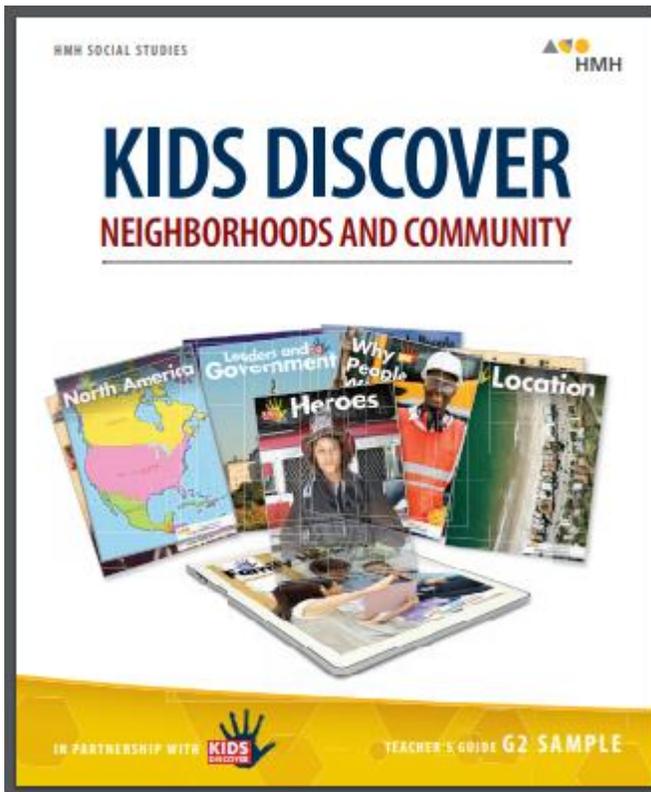


2<sup>nd</sup> Grade Social Studies Pasco Curricular Guide  
Pasco School District  
Created: June 2018



# HMH SOCIAL STUDIES

G2 Kids Discover Neighborhoods and Community

## ABSTRACT

This document contains information based on work of the Social Studies PCG Team. This document may be used in connection with OSPI's adopted social studies curriculum and mandated web-based curriculum. Features of the curriculum and unit outlines are provided in draft form.

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## Overview of Terms and Resources

### Terms and Definitions

**Since Time Immemorial (STI)** – OSPI Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Elementary Website Link: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx>

*This curriculum is state mandated. 2nd Grade should utilize “Participating in Our Community 1-3”.*

**HMH Social Studies – Kids Discover the United States:** 2018-2019 Social Studies Curriculum includes web-based content and features, consumable magazines, and teacher manuals. Additional resources are available, please contact [louise.matlasz@hnhco.com](mailto:louise.matlasz@hnhco.com) for questions.

### **Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):**

This document contains the required social studies standards for 2nd grade,

<http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesSecondGrade.pdf>

Outline was derived from the Washington State K-12 Social Studies document;

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

**Journey's Correlation to KD GR. 2** - This document is located at <https://padlet.com/hnhco/kd> and provides direct correlations between Journeys Units and HMH Kids Discover Social Studies.

For additional HMH documents relevant to Social Studies PCG work, see <https://padlet.com/hnhco/kd>.

## HMH G2 Magazine Catalog

1	<p><i>Leaders and Government</i>  <b>Lexile Score: 630</b></p>	
2	<p><i>Location</i>  <b>Lexile Score: 650</b></p>	
3	<p><i>North America</i>  <b>Lexile Score: 680</b></p>	
4	<p><i>Communities and Resources</i>  <b>Lexile Score: 690</b></p>	
5	<p><i>Family Histories</i>  <b>Lexile Score: 510</b></p>	
6	<p><i>Past and Present</i>  <b>Lexile Score: 430</b></p>	
7	<p><i>Heroes</i>  <b>Lexile Score: 880</b></p>	

G2 – Kids Discover Neighborhoods and Community

9	<i>Why People Work</i> <b>Lexile Level: 630</b>	
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*\*Some magazines do not align with grade level standards and may be used as supplemental*

# User Manual

## What am I looking at?

These unit outlines provide a quick snapshot of information pulled directly from OSPI’s adopted social studies curriculum. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, vocabulary information, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Grade Level Indicators are in the headers.  
(Ex. G5 Kids Discover the United States)

Title of the Unit

Student magazines are in a suggested order of instruction.

Skills practiced in the lesson are described here.

Questions taken directly from the curriculum.

Vocabulary quantity and location

TG, VI = Teacher’s Guide, Volume 1

Language Objectives targeted in Performance Tasks

**Required GLEs**  
These codes (Ex. 4.2.1) are **NOT** grade level indicators; See pg. 1

Additional notes, comments, resources, or standards connections may be listed here.

