

GRADE LEVEL: SECOND

SUBJECT: SOCIAL STUDIES

DATE: 2023-2024

GRADING PERIOD: QUARTER 1

| Period | Standards and Performance Expectations | Suggested Activities and Resources 3D Dimensions | Critical Vocabulary | Assessments |
|-----------------------------------|--|---|--|--|
| GEOGRAPHY | | | | |
| Unit 1 8/26/2023- 9/15/2023 | <p>The World in Spatial Terms 2.3.1: Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</p> <p>2.3.2: Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe.</p> <p>Places and Regions 2.3.3: Compare neighborhoods in your community and explain how physical features of the community affect people living there.</p> <p>2.3.4: Compare neighborhoods in your community with those in other parts of the world.</p> | <p>2nd Grade Geography</p> <p>Lesson 1- seven continents Lesson 2- five oceans Lesson 3- Longitude and Latitude Lesson 4- Cardinal Direction Lesson 5- Transportation Lesson 6- state features Lesson 7- USA Physical map Lesson 8- map key Lesson 9- community Lesson 10- constructing a map</p> | <ul style="list-style-type: none">● Cardinal Direction● Intermediate Direction● Compass● Equator● Globe <ul style="list-style-type: none">● Physical Features● Neighborhoods● Communities | Vocab check Correctly identifying continents. |

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| GEOGRAPHY | | | | |
| Unit 1 9/18/2023- 10/6/2023 Week of 10/9/2023 Unit 1 Speaker | <p>Physical Systems 2.3.5: On a map, identify physical features of the local community and relate how seasons may or may not impact those features. Example: Use maps and atlases to identify local bodies of water, crops and green spaces (identify how these features are affected by seasons).</p> <p>Human Systems 2.3.6: Identify and describe cultural or human features on a map using map symbols. Example: Local roads, highways, buildings, towns and parks.</p> <p>2.3.7: Gather data about the demographics of the school.</p> <p>2.3.8: Identify ways that recreational opportunities influence human activity in the community.</p> | | <ul style="list-style-type: none"> ● Atlas ● Crops ● Green Space ● Cultural Features ● Human Features ● Symbols | Properly constructing a map and labeling its features. |

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GRADING PERIOD: QUARTER 2

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|-------------------------------------|--|---|--|--|
| CIVICS AND GOVERNMENT | | | | |
| Unit 2 10/23/2023- 11/17/2023 | <p>Foundations of Government 2.2.1: Explain that the United States government is founded on the belief of equal rights for its citizens.</p> <p>2.2.2: Understand and explain why it is important for a community to have a responsible government.</p> <p>2.2.3: Identify community leaders such as the mayor and city council.</p> | <p>2nd Grade Government</p> <p>Lesson 1- citizens Lesson 2- American Symbols Lesson 3- Bill of Rights Lesson 4- citizen responsibility Lesson 5- laws Lesson 6- Democracy Lesson 7- Branches of Government Lesson 8- Government Officials Lesson 9- President Lesson 10- voting</p> | <ul style="list-style-type: none"> ● Government ● Equal Rights ● Citizen ● Community ● Mayor ● City Council | <p>Vocab check</p> <p>Identifying the branches of government and their roles</p> |
| Unit 2 11/27/2023- 12/15/2023 | <p>Roles of Citizens 2.2.4: Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p> <p>2.2.5: Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>2.2.6: Discuss and explain the meaning of the Pledge of</p> | | <ul style="list-style-type: none"> ● Cultural Background ● Traditions ● Admirable ● Pledge ● President ● Violation ● Laws | <p>Listing the roles and responsibilities of a good citizen</p> |

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| CIVICS AND GOVERNMENT | | | | |
| Week of 12/18/2023 Unit 2 Speaker | <p>Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.</p> <p>2.2.7: Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p> | | | |

