

## Wilson Area School District Planned Course Guide

**Title of planned course:** Grade 2 Social Studies

**Subject Area:** Social Studies

**Grade Level:** 2nd Grade

**Course Description:** Students explore the world around them through five connected units that build understanding of communities, citizenship, and society. They begin by learning about communities and citizenship, discovering ways to work together and be responsible members of their community. From there, they develop essential map skills, learning how to read and use maps to better understand their world and find directions. Students also study government, exploring the different levels, the roles they play, and the responsibilities we share as citizens. Students learn about people, cultures, and community celebrations while also practicing how to read and create timelines. Finally, they examine people at work by studying goods and services, producers and consumers, and the basics of economics.

**Time/Credit for this Course:** 15 weeks

**Curriculum Writing Committee:** Renee Hampton, Sarah McKitish

## Wilson Area School District Planned Course Materials

**Course Title:** Grade 2 Social Studies

**Textbook:** Horizons, HMH Into Reading

**Teacher Resources:**

- HMH Into Reading Materials
- HMH Vocabulary Cards
- HMH Teacher Manual
- Horizons Teacher Manual
- Websites
- Scholastic News
- Supplemental Activities, Stories, and Videos
- [PDE SAS](#)

## Curriculum Map

- **Unit 1:** Communities and Citizenship: Explore and learn about communities and citizenship. Find out ways we can work together and be good citizens.
- **Unit 2:** Map Skills: Identify and utilize skills to read maps and understand the world in which we live. Learn how to use maps and find directions.
- **Unit 3:** Government: Explore and understand the levels and role of government and our role and responsibilities to the government as citizens.
- **Unit 4:** Learn About People: Explore and learn about different cultures and community celebrations. Understand, read, and create timelines.
- **Unit 5:** People at Work: Explore goods and services and the people who provide them. Distinguish between producers and consumers as well as the study of basic economics.

## Curriculum Scope & Sequence

**Planned Course:** Grade 2 Social Studies

**Unit:** Living in a Community/Citizenship

**Time frame:** 3 weeks


**State Standards:** 5.1.2.A-D; 5.2.2.A-D, 5.3.2.D, 5.3.2.F, 5.4.2.A, 5.4.2.E

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize that people live, work, and play together
- Define community
- Explain the need for rules
- Recognize the responsibility of citizens to the community
- Recognize the need for cooperation in a group
- Follow steps for working together in a group
- Describe a neighborhood
- Compare cities, suburbs, and rural areas

**Core Activities:** Students will complete/participate in the following:

- Learn and discuss rules and procedures of the classroom and school
- Make a list of rules
- Good Citizenship Cut and Paste Sort
- Complete “Being a Good Citizen” Chart
- Learn and discuss what a community is
- Discuss the difference between City, Suburb, Rural
- Visual learning/Vocabulary
- Read and respond to lessons in books

	<b>HMH: Module 1 - Be a Super Citizen</b>	<b>Social Studies: Horizons Text</b>
<b>Week 1</b>	Watch Get Curious Video: Get Involved: Be Awesome! Video Teach: Knowledge Map 1.1 Vocabulary Read “We are Super Citizens” in myBook Read “Clark the Shark” in myBook	Lesson 1: A Community of People p. 6-9
<b>Week 2</b>	Read “Spoon” in myBook Read “Being a Good Citizen” in myBook -  HMH Read Aloud - Being a Good Citizen - 2nd gr... Knowledge Map 1.1 Vocabulary	Work Together p. 16-17
<b>Week 3</b>	Rewatch Ge Curious Video: Get Involved: Be Awesome! Knowledge Map 1.1 Vocabulary	Lesson 3: Around the Neighborhood p. 18-19 Lesson 4: A Citizen of Many Communities p. 20-23

**Extensions:**

- Create Beginning of the Year School Rules and Procedures- create a list or a book
- Share rules you follow at home
- Read Aloud: “What if Everyone Did That?” by Ellen Javernick
- Being a Good Citizenship Picture Sort
- Complete Acts of a Good Citizen WS Activity Book 1 (Horizons Textbook)
- Play a classroom game about following rules
- Make a list of family members and their responsibilities in the community
- Build a 3D community

**Remediation:**

- Chart Listing Responsibilities at home and at school
- Create a chore chart for home
- Draw pictures of following classroom rules
- Work with a partner to reread HMH stories and discuss
- Cut and Paste Sort- types of communities

**Instructional Methods:**

- Use visuals, posters, and graphic organizers
- Get Curious HMH Video
- Whole group - explicit instruction
- Small groups and partner work
- Read and respond in HMH MyBook
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**

- HMH Into Reading
- Social Studies Horizons Textbook
- Vocabulary Visuals and Cards
- Epic Books and Resources
- Scholastic News and Scholastic Online Resources
- Shared Second Grade Team Related Resource Folder

**Assessments:**

- HMH Into Reading Module Assessments
- Formative assessment - teacher observation/ discussion participation
- Teacher Created Assessments
- Classwork

## Curriculum Scope & Sequence

**Planned Course:** Grade 2 Social Studies

**Unit:** Map Skills

**Time frame:** 3 weeks

**State Standards:** 7.1.2.A, 7.1.2.B; 7.2.2.A, 7.2.2.B, 7.3.2.A

**Essential content/objectives:** At end of the unit, students will be able to:

- Use symbols and find locations on maps and globes
- Locate communities, states, the United States, and selected countries on maps and globes.
- Use your address to identify where you live
- Identify major landforms and bodies of water including continents and oceans on maps and globes

**Core Activities:** Students will complete/participate in the following

- Use map skills to interpret maps
- Use symbols to find locations on maps
- Draw maps to show places and routes
- Use a globe to find the equator, North and South poles, and continents
- Visual learning/Vocabulary lessons
- Read and respond to lessons in books

	<b>Social Studies: Horizons Text</b>
<b>Week 1: What is a Map? Me on the Map Activity</b>	Skills: Read a Map Key p. 24-25
<b>Week 2: Map Vocabulary</b>	Vocab: compass rose, cardinal directions, map legend/map key Lesson 3: Maps and Globes p. 122-125 Skills: Find Directions on a Map p. 126-127
<b>Week 3: Landforms/ Bodies of Water/ Continents/Oceans/ Geographic Map</b>	Skills p. 120-121

**Extensions:**

- Read aloud “Me on the Map” by Joan Sweeney
- Complete Me on the Map Activity
- Create a landform diorama

**Remediation:**

- Draw landforms
- [Graphic Organizer- Where I Live](#)
- Make a TChart defining and illustrating landforms and bodies of water
- Make flip book of landforms and definitions using pictures

**Instructional Methods:**

- Use visuals, posters, and graphic organizers
- Whole group direct instruction
- Small groups and partner work
- Read and respond in writing journal
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**

- Social Studies Horizons Textbook
- Vocabulary Visuals and Cards
- Epic Books and Resources
- Scholastic News and Scholastic Online Resources
- Shared Second Grade Team Related Resource Folder

**Assessments:**

- Unit Activity- Me on the Map
- Label a compass rose
- Read and interpret a map
- Formative assessment - teacher observation/ discussion/ participation
- Teacher created assessments

## Curriculum Scope & Sequence

**Planned Course:** Grade 2 Social Studies

**Unit:** Our Government

**Time frame:** 3 weeks

**State Standards:** 5.1.2.C, 5.1.2.E, 5.1.2.F; 5.2.2.A-D, 5.3.2.A-C, 5.3.2.E, 5.3.2.H, 5.3.2.I, 5.3.2.J; 5.4.2.A-D, 5.4.2.E, 6.3.2.C

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize that people follow laws made by their government.
- Recognize that towns, cities, and every state has its own government.
- Recognize that Americans choose their leaders by an election and voting process.
- Identify qualities of a good leader

**Core Activities:** Students will complete/participate in the following:

- Differentiate between rules and laws using a sort.
- Understand and discuss levels of government: local, state, national
- Identify government leaders at all three levels.
- Understand and discuss a citizen's right and responsibility to vote and pay taxes.
- Understand and discuss the importance and purpose of taxes.
- Discuss qualities of a good leader.
- Be able to state an opinion when voting.
- Understand and discuss conflict and resolutions/ compromise.
- Visual learning/Vocabulary
- Read and respond to lessons in books

	<b>HMH: Module 5 Lead the Way</b>	<b>Social Studies: Horizons Text</b>
<b>Week 1</b>	Get Curious Video Knowledge Map 5.1 Vocab	Lesson 1: Getting Along in a Community p. 46-49 Lesson 2: Community Governments p. 52-57 Lesson 3: Choosing Leaders p. 58-61
<b>Week 2</b>	Knowledge Map 5.1 Read "Great Leaders" in myBook Vocab	Lesson 4: Our State Government p. 64-67 Lesson 5: Our Country's Government p. 70-73
<b>Week 3</b>	Knowledge Map 5.1 Read "Who Are Government Leaders" in myBook Vocab	

**Extensions:**

- Voting Activity in the classroom
- Write an opinion and a reason to support it
- Create a "Levels of Government" flipbook
- Read aloud "Duck for President" and hold a mock election

**Remediation:**

- Work with a partner to reread HMH stories and discuss
- Picture sort of rules vs laws
- Use graphic organizers to show levels of government- local, state, national
- Make a list of qualities of a good leader

**Instructional Methods:**

- Use visuals, posters, and graphic organizers
- Get Curious HMH Video
- Whole group direct instruction
- Small groups and partner work
- Read and respond in HMH Mybook -  
    ▶ HMH ED Read Aloud | Learn First! Then Vote! - 2nd grade
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**

- HMH Into Reading
- Social Studies Horizons Textbook
- Vocabulary Visuals and Cards
- Epic Books and Resources
- Scholastic News and Scholastic Online Resources
- Shared Second Grade Team Related Resource Folder

**Assessments:**

- HMH Into Reading Module Assessments
- Formative assessment - teacher observation/ discussion/ participation
- “Who Are Government Leaders” HMH Selection Quiz 5.3
- Teacher created assessments

## Curriculum Scope & Sequence

**Planned Course:** Grade 2 Social Studies

**Unit:** Learn About People

**Time frame:** 3 weeks

**State Standards:** 7.4.2.A; 8.1.2.A-C, 8.2.2.A-D, 8.3.2.A-D, 8.4.2.A, 8.4.2.B, 8.4.2.C, 8.4.2.D

**Essential content/objectives:** At end of the unit, students will be able to:

- Recognize and describe community celebrations
- Read, interpret, and create timelines to represent information about history, people, and events.

**Core Activities:** Students will complete/participate in the following:

- Create a timeline project of student's own life
- Read and interpret timelines of historical figures and events
- Discuss historical figures and events

	<b>HMH: Module 7 Everyone Has a Story</b>	<b>Social Studies: Horizons Text</b>
<b>Week 1</b>	Get Curious Video Knowledge Map 7.1 Vocab Read "I Am Helen Keller" in myBook	Lesson 1: Our Country of Many People p. 168-169 Lesson 3: Family Heritage p.178-183
<b>Week 2</b>	Knowledge Map 7.1 Read "How to Make a Timeline" in myBook Read "The Stories He Tells" in myBook Vocab	
<b>Week 3</b>	Knowledge Map 7.1 Watch Roberto Clemente Video Vocab	Lesson 4: Community Celebrations: p. 186-198 Lesson 5: Expressions of Culture