

Unit 1: Where We Live
Grade 2



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>Introduction: Citizenship Skills The first unit introduces the children to different places in which people live. It also describes the characteristics of each of these different places.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Understanding the 7 strands of Social Studies (exposure) • Develop an understanding of the 6 citizenship characteristics and relate them to the school environment • Express a range of ideas or decision making • Meaning of the Pledge • Awareness of the National Anthem • Vocabulary Preview: Use pictures to help determine the meaning of words • Lesson1: Identify ways people can work together in the classroom and community by obeying laws and rules • Kids Care Club: Identify people who model good citizenship • Lesson 2: Recognize diversity in communities • Read a City Map: Use a map, map key symbols, and cardinal directions to read simple maps • Then & Now: understand the meaning of the word history • Lesson 3: Compare rural, urban, suburban communities • Lesson 4: identify state and national symbols and locate communities, states, and countries on a map • Lesson 5: Demonstrate map and globe skills 	<ul style="list-style-type: none"> • Citizenship Skills pp H2-H9 • Social Studies Handbook pp E2-E16 • Vocabulary Preview pp 4-5 • Reading Social Studies: "We Belong to Groups" pp 6-7 • Lesson 1: "Living in a Neighborhood" pp 8-11 • Citizenship Heroes: "Kids Care Clubs" pp 12-13 • Lesson 2: "A Walk Through a Community" pp 16-19 • Map and Globe Skills: "Read A Map" pp 20-21 • Then & Now: "How A Community Changes" pp 22-23 • Lesson 3: "Comparing Communities" pp 24-27 • Lesson 4: "Our State and Our Country" pp 30-33 • Lesson 5: "Our Country is Part of Our World" pp 36-39 	<p>Compass Learning: 20063 Maps and Globes: Location, Location, Location 20069 Recognizing Map Symbols, Super Symbols</p> <p>United Streaming: City, Suburb, and Rural Communities, 16 minutes Community Rules and Laws, 15 minutes How Communities Change and Grow, 15 minutes What it Means to be an American Citizen, 15 minutes</p> <p>Workbook pages 1-11 Vocabulary Workbook pages 1-10 Read Alouds and Primary Sources: pages 1-9 Every Student Learns, Teacher's Guide: pages 2-21</p> <p>Virtual Field Trips www.pbs.org www.charactercounts.org</p>



Assessment Options

PA Standards/Career Standards

Formal Assessments

- **ASSESSMENT BOOK:** content test p 1-2, Skill test p 3-4

Social Studies Plus! A Hands-On Approach: p 1-12

Informal Assessment

Teacher's Edition Questions, throughout Lessons and Features

Close and Assess, TE pp. 7, 11, 13, 15, 19, 21, 23, 27, 29, 33, 35, 39, 41, 43

Try it! PE/TE pp. 7, 15, 21

Think and Share, PE/TE pp. 11, 19, 27, 29, 33, 35, 39

Caring in Action, PE/TE p. 13

Portfolio Assessments

Portfolio Assessment, TE pp. 1, 46

Leveled Practice, TE pp. 4, 15a, 23a, 29a, 35a, 41a

Workbook Pages, pp. 1-11

Unit Review: Skills on Your Own, PE/TE p. 46

Curriculum Connection: Writing, TE pp. 13, 15a, 19, 23, 26, 29a, 35a, 41a, 42

Performance Assessment

Hands-on Unit Project (Unit 1 Performance Assessment), PE/TE pp. 1, 48

Internet Activity, PE p. 48

Unit Review: Write and Share, PE/TE p. 47

Scoring Guides, TE pp. 45, 46

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation
- 8.1.3.D Understand historical research
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history

Civic and Government

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purpose of rules and laws and why they are important in the classroom, school, community, state, and nation.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.G Describe the purpose of the United States flag, The Pledge of Allegiance, and The National Anthem.
- 5.1.3.K Identify symbols and political holidays.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state, and nation.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them.
- 5.2.3.G Identify ways to participate in government and civic life.
- 5.3.3.B Identify the roles of the three branches of government.
- 5.3.3.C Identify reasons for rules and laws in the school community.
- 5.3.3.F Explain what an election is.
- 5.3.3.G Explain why being treated fairly is important.
- 5.3.3.H Identify individual interests and explain ways to influence others.
- 5.4.3.B Recognize that the world is divided into various political units.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.
- 7.4.3.B Identify the impacts of people on physical systems.