<b>Date Created:</b> 06.25.18		<b>Unit Overview – Setting in Time and Place</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
1		Regions of North America	
<b>Skills Overview:</b>			
Magazine 1		Map and Globe Skills – Reading a Map / Use Latitude and Longitude	
		Reading Social Studies – Main Idea and Details (Informational)	
<b>Compelling Question(s):</b>			
TG, VI	p. 1	Magazine 1	“How did the variety of landforms, climates, and vegetation regions make North America so attractive to immigrants with different goals?”
<b>Vocabulary:</b>			
TG, VI	p. 6	12 vocabulary words	
<b>Suggested Assessment(s):</b>			
TG, VI	p. 8	Get Set to Read Activity (Print/Digital)	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Bas</b>	
TG, VI	26	Read Aloud geographic names using correct pronunciation.	
<b>Required GLEs</b>		<b>Description:</b>	
4.2.1		Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: <ul style="list-style-type: none"> <li>• Development of indigenous societies in North America (time immemorial to 1791).</li> <li>• Encounter, colonization, and devastation (1492 – 1763)</li> <li>• Revolution and the Constitution (1763 – 1791)</li> </ul>	
<b>Teacher Notes</b>			
The <b>Since Time Immemorial (STI)</b> curriculum and the <b>HMH Magazine #1: Regions of North America</b> magazine present different viewpoints and theories as to the presence of Native American’s in the United States. STI discusses that Native Americans have always been “s... HMH discusses how scientists believe Native Americans crossed a land bridge t			

## **HMH Social Studies Kids Discover Neighborhoods and Community**

The following unit breakdowns are based on Office Superintendent of Public Instruction's (OSPI) suggested grade level expectations (GLEs). These documents are designed to assist with the utilization of the adopted HMH Social Studies Curriculum in connection with the GLEs and components of OSPI's mandated web-based Since Time Immemorial – Native American Sovereignty Curriculum.

You will find the following units presented in this document:

**HMH Social Studies – Kids Discover Neighborhoods and Community**

## Magazines for Unit One



*Lexile Level: 630*



*Lexile Level: 650*



*Lexile Level: 680*



*Lexile Level: 620*



*Lexile Level: 680*

<b>Date Created:</b> 06.25.18		<b>Unit 1- Our Community</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
1		<i>Leaders and Government</i>	
2		<i>Location</i>	
3		<i>North America</i>	
5		<i>Family Histories</i>	
6		<i>America's Beginnings</i>	
<b>Skills Overview:</b>			
Magazine #1		<i>Reading Social Studies (Main Idea and Details)</i>	
		<i>Critical Thinking Skills (Problem and Solution)</i>	
		<i>Participation Skills (Make Choice by Voting)</i>	
Magazine #2		<i>Reading Social Studies (Main Idea and Details)</i>	
		<i>Map and Globe Skills (Read a Grid Map)</i>	
		<i>Critical thinking Skills (Pose a Question)</i>	
Magazine #3		<i>Reading Social Studies (Compare and Contrast)</i>	
		<i>Map and Globe Skills (Use a Map Scale)</i>	
Magazine #5		<i>Reading Social Studies (Sequence)</i>	
		<i>Chart and Graph Skills (Read a Time Line)</i>	
		<i>Chart and Graph Skills (Read a Family Tree)</i>	
		<i>Critical Thinking Skills (Use Primary and Secondary Sources)</i>	
Magazine #6		<i>Reading Social Studies (Sequence)</i>	
		<i>Map and Globe Skills (Find Directions on a Map)</i>	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TMVI	1	1	<i>How do governments run your community, state, and country?</i>
	29	2	<i>How does my life fit on a map?</i>
	57	3	<i>What can maps tell us about the continent on which we live?</i>
	113	5	<i>How can exploring family histories help us better understand the past?</i>
TMVII	141	6	<i>How can exploring America's beginnings help us understand the present?</i>
<b>Vocabulary:</b>			
TMVI		Page 6	16 vocabulary words
		Page 34	16 vocabulary words
		Page 62	15 vocabulary words
		Page 118	12 vocabulary words
TMVII		Page 146	11 vocabulary words
<b>Assessment(s):</b>			
Pre-Assessment		<i>Suggested: Get Set to Read Activity Magazines 1,2,3,5, and 6 (Print/Digital)</i>	
Post-Assessment		<i>Magazine Assessment 1,2,3,5, and 6 (Print/Digital)</i>	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	

TMVI	26	<i>Express learned ideas in a skit or chart.</i>
	38	<i>Describe locations using a grid map.</i>
	44	<i>Use domain-specific vocabulary to explain features commonly found on maps.</i>
	130	<i>Contribute to class discussions about creating family histories.</i>
TMVII	150	<i>Ask and answer questions about American Indians using compare-and-contrast signal words.</i>
<b>Required GLEs</b>		<b>Description:</b>
1.1.1		<i>Understands the key ideal of public or common good within the context of the community.</i>
1.2.1		<i>Understands the basic organization of government in the community.</i>
1.2.2		<i>Understands the basic function of government and laws in the community.</i>
3.1.1		<i>Understands and applies basic mapping elements such as compass rose, labels and a key to red and construct maps that display information about neighborhoods or local communities.</i>
3.1.2		<i>Understands the physical characteristics of places in the community.</i>
4.1.1		<i>Understands and creates timeline for events in community to show ow the present is connected to the past.</i>
4.2.1		<i>Understands individuals who have shaped history in the local community.</i>
<b>Standards Connections (Optional)</b>		
CCSS.ELA.5...		<i>Optional space to write out connected ELA/Science/Etc. ....standards.</i>

