

Grade Level: 2 Course Title: Social Studies
Time Allotment: 4 Weeks (during 1st grading period)

Topic/Concept: Where We Live
Unit Sequence: 1

Major Concepts to be learned:

1. Geography: Where we live. Introduce from broadest sense of place (Earth) to their home.

Expected Skills to be demonstrated:

1. Planet = Earth
2. Seven Continents (North America) & Five Oceans
3. Country (United States) & Country Neighbors (Canada and Mexico)
4. General overview of 50 States and Focus on Our State (Pennsylvania)
5. Town/City (Mercer)
6. Map, Compass, and other Navigational Skills

PA Standards/Anchors:

Eligible Content:

7.1.A 7.1.B 7.2.A 7.2.B 7.3.A 7.3.B 7.4.A 7.4.B	<ul style="list-style-type: none">• Locate Earth as the third planet from the Sun• Practice naming seven continents and five oceans• Specifically identify North America, United States, Pennsylvania, and Mercer• Overview of the 50 states• Locate the directions on a compass rose• Reading maps, globes, and atlases
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Instructional Strategies:

Assessments:

Classroom Discussions Student Work Packets Visuals (Maps/Overheads) Charts/Graphic Organizers	Atlas Book Globes Quality Children's Literature (Nonfiction) Hands-on Experiments (Compasses)	<ul style="list-style-type: none">• Student Packet• Social Studies Assessment Quiz• Teacher Observation
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Grade Level: 2

Course Title: Social Studies

Topic/Concept: Government

Time Allotment: 4 weeks (during 2nd grading period)

Unit Sequence: 2

Major Concepts to be learned:

1. Introduce the dynamics and characteristics of democracy and American Government.

Expected Skills to be demonstrated:

1. Appreciate and understand the U.S. Constitution
2. Recognize there are 3 branches to our U.S. Government
3. Identify American Symbols
4. Construct rules and exercise the right to vote

PA Standards/Anchors:

Eligible Content:

5.3.B	8.2.A	<ul style="list-style-type: none">• Key facts relating to the U.S. Constitution (Philadelphia, Framers, When, We the People)• Learn about freedom, democracy, and citizen rights• 3 parts of govt. and their corresponding building and leaders (Ex: Executive – White House – President)• American Symbols (White House, Liberty Bell, American Flag, Bald Eagle, Washington Monument)• Right to vote and voting outcomes.
5.3.C	8.2.B	
5.3.E	8.1.B	
5.3.F	8.3.B	
5.3.J	8.4.B	

Instructional Strategies:

Assessments:

Classroom Discussions	Educational Videos	<ul style="list-style-type: none">• Student Packet• Social Studies Assessment Quiz• Teacher Observation
Student Work Packets	Songs	
Class Constitution	Hands-on Experiments (Mock Election)	
Visuals	Quality Children’s Literature (Nonfiction)	
Charts/Graphic Organizers		

Grade Level: 2

Course Title: Social Studies

Topic/Concept: Native Americans

Time Allotment: 4 weeks (during 3rd grading period)

Unit Sequence: 3

Major Concepts to be learned:

1. Native Americans were a people indigineous to North America and a culture worthy of study.

Expected Skills to be demonstrated:

1. Compare and contrast urban and rural communities.
2. Identify three types of Native American homes.
3. Identify the various forms of transportations used by Native Americans.
4. Cultural aspects of the Native Americans.
5. Native American communication.

PA Standards/Anchors:

Eligible Content:

7.3.A 7.3.B 7.4.A 7.4.B 8.1.A	<ul style="list-style-type: none">• Identify the differences between urban and rural communities.• Identify the wigwam, longhouse, and teepee as Native American homes.• Identify the horse, sled, canoe, kayak, travel afoot, and wagon as modes of Native American transportation.• Understanding that different tribes have a variety of cultural aspects: hunting, clothing, traditions.• Learn and use Native American symbols to communicate.• General history about Native American influence on our Thanksgiving Holiday traditions.
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Instructional Strategies:

Assessments:

Classroom Discussions Student Work Packets Charts/Graphic Organizers Native American Nature Names for Students Visuals	Educational Videos Artifacts: arrowheads, pottery, etc. Hands-on Learning Quality Children’s Literature (Nonfiction)	<ul style="list-style-type: none">• Student Packet• Social Studies Assessment Quiz• Teacher Observation
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Grade Level: 2

Course Title: Social Studies

Topic/Concept: Work Unit

Time Allotment: 4 weeks (during 3rd grading period)

Unit Sequence: 4

Major Concepts to be learned:

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| 1. Communities, the workforce, and individuals make our economic system. |
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Expected Skills to be demonstrated:

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| <ol style="list-style-type: none"> 1. Brainstorm people and jobs within our community. 2. Learn goods and services both in and out of our community. 3. Explain the differences between a salesperson, a consumer, and a producer. 4. Define wants and needs. 5. Identify various aspects of work. |
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PA Standards/Anchors:

Eligible Content:

<p>5.3.J 6.2.D 6.1.A 6.3.B 6.1.B 6.4.B 6.2.A 6.5.A 6.2.B 6.5.B 6.5.C</p>	<ul style="list-style-type: none"> • Discuss community jobs: such as firefighter, police officer, librarian, banker, etc. • Define goods and be able to recognize them. Goods come from near and far. • Define services and be able to recognize them. • Goods are produced in a factory. • Explain cycle of a producer make/grow, a salesperson selling, and a consumer buying. • List three basic needs (must have to survive) and three wants (would like to have). • Aspects of work: taxes, community services, income, etc.
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Instructional Strategies:

Assessments:

<p>Classroom Discussions Educational Videos Student Work Packets Role Play: work, service, etc. Charts/Graphic Organizers Hands-on Learning: manipulative money Technology Classroom Factory & Store Activity Visuals Quality Children’s Literature (Nonfiction)</p>	<ul style="list-style-type: none"> • Student Packet • Social Studies Assessment Quiz • Teacher Observation
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Grade Level: 2 **Course Title:** Social Studies
Time Allotment: 4 Weeks (during 4th grading period)

Topic/Concept: Historical Biographies
Unit Sequence: 5

Major Concepts to be learned:

1. Select and study important figures in history.

Expected Skills to be demonstrated:

1. Exposure to many historical figures, reading a wide array of biographies.
2. Select a historic figure to complete a fact sheet.
3. Timeline skills.
4. Perform or attend historic play.
5. Present historic figure fact sheet to peers.

PA Standards/Anchors:

Eligible Content:

8.2.A 8.2.B 8.3.A 8.3.B 8.4.A 8.1.A 8.1.B 8.1.C	<ul style="list-style-type: none">• Fact Sheet includes: birth, significance in history, illustration, and fun fact.• Discuss facts learned about historic figures from the play.• Famous American Comprehension Worksheets.• Construct, read, and interpret a timeline.• Understand nonfiction biography features.
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Instructional Strategies:

Assessments:

Classroom Discussions Educational Videos Variety of Historic Biographies Timeline Charts/Graphic Organizers Presentations Technology Class Play Visuals Quality Children’s Literature (Nonfiction)	<ul style="list-style-type: none">• Historical Figure Fact Sheet• Historical Biography Assessment (i.e. Timeline or Comprehension)• Teacher Observation
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