Economics

- 6.1.3.C Identify local economic activities.

Career Standards

- 13.1.3.E Describe the work done by school personnel and other individuals in the community.



Teacher Notes

Teacher Notes

Teacher Notes



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>This unit introduces children to the concept of caring for Earth’s natural resources – its land, water, air, and plants – and explores different ways children can conserve and protect them.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> Lesson Vocabulary Preview – Use pictures to help determine meanings of words. Lesson 1 – Identify landforms and bodies of water. Map & Globe Skills – Identify landforms and bodies of water on a map. Lesson 2 – Compare similarities and differences among families in different communities. Then & Now – Understand how physical characteristics of places and regions affect people’s activities and settlement patterns. Lesson 3 – Understand differences between producing and consuming and tracing the development of a product from natural resource to finished product. Lesson 4 – Conserving natural resources; how people depend on natural resources. Lesson 5 – How people can conserve and replenish natural resources. Citizen Heroes – Identify ordinary people who exemplify good citizenship. 	<ul style="list-style-type: none"> Vocabulary Preview p. 52-53 Reading Social Studies – p. 54-55 Lesson 1 – “Interview with a Geographer” p. 56-59 Map & Globe Skills: Landforms and Water on a Map p. 60-61 Lesson 2 – “Where People Live” – p. 62-65 Then & Now: How and Where People Lived p. 66-67 Lesson 3 – “From My Orchard to You” p. 68-71 Lesson 4 – “Our Earth’s Resources” – p. 76-79 Lesson 5 – “Caring for Our Resources” p. 82-85 Citizen Heroes: The Earth Angels – p. 88-89 	<p>Workbook: pages 12-23</p> <p>Vocabulary Workbook: pages 11-20</p> <p>Read Alouds and Primary Sources: pages 10-18</p> <p>Every Student Learns: pages 22-41</p> <p>United Streaming:</p> <p>Production Workers and the Goods They Make, 16 minutes</p> <p>Oranges from Farm to Table, 14 minutes</p>



Assessment Options

PA Standards/Career Standards

Formal Assessments

What did you learn? PE/TE pp. 59, 65, 71, 79, 85, 95

Unit Review, PE/TE pp. 92-95

Unit 2 Tests, Assessment Book pp. 5-8

ExamView® Test Bank CD-ROM (test-generator software)

Informal Assessments

Teacher's Edition Questions, throughout Lessons and Features

Close and Assess, TE pp. 55, 59, 61, 65, 67, 71, 73, 75, 79, 81, 85, 87, 89, 91

Try it! PE/TE pp. 55, 61, 81

Think and Share, PE/TE pp. 59, 65, 71, 75, 79, 85, 87

Responsibility in Action, PE/TE p. 89

Portfolio Assessment

Hands-on History, PE/TE p. 67

Portfolio Assessment, TE pp. 49, 94

Leveled Practice, TE pp. 52, 61a, 67a, 75a, 81a, 89a

Workbook, pp. 12-23

Performance Assessment

Unit Review: Skills on Your Own, p. 94

Curriculum Connection: Writing, TE pp. 57, 61a, 65, 81, 81a, 89a

Hands-on Unit Project (Unit 2 Performance Assessment), PE/TE pp. 49, 96

Internet Activity, PE p. 96

Unit Review: Write and Share, PE/TE p. 95

Scoring Guides, TE pp. 90a, 94, 96

History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation
- 8.1.3.D Understand historical research

Civic and Government

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purpose of rules and laws and why they are important in the classroom, school, community, state, and nation.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.J Explain the importance of respect for the property and opinions of others.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them.
- 5.3.3.D Identify services performed by the local, state, and national governments.

Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.4.3.A Identify the impacts of physical systems on people.
- 7.4.3.B Identify the impacts of people on physical systems.

