**Curriculum:** 2009 Pequea Valley SD Curriculum
**Course:** Social Studies 2

PEQUEA VALLEY SD
**Date:** May 21, 2010 ET

**Topic:** Economics
**Subject(s):** Social Studies

**Days:** 15
**Grade(s):** 2nd

**Key Learning:** **The exchange of goods and services provide choices through which people can fill their basic needs and wants.**

**Unit Essential Question(s):**

**What are goods and services?**
**What are needs and wants?**

| **Concept:** **Goods and Services** 6.1.B, 6.2.A, 6.2.E, 6.4.B, 6.5.A, 6.5.B, 6.5.C | **Concept:** **Needs and Wants** 6.1.A, 6.3.B, 6.5.D, 6.3.D |
|---|---|
| **Lesson Essential Question(s):** How are goods and services alike and different? (A)<br>Why do people work? (ET)<br>Where are goods and services provided? (A)<br>(ET) | **Lesson Essential Question(s):** How do people decide how to use their money? (ET)<br>What are the basic human needs? (A)<br>What are differences between needs and wants? (ET) |
| **Vocabulary:** goods, services, workers | **Vocabulary:** needs, wants |

**Additional Information:**

**Attached Document(s):**

**Vocab Report for Topic:** Economics
**Subject(s):** Social Studies
**Days:** 15
**Grade(s):** 2nd

**Concept:**

**Goods and Services**

goods -

Things that are made or grown and then sold. Clothes, food and books are goods.

services -

Jobs that workers do for others. Doctors do services for others.

workers -

People doing work. Teachers are workers at a school.

**Concept: Needs and Wants**

needs -

Things we must have to live. Shelter, clothes, food and love and care are needs.

wants -

Things we would like to have, but can live without. A jump rope and a bike are wants.

**Topic:** Geography
**Subject(s):** Social Studies

**Days:** 15
**Grade(s):** 2nd

**Key Learning:** **Maps and globes are used to help people locate places and give information about those places .**

**Unit Essential Question(s):**

## What can we learn from maps and globes? What landforms and bodies of water are found in the United States?

| **Concept:** **Tools** 7.1.A | **Concept:** **Physical Characteristics** 7.2.A, 7.2.B, 7.3.B |
|---|---|
| **Lesson Essential Question(s):** What information can we learn from maps and globes? (ET)<br><br>How do we use map keys? (A)<br><br>Where are the cardinal directions found on a compass rose? (A) | **Lesson Essential Question(s):** How can we describe landforms such as hills, swamps and mountains? (A)<br><br>How can we describe bodies of water such as rivers, ponds and lakes? (A)<br><br>Where are the North Pole, South Pole and equator located on a map or globe? (A) |
| **Vocabulary:** map key, cardinal directions, symbols, compass rose | **Vocabulary:** plain, mountain, valley, desert, island, peninsula, river, lake, swamps, North Pole, South Pole, equator, landform |

**Additional Information:**

**Attached Document(s):**

**Vocab Report for Topic:** Geography **Days:** 15
**Subject(s):** Social Studies **Grade(s):** 2nd

**Concept:**

**Tools**

map key -

A map key tells what the symbols on a map stand for.

cardinal directions -

Cardinal directions are the main directions on a compass rose. North, South, East and West are cardinal directions.

symbols -

Something that stands for something else.

compass rose -

A compass rose shows directions on a map.

**Concept: Physical Characteristics**

plain -

Flat land.

mountain -

The highest kind of land.

valley -

Low land between hills or mountains.

desert -

A dry place with little rain.

island -

Land that has water all around it.

**Vocab Report for Topic:** Geography
**Subject(s):** Social Studies
**Days:** 15
**Grade(s):** 2nd

peninsula -

Land that has water on three sides.

river -

A long body of water that flows across the land.

lake -

A body of water with land all around it.

swamps -

Wet, spongy land.

North Pole -

The most northern part of the Earth.

South Pole -

The most southern part of the Earth.

equator -

An imaginary line around the middle of the Earth.

landform -

Different kinds of land. Hills, valleys and mountains are landforms.

**Topic:** Government/Communities
**Subject(s):** Social Studies

**Days:** 25
**Grade(s):** 2nd

**Key Learning:** **Communities are places where people live, work and play together.**

**Unit Essential Question(s):**

**Which communities do we live, work and play in?**
**How do rules and laws guide people?**

| **Concept:** **Communities** 5.1.F, 5.1.G, 5.2.B, 5.3.E, 5.3.J | **Concept:** **Rules and Laws** 5.1.B, 5.2.C, 5.2.F, 5.3.C, 5.3.G |
|---|---|
| **Lesson Essential Question(s):**<br>How do people in communities work together? (A)<br><br>What communities are we a part of? (neighborhood, state, country) (A)<br><br>How is our school like a community? (ET)<br><br>Why is working together an important part of being in a group? (ET)<br><br>What rights and responsibilities do we have in being part of a group? (ET) | **Lesson Essential Question(s):**<br>Why do we have rules and laws? (ET)<br><br>What rules and laws do we have at home, school and in our neighborhood? (A)<br><br>What are consequences of not having or following rules and laws? (ET) |
| **Vocabulary:**<br>community, cooperation, responsibility, neighborhood, Pennsylvania, United States | **Vocabulary:**<br>rules, laws, consequence |

**Additional Information:**

**Attached Document(s):**

**Vocab Report for Topic:** Government/Communities
**Subject(s):** Social Studies
**Days:** 25
**Grade(s):** 2nd

**Concept:**

**Communities**

community -

A place that has many neighborhoods.

cooperation -

Working together.

responsibility -
neighborhood -

A place where people live, work and play.

Pennsylvania -

The state we live in.

United States -

The country we live in.

**Concept: Rules and Laws**
rules -

Rules tell us what to do and what not to do.

laws -

A rule that everyone must follow.

consequence -

A result from an earlier action.

**Curriculum:** 2009 Pequea Valley SD Curriculum
**Course:** Social Studies 2

PEQUEA VALLEY SD
**Date:** May 21, 2010 ET

**Topic:** History
**Subject(s):** Social Studies

**Days:** 25
**Grade(s):** 2nd

**Key Learning:** **Individuals and groups of people have contributed to the history of the United States.**

**Unit Essential Question(s):**

**What contributions have individuals and groups of people had on the history of the United States?**
**What are some national symbols?**

| **Concept:** **Important people** 8.1.A, 8.3.A, 8.2.A | **Concept:** **National Symbols** 5.1.D, 5.1.H |
|---|---|
| **Lesson Essential Question(s):** How have Native Americans contributed to United States history? (A)<br>How have Early Settlers contributed to United States history? (A)<br>How have the Jamestown and Plymouth settlements contributed to United States history? (A) | **Lesson Essential Question(s):** What is the purpose of the United States flag, the Pledge of Alligiance and the National Anthem? (A)<br>Why do we celebrate national holidays? (ET)<br>What are some symbols that represent our country? (A) |
| **Vocabulary:** settlement, settlers | **Vocabulary:** monument, anthem, pledge, alligiance, justice, liberty |

**Additional Information:**

**Attached Document(s):**

**Vocab Report for Topic:** History **Days:** 25
**Subject(s):** Social Studies **Grade(s):** 2nd

**Concept:**

**Important people**

settlement -

A small community built by settlers.

settlers -

A person who comes from a country to live in a different land.

**Concept: National Symbols**

monument -

A building or statue built to honor a person or something that happened.

anthem -

A song for a country.

pledge -

A promise.

alligiance -

Loyalty to a person or country.

justice -

Fairness.

liberty -

Freedom.