## Magazines for Unit Two



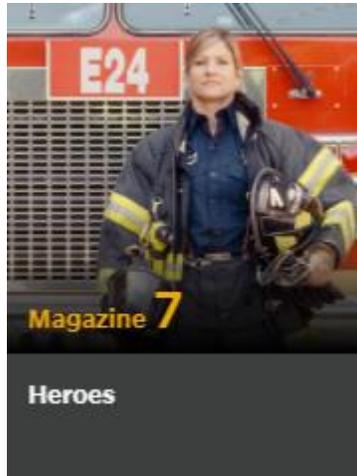
*Lexile Level: 690*

*Lexile Level: 630*

<b>Date Created:</b> 06.25.18		<b>Unit 2- Communities Meeting Their Needs and Wants</b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
4		Communities and Resources	
9		Why People Work	
<b>Skills Overview:</b>			
Magazine #4		Reading Social Studies - Cause and Effect	
		Map and Globe Skills - Read a Product Map	
		Chart and Graph Skills - Use a Flowchart	
Magazine #9		Reading Social Studies - Categorize and Classify	
		Critical Thinking Skills -Make a Choice When Buying	
		Chart and Graph Skills -Read a Picture Graph	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TMVI	85	4	What resources do people need to live and how do people get these resources?
TMVII	225	9	How does the work people do in their jobs help our community and other communities?
<b>Vocabulary:</b>			
TMVI	Page 90	13 vocabulary words	
TMVII	Page 230	16 vocabulary words	
<b>Assessment(s):</b>			
Pre-Assessment	Suggested: Get Set to Read Activity - Magazine 4 & 9 (Print/Digital)		
Post Assessment	End of Magazine 4 Assessment – Communities and Resources (Print Digital)		
Post Assessment	End of Magazine 9 Assessment – Why People Work (Print Digital)		

<i>Source</i>	<i>Page #</i>	<i>Language Objectives Connected to Assessments (Performance Task Based)</i>
<i>TMVI</i>	<i>96</i>	<i>Discuss the steps in a flowchart using sequence words.</i>
<i>TMVII</i>	<i>236</i>	<i>Describe businesses and the types of goods they produce using domain-specific vocabulary.</i>
<b><i>Required GLEs</i></b>	<b><i>Description:</i></b>	
<i>2.1.1</i>	<i>Understands that members of the community make choices among products and services that have costs benefits.</i>	
<i>2.2.1</i>	<i>Understands the basic elements of a community's economic system, including procedures, distributors, and consumers of goods and services</i>	
<i>3..1</i>	<i>Understands that people in communities affect the environment as they meet their needs and wants.</i>	
<i>CCSS.ELA.5...</i>	<i>Optional space to write out connected ELA/Science/Etc....standards.</i>	

## Magazines for Unit Three



*Lexile Level: 880*

<b>Date Created:</b> 06.25.18		<b><i>Unit 3- Participating in Our Community</i></b>	
<b>Magazine #</b>		<b>Titles of Magazine(s):</b>	
7		Heroes	
<b>Skills Overview:</b>			
Magazine #7		Reading Social Studies (Recall and Retell)	
		Chart and Graph Skills (Read a Calendar)	
		Chart and Graph Skills (Read a Table)	
<b>Source</b>	<b>Page #</b>	<b>Magazine #</b>	<b>Compelling Question(s):</b>
TMVII	169	7	Who are heroes, and how do they improve our lives?
<b>Vocabulary:</b>			
TMVII	Page 174	9 vocabulary words	
<b>Assessment(s):</b>			
Pre-Assessment		Suggested: Get Set to Read Activity Magazine 7(Print/Digital)	
Post-Assessment		Hero Magazine Assessment (Print/Digital)	
<b>Source</b>	<b>Page #</b>	<b>Language Objectives Connected to Assessments (Performance Task Based)</b>	
TMVII	190	Use domain-specific vocabulary to describe how historical figures have used their compassion to help others.	
<b>Required GLEs</b>		<b>Description:</b>	
1.1.2		Applies the key ideal of the public or common good to uphold rights and responsibilities within the context of the community.	
1.4.1		Understands that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.	

<i>5.1.1</i>	<i>Understands multiple points of view on issues in the community.</i>
<i>5.3.1</i>	<i>Engages in discussion to learn about different points of view on issues.</i>
<b>Standards Connections (Optional)</b>	
<i>CCSS.ELA.5...</i>	<i>Optional space to write out connected ELA/Science/Etc. ...standards.</i>