Southwest	Pueblo	Multistory terraced buildings	Farmers, hunters	Walked

Contributions of American Indians

- Arts (pottery, weaving, carving)
- Knowledge of the environment
- Respect for nature
- Farming of corn and tobacco

Changes in American Indian cultures

- American Indian cultures have changed over time.
- Today, American Indians live and work in Virginia and the United States.

How will I know if they can do “it”?

Assessments:

(tests, performance tasks, projects, papers etc)

Learning Plan

Summary of Key Learning Events and Instruction:

Resources:

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Innovation

Standards:

Content Standards:

2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.

Skills standard:

2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) identifying artifacts and primary and secondary sources to understand events in American history

c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;

d) asking appropriate questions to solve a problem;

e) comparing and contrasting people,

Lifelong-Learner Standards

Seek, recognize, and understand systems, patterns, themes, and interactions.

Enduring Understandings

Innovations change the way that people live and work.

Essential Questions

Why do humans innovate?

Do innovations like those in communication and transportation make our lives more efficient?

places, or events in American history

f) recognizing direct cause-and-effect relationships

g) making connections between past and present

Knowledge

What do my students need to know?

Vocabulary

- Community: A place where people live, work, and play
- Innovation: Something new or different
- Communication: A way of sending information to people
- Transportation: A way of moving people and things from one place to another
- Population: The number of people living in a community

Communication Systems Over Time

- Telegraph
- Telephone
- Radio
- Television
- Cell Phone
- Internet

Transportation System Over Time

- Horses
- Covered Wagons
- Steamboats
- Railroads
- Automobiles
- Airplanes

Skills

What do my students need to be able to do?

- Compare and contrast innovations in communication and transportation
- Make connections between past and present
- Ask appropriate questions to solve a problem
- Identify artifacts and primary and secondary sources to understand innovation in American history
- Sequencing
- Analyze the causes and effects of major innovations and inventions.

	<p>New inventions have led to changes in communication, buildings, jobs, transportations, and populations of communities over time.</p> <p>The way people live today is different from the way people lived long ago.</p>	
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Assessment Evidence	
How will I know if they can do “it”?	
Assessments: <i>(tests, performance tasks, projects, papers etc)</i>	
Learning Plan	
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