Economics

- 6.1.3.C Identify local economic activities.
- 6.2.3.A Define and identify goods, services, consumers, and producers.
- 6.2.3.D Identify groups of competing producers in the local area.
- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.2.3.K Identify forms of advertising designed to influence personal choice.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.3.3.F Explain how self interest influences choice.
- 6.4.3.C Explain why goods, services and resources come from all over the nation and the world.
- 6.4.3.D Identify local resources.
- 6.4.3.F Explain why some products are produced locally while others are not.
- 6.4.3.G Identify local geographic patterns of economic activities.
- 6.5.3.A Explain why people work to get goods and services.
- 6.5.3.B Identify different occupations.
- 6.5.3.C Describe businesses that provide goods and businesses that provide services.

Career Standards

Does not apply



Teacher Notes

Teacher Notes

Teacher Notes

Unit 3: Working Together
Grade 2



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>Children will learn about work in the community. They will discuss income as it relates to spending and saving. They will differentiate between goods and services, and will follow a product from farm to factory to consumer. They will investigate trade and barter.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Vocabulary Preview: Use pictures to help determine the meaning of words • Lesson1: Understand how work provides income to purchase goods and services. Identify the choices that people make about earning, spending, and saving money • Thinking Skills: Use the decision making process • Kids Care Club: Identify people who model good citizenship • Lesson 2: Identify people who provide services and governmental services to our community • Lesson 3: Distinguish between producing and consuming and identify consumers and producers. Trace the development of a natural resource to a finished product. • Map and Globe Skills: Use a compass rose and follow a map route. • Lesson 4: Identify the choices that people have about earning, spending, and saving money • Chart and Graph Skills: Construct and obtain information from a pie chart • Lesson 5: Understand the link countries have between trade and transportation 	<ul style="list-style-type: none"> • Vocabulary Preview pp 97-101 • Reading Social Studies: "What will Matt do?" pp 102-103 • Lesson 1: "Choosing goods and Services" pp 104a-107 • Thinking Skills: "Make a Decision" pp 108-109 • Citizenship Heroes: "Phoenix Kids Pride Program" pp 110-111 • Lesson 2: "Services in Our Community" pp 112a-115 • Lesson 3: "Goods from the Factory to You" pp 120a-123 • Map and Globe Skills: "Use a Compass Rose" pp 124-125 • Lesson 4: "A Trip to the Bank" pp 126a-129 • Chart and Graph Skills: Read a Pie Chart • Lesson 5: "Countries Trade and Move Goods" pp 134a-137 • Then and Now: "Bartering Goods and Services" pp 138-139 	<p>Compass Learning: 20110 Over the Edge: Lesson Quiz Cardinal Directions</p> <p>United Streaming: Service Workers: And the Services They Provide (17:00) Away We Go: All About Transportation (23:30) Milk: From Farm to Table (12:00) Oranges: From Farm to Table (14:00) Production Workers: And the Goods They Make (16:00)</p> <p>Workbook pages 24-35 Vocabulary Workbook pages 21-30 Read Alouds and Primary Sources: pages 19-27 Every Student Learns, Teacher's Guide: pages 42-61</p> <p>Internet Links</p> <ul style="list-style-type: none"> • www.sfsocialstudies.com • www.zillions.org Information about being a smart consumer • www.thinkquest.org Opportunity cost, trade <p>Songs and Music CD <i>"I'll Work Hard"</i></p>



Assessment Options

Formal Assessments

- **ASSESSMENT BOOK:** content test p 9-10, Skill test p 11-12

Informal Assessment

Teacher's Edition Questions, throughout Lessons and Features
Close and Assess, TE pp. 103, 107, 109, 111, 115, 117, 119, 123, 125, 129, 131, 133, 137, 139, 141
Try it! PE/TE pp. 103, 109, 125, 131
Think and Share, TE p. 107, PE/TE pp. 115, 117, 123, 129, 131, 133, 137
Respect in Action, PE/TE p. 111
Hands-on History, PE/TE p. 139

Portfolio Assessment

Portfolio Assessment, TE pp. 97, 144
Leveled Practice, TE pp. 100, 111a, 119a, 125a, 133a, 139a
Workbook, pp. 24–35
Unit Review: Skills on Your Own, PE/TE p. 144
Curriculum Connection: Writing, TE pp. 111, 111a, 133, 133a, 140

Performance Assessment

Hands-on Unit Project (Unit 3 Performance Assessment), PE/TE pp. 97, 142, 146
Internet Activity, PE p. 146
Unit Review: Write and Share, PE/TE p. 145
Scoring Guides, TE pp. 143, 144, 146

Social Studies Plus! A Hands-On Approach: p 25-34

PA Standards/Career Standards

History

- 8.1.3.A. Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B. Develop an understanding of historical sources.
- 8.1.3.C. Understand fundamentals of historical interpretation.
- 8.1.3.D. Understand historical research.
- 8.2.3.C. Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.3.3.A. Identify contributions of individuals and groups to United States history.

Civics and Government

- 5.1.3.C. Define the principles and ideals shaping government.
- 5.1.3.J. Explain the importance of respect for the property and the opinions of others.
- 5.2.3.A. Identify examples of the rights and responsibilities of citizenship.
- 5.2.3.B. Identify personal rights and responsibilities.
- 5.2.3.C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2.3.D. Identify the importance of political leadership and public service in the school, community, state and nation
- 5.2.3.G. Identify ways to participate in government and civic life.
- 5.3.3.D. Identify services performed by the local, state and national governments.
- 5.3.3.E. Identify positions of authority at school and in local, state and national governments.
- 5.3.3.G. Explain why being treated fairly is important.
- 5.3.3.H. Identify individual interests and explain ways to influence others.
- 5.3.3.I. Explain why taxes are necessary and identify who pays them.
- 5.4.3.C. Identify ways in which countries interact with the United States.

Geography

- 7.1.3.A. Identify geographic tools and their uses.
- 7.1.3.B. Identify and locate places and regions.
- 7.3.3.A. Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.D. Identify the human characteristics of places and regions by their economic activities.
- 7.4.3.A. Identify the impacts of physical systems on people.

Economics

- 6.1.3.A. Describe how individuals, families and communities with limited resources make choices.
- 6.1.3.B. Describe alternative methods of allocating goods and services and advantages and disadvantages of them.
- 6.1.3.C. Identify local economic activities.
- 6.1.3.D. Identify examples of local businesses opening, closing, expanding or contracting.
- 6.2.3.A. Define and identify goods, services, consumers and producers.
- 6.2.3.B. Identify ways local businesses compete to get customers.
- 6.2.3.C. Identify and compare means of payment.
- 6.2.3.E. Identify who supplies a product and who demands a product.
- 6.2.3.F. Define price and identify the prices of different items.
- 6.2.3.G. Define what a tax is and identify a tax paid by most families.
- 6.2.3.H. Identify government involvement in local economic activities
- 6.2.3.I. Identify goods and services produced by the government (e. g., postal service, food inspection).
- 6.2.3.J. Explain the relationship between taxation and government services.
- 6.3.3.D. Identify costs and benefits associated with an economic decision.
- 6.3.3.E. Explain what is given up when making a choice.
- 6.3.3.F. Explain how self interest influences choice.
- 6.4.3.A. Define specialization and the concept of division of labor.
- 6.4.3.B. Explain why people trade
- 6.4.3.D. Identify local resources
- 6.4.3.E. Define specialization and identify examples of interdependence
- 6.4.3.F. Explain why some products are produced locally while others are not.
- 6.4.3.G. Identify local geographic patterns of economic activities.
- 6.5.3.A. Explain why people work to get goods and services.
- 6.5.3.B. Identify different occupations.
- 6.5.3.C. Describe businesses that provide goods and businesses that provide services.
- 6.5.3.E. Identify examples of assets
- 6.5.3.F. Define entrepreneurship and identify entrepreneurs in the local community.
- 6.5.3.G. Define saving and explain why people save
- 6.5.3.H. Explain how banks bring savers and borrowers together.

Career Standards

- 13.1.3.D. Identify the range of jobs available in the community



Teacher Notes

Teacher Notes

Teacher Notes

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Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>This unit introduces children to the concept of government-local, state, and federal-and explores the history of “the land of freedom.”</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Use pictures to help determine meanings of words. • Identify functions of government and compare roles of public officials. • Identify characteristics of good citizenship. • Describe how governments establish order, provide security, and manage conflict. • Read a Table – Use tables to categorize information and identify selected symbols such as state birds and flowers. • Identify functions of government. • Identify ways that public officials are selected, including election and appointment to office. • Identify patriotic songs, symbols, mottoes, people, buildings, statues, and monuments associated with natural history. • Use a Grid Map – Find locations on a map. • Flags Around the World – Identify flags as national symbols throughout the world. 	<p>Vocabulary Preview – p. 150-151 Reading Social Studies – p. 152-153 Lesson 1 – Local Government – p. 154-157 Citizen Heroes “Anna Beavers” - p. 158-159 Lesson 2 – State Government – p. 160-163 Read a Table – p. 164-165 Lesson 3 –Federal Government – p. 166-169 Lesson 4 – Voting for Leaders – p. 172-175 Lesson 5 – The land of Freedom – p. 180-183 Use a Map Grid – p. 184-185 Flags Around the World – p. 186-187</p>	<p>Compass Learning National Symbols: Monumental Madness #20064</p> <p>United Streaming US Symbols 17 min. American Government 15 min. TLC Elementary School: Understanding Government 24:16 min.</p> <p>Workbook: pp. 36-47</p> <p>Vocabulary Workbook: pp. 31-40</p> <p>Read Aloud and Primary Sources: pp. 28-36</p> <p>Every Student Learns: pp. 62-81</p>



Assessment Options

PA Standards/Career Standards

Formal Assessment

What did you learn? PE/TE pp. 157, 163, 169, 175, 183, 193

Unit Review, PE/TE pp. 190-193

Unit 4 Test, Assessment Book, pp. 13–16

ExamView® Test Bank CD-ROM, (test-generator software)

Informal Assessment

Teacher’s Edition Questions, throughout Lessons and Features

Close and Assess, TE pp. 153, 157, 159, 163, 165, 169, 171, 175, 179, 183, 185, 187, 189

Try it! PE/TE pp. 153, 165, 185

Think and Share, PE/TE pp. 157, 163, 169, 171, 175, 179, 183

Fairness in Action, PE/TE p. 159

Portfolio Assessment

Portfolio Assessment, TE pp. 147, 192

Leveled Practice, TE pp. 159a, 165a, 171a, 179a, 187a

Workbook pages, pp. 36–47

Performance Assessment

Unit Review: Skills on Your Own, PE/TE p. 192

Curriculum Connection: Writing, TE pp. 159, 163, 165a, 171, 179a, 187a

Hands-on Unit Project (Unit 4 Performance Assessment), PE/TE pp. 147, 190, 194

Internet Activity, PE p. 194

Unit Review: Write and Share, PE/TE p. 193

Scoring Guides, TE pp. 191, 192, 194

History

8.1. Historical Analysis and Skills Development

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

8.2 Pennsylvania History

- A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- C. Identify and describe how continuity and change have influenced Pennsylvania history.

8.3. United States History

- A. Identify contributions of individuals and groups to United States history.
- B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women’s Movement)
- D. Identify conflict and cooperation among social groups and organizations in United States history.

Civics and Government

5.1. Principles and Documents of Government

- A. Describe what government is.
- B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- C. Define the principles and ideals shaping government.
- E. Identify documents of United States government.
- F. Explain the meaning of a preamble.
- G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.
- I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.
- K. Identify symbols and political holidays.
- L. Identify ways courts resolve conflicts involving principles and ideals of government.
- M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e. g., “I have a dream,” Reverend Martin Luther King; “One small step for mankind,” Neil Armstrong).

5.2. Rights and Responsibilities of Citizenship

- A. Identify examples of the rights and responsibilities of citizenship.
- B. Identify personal rights and responsibilities.
- D. Identify the importance of political leadership and public service in the school, community, state and nation.
- E. Describe ways citizens can influence the decisions and actions of government.
- F. Explain the benefits of following rules and laws and the consequences of violating them.
- G. Identify ways to participate in government and civic life.

5.3. How Government Works

- A. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- B. Identify the role of the three branches of government.
- C. Identify reasons for rules and laws in the school and community.
- D. Identify services performed by the local, state and national governments.
- E. Identify positions of authority at school and in local, state and national governments.
- F. Explain what an election is.
- G. Explain why being treated fairly is important.
- H. Identify individual interests and explain ways to influence others.
- I. Explain why taxes are necessary and identify who pays them.
- J. Identify the role of the media in society.

5.4. How International Relationships Function

- B. Recognize that the world is divided into various political units.

Geography

7.1. Basic Geographic Literacy

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

7.3 The Human Characteristics of Places and Regions

- C. Identify the human characteristics of places and regions by their settlement characteristics.
- E. Identify the human characteristics of places and regions by their political activities.

Economics

6.2. Markets and the Functions of Governments

- H. Identify government involvement in local economic activities.
- J. Explain the relationship between taxation and government services.

6.3. Scarcity and Choice

- C. Identify and define natural, human and capital resources.
- F. Explain how self interest influences choice.

Career Standards

Does not apply



Teacher Notes

Teacher Notes

Teacher Notes



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>In this unit, children will learn about the beginnings and growth of our country. They will be introduced to Native American groups, early settlers who came from Europe and explorers who led the way for westward expansion.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Use pictures to help determine the meaning of words • Compare Native American cultures from different regions and times. • Explain ways climate, location, and physical surroundings affect the way people live. • Identify characteristics of good citizenship. • Explain how people have influenced local community history. • Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns. • Use map scale to determine distance • Obtain information from a variety of visual sources, including maps • Explain the significance of national celebrations, such as Independence Day. • Explain how selected customs and celebrations reflect an American love of individualism and freedom. • Identify and name several sources of information about a given period or event. • Create and interpret a timeline • Identify contributions of historical figures who have influenced the nation. • Compare various interpretations of the same time period using evidence such as photographs. 	<ul style="list-style-type: none"> • Vocabulary Preview pp196-199 • Reading Social Studies: "Mara's Project" pp 200-201 • Lesson 1: "The First Americans" pp 202-205 • Citizenship Heroes: "Ella Cara Deloria" pp 206-207 • Lesson 2: "Colonies" pp 210-213 • Map and Globe Skills: "Use a Map Scale" pp 214-215 • Lesson 3: "Thirteen Colonies, One Country" pp 216-219 • Lesson 4: "Our Country Grows" pp 222-225 • Chart and Graph Skills: Read a Timeline pp 226-227 • Then and Now: "Westward Ho!" pp 228-229 • Lesson 5: "We Remember Americans" pp 230-233 	<p>United Streaming: Maps: Where Am I? (Third Edition) (11:12) Moving to America: Then and Now (19:00) Long Ago, Yesterday, and Today (15:00)</p> <p>Workbook pages 48-59 Vocabulary Workbook pages 41-50 Read Alouds and Primary Sources: pages 37-45 Every Student Learns, Teacher's Guide: pages 82-101</p> <p>Internet Links www.sfsocialstudies.com www.pbs.org, <i>Lewis and Clark</i> www.history.org, <i>colonial life</i></p> <p>Songs and Music CD <i>"Living in America", songs and Music CD</i></p>

Unit 5: Our Country Long Ago

Grade 2



Assessment Options

PA Standards/Career Standards

Traditional Tests

ASSESSMENT BOOK: content test p 17-18, Skill test p 19-20

Performance Assessment

Hands-on Unit Project (Unit 5 Performance Assessment), PE/TE pp. 195, 242
Internet Activity, PE p. 242
Unit Review: Write and Share, PE/TE p. 241
Scoring Guides, TE pp. 236a, 239, 240

Informal Assessment

Teacher's Edition Questions, throughout Lessons and Features
Close and Assess, TE pp. 201, 205, 207, 209, 213, 215, 219, 221, 225, 227, 229, 233, 235, 237
Try it! PE/TE pp. 201, 227
Think and Share, PE/TE pp. 205, 213, 219, 221, 225, 233, 235
Honesty in Action, PE/TE p. 207
Hands-on History, PE/TE p. 229

Portfolio Assessment

Hands-on Unit Project (Unit 5 Performance Assessment), PE/TE pp. 195, 242
Internet Activity, PE p. 242
Unit Review: Write and Share, PE/TE p. 241
Scoring Guides, TE pp. 236a, 239, 240

Social Studies Plus! A Hands-On Approach: p 49-60

History

8.1. Historical Analysis and Skills Development

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

8.2 Pennsylvania History

- A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- C. Identify and describe how continuity and change have influenced Pennsylvania history.
- D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

8.3. United States History

- A. Identify contributions of individuals and groups to United States history.
- B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women's Movement)
- D. Identify conflict and cooperation among social groups and organizations in United States history.

8.4 World History

- A. Identify individuals and groups who have made significant political and cultural contributions to world history.

Civics and Government

5.1. Principles and Documents of Government

- A. Describe what government is.
- B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- C. Define the principles and ideals shaping government.
- E. Identify documents of United States government.
- H. Identify framers of documents of governments.
- I. Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.
- K. Identify symbols and political holidays.
- M. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e. g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).

5.3. How Government Works

- K. Identify different ways people govern themselves.

5.4. How International Relationships Function

- A. Identify how customs and traditions influence governments.

Geography

7.1. Basic Geographic Literacy

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

7.3 The Human Characteristics of Places and Regions

- A. Identify the human characteristics of places and regions by their population characteristics.
- B. Identify the human characteristics of places and regions by their cultural characteristics.
- D. Identify the human characteristics of places and regions by their economic activities.
- E. Identify the human characteristics of places and regions by their political activities.

Economics

6.2. Markets and the Functions of Governments

- C. Identify and compare means of payment

6.3. Scarcity and Choice

- A. Define scarcity and identify limited resources scarcity.

6.4. Goods and Services

- C. Explain why goods, services, and resources come from all over the nation and the world.

Career Standards

Does not apply



Teacher Notes

Teacher Notes

Teacher Notes



Unit Overview	Titles of Key Lessons (Scott Foresman)	Supplemental Resources
<p>In this unit, children will learn about immigrants and how they contribute to the United States. Children will begin to understand how holidays, landmarks, and artifacts tell about the past. Finally, children will read about how communication and transportation link people.</p> <p>The Student will be able to:</p> <ul style="list-style-type: none"> • Use pictures to help determine meanings of words. • Explain that the United States is a land of people who have diverse ethnic origins. • Name several sources of information about a given period or event. • Identify characteristics of good citizenship. • Explain how selected customs and celebrations reflect an American love of individualism, inventiveness, and freedom. • Identify and explain the significance of various community, state, and national landmarks. • Use designations of time periods such as ancient times and modern times. • Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. • Obtain information about a topic using a diagram. • Use vocabulary related to chronology, including past, present, and future. • Describe how science and technology have changed communication and transportation. • Identify historic figures who have exhibited a love of individualism and inventiveness. 	<ul style="list-style-type: none"> • Vocabulary Preview – pp. 246-247 • Reading Social Studies “Michael’s Family History” pp. 248-249 • Lesson 1 – “Family History” – pp. 250-253 • Citizen Heroes: Ellen Ochoa – pp. 254-255 • Lesson 2 – “People Celebrate” – pp. 256-259 • Lesson 3 – “Landmarks in Our Country” pp. 264-267 • Here and There: “Landmarks Around the World” pp. 270-271 • Lesson 4 – “A Step Back in Time” – pp. 272-275 • Chart and Graph Skills – “Read a Diagram” pp. 276-277 • Lesson 5 – “Linking Our World” – pp. 278-281 	<p>Compass Learning 20108 It’s a Fiesta 20109 Year of the Dragon Lesson Quiz on Cultural Holidays</p> <p>United Streaming: Be an Inventor – 22:41 min.</p> <p>Workbook: pages 60-70 Vocabulary Workbook: pages 51-60 Read Alouds and Primary Sources: pages 46-54 Every Student Learns: pages 102-121</p> <p>Additional Internet Links www.ellisland.org www.pbs.org</p> <p>Songs and Music CD - “We Share History”</p>

Unit 6: People and Places in History

Grade 2



Assessment Options

PA Standards/Career Standards

Traditional Tests

Assessment Book Content test p. 21-22, Skills test p.23-24

Formal Assessment

What did you learn? PE/TE pp. 253, 259, 267, 275, 281
Unit Review, PE/TE pp. 286-289
Unit 6 Test, Assessment Book, pp. 17–20
ExamView® Test Bank CD-ROM, (test-generator software)

Informal Assessment

Teacher’s Edition Questions, throughout Lessons and Features
Close and Assess, TE pp. 249, 253, 255, 259, 263, 267, 269, 271, 275, 277, 281, 283, 285
Try it! PE/TE pp. 249, 263, 277
Think and Share, PE/TE pp. 253, 259, 267, 269, 275, 281, 283, 289
Courage in Action, PE/TE p. 255
Hands-on History, PE/TE p. 271

Portfolio Assessment

Portfolio Assessment, TE pp. 243, 288
Leveled Practice, TE pp. 246, 255a, 271a, 277a, 283a
Learning Styles, TE p. 263a
Workbook, pp. 60–70
Unit Review: Skills On Your Own, PE/TE p. 288
Curriculum Connection: Writing, TE pp. 245, 262, 271a, 277a, 283, 283a, 285

Performance Assessment

Hands-on Unit Project (Unit 6 Performance Assessment), PE/TE pp. 243, 290
Internet Activity, PE p. 290
Unit Review: Think and Share, PE/TE p. 289
Scoring Guides, TE pp. 287, 288

Social Studies Plus! A Hands on Approach: p. 61-72

History

8.1. Historical Analysis and Skills Development

- A. Understand chronological thinking and distinguish between past, present and future time.
- B. Develop an understanding of historical sources.
- C. Understand fundamentals of historical interpretation.
- D. Understand historical research.

8.2 Pennsylvania History

- A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- C. Identify and describe how continuity and change have influenced Pennsylvania history.
- D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.

8.3. United States History

- A. Identify contributions of individuals and groups to United States history.
- B. Identify and describe primary documents, material artifacts and historic sites important in United States history.
- C. Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Politics, Settlement Patterns and Expansion, Social Organization, Transportation, Women’s Movement)
- D. Identify conflict and cooperation among social groups and organizations in United States history.

8.4 World History

- A. Identify individuals and groups who have made significant political and cultural contributions to world history.
- B. Identify historic sites and material artifacts important to world history.

Civics and Government

5.1. Principles and Documents of Government

- C. Define the principles and ideals shaping government.
- K. Identify symbols and political holidays.

5.3. How Government Works

- F. Explain what an election is.
- J. Identify the role of the media in society.

5.4. How International Relationships Function

- C. Identify ways in which countries interact with the United States.
- E. Identify how nations work together to solve problems.

Geography

7.1. Basic Geographic Literacy

- A. Identify geographic tools and their uses.
- B. Identify and locate places and regions.

7.2 Places and Regions

- A. Identify the physical characteristics of places and regions.

7.3 The Human Characteristics of Places and Regions

- A. Identify the human characteristics of places and regions by their population characteristics.
- B. Identify the human characteristics of places and regions by their cultural characteristics.
- E. Identify the human characteristics of places and regions by their political activities.
- K. Identify forms of advertising designed to influence personal choice.

Economics

6.3. Scarcity and Choice

- A. Define scarcity and identify limited resources scarcity.

6.4. Goods and Services

- E. Define the specialization and identify examples of interdependence.
- G. Identify local geographic patterns of economic activities.

Career Standards

- 13.1.3.A Recognize that individuals have unique interests.
- 13.4.3.B Describe the character traits of successful entrepreneurs, such as, but not limited to
 - Adaptability
 - Creative thinking
 - Ethical behavior
 - Leadership
 - Positive Attitude
 - Risk-taking



Teacher Notes

Teacher Notes

Teacher Notes