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GRADING PERIOD: QUARTER 3

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|---------------------------------|---|---|--|---|
| HISTORY | | | | |
| Unit 3 1/9/2024- 2/2/2024 | <p>Historical Knowledge</p> <p>2.1.1: Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2: Identify continuity and change between past and present community life using primary sources.</p> <p>2.1.3: Identify actions and individuals that had a positive impact on the local community.</p> <p>2.1.4: Identify and describe community celebrations, symbols and traditions and explain why they are important.</p> | <p>2nd Grade History</p> <p>Historical Figures: (select lessons of your choice)</p> <p>Lesson 1-Thomas Edison Lesson 2- Benjamin Franklin Lesson 3- Alexander Bell Lesson 4- Wright Brothers Lesson 5- Henry Ford Lesson 6- Helen Keller Lesson 7- Rosa Parks Lesson 8- Susan B. Anthony Lesson 9- Sacajawea Lesson 10- Amelia Earhart</p> <p>Cultures: Lesson 1-culture Lesson 2 and 3- folktales Lesson 4- traditions Lesson 5- foods</p> <p>Lesson 6-10 focuses on Native Americans and their way of life.</p> | <ul style="list-style-type: none"> ● Founders ● Settlers ● Primary Sources ● Impact ● Symbols ● Celebrations ● History ● Historical Figures ● Architecture ● Leisure ● Impact ● Traditions | <p>Vocab Check</p> <p>Research project on a selected historical figure.</p> |
| Unit 3 2/5/2024- 3/1/2024 | <p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</p> <p>2.1.5: Develop a timeline of important events in the history</p> | <p>Activities to be created in the classroom:</p> <ul style="list-style-type: none"> ● Do a daily calendar or weekly calendar. ● Review holidays with your students ● Keep students informed of community | <ul style="list-style-type: none"> ● Timelines ● Holidays | <p>Holiday quiz</p> |

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| HISTORY | | | | |
| Week of 3/4/2024 Unit 3 speaker | <p>of the school and/or school community.</p> <p>2.1.6: Create and maintain a calendar of important school days, holidays and community events.</p> <p>2.1.7: Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources.</p> | <p>events</p> <ul style="list-style-type: none"> Review crawfordsville history through the use of books or online sources | | |

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| ECONOMICS | | | | |
| Unit 4 3/11/2025- 4/5/2024 | <p>How People Use Productive Resources</p> <p>2.4.1: Define the three types of productive resources (human resources, natural resources and capital resources).</p> <p>2.4.2: Identify productive resources used to produce goods and services in the community.</p> <p>2.4.3: Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community</p> <p>2.4.4: Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</p> <p>2.4.5: Research goods and services produced in the local community and describe how people can be both producers and consumers.</p> | <p>2nd Grade Economics</p> <p>Lessons 1-5: goods, services, producers, consumers, and bartering</p> | <ul style="list-style-type: none"> ● Productive Resources ● Human Resources ● Natural Resources ● Capital Resources ● Goods ● Services ● Benefit ● Price ● Buyer ● Seller ● Consumer ● Producer | <p>Vocab check</p> <p>The use of a Venn Diagram of proper labeling producers and consumers</p> |

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| ECONOMICS | | | | |
| Unit 4 4/8/2024-5/3/2024 Week of 5/6/2024 Unit 4 speaker | <p>2.4.6: Define opportunity cost and explain that because resources are limited in relation to people’s wants (scarcity), people must make choices as to how to use resources.</p> <p>2.4.7: Define specialization and identify specialized jobs in the school and community</p> <p>2.4.8: Explain why people trade for goods* and services* and explain how money makes trade easier.</p> <p>2.4.9: Explain the concept of savings and why this is important for individuals and for our economy.</p> | <p>Lessons 6-10: costs, benefits, income, wages, labor, and scarcity</p> | <ul style="list-style-type: none"> ● Cost ● Opportunity Cost ● Scarcity ● Specialization ● Trade ● Savings ● Economy | <p>Vocab check</p> <p>The use of a Venn Diagram of proper labeling benefits and cost.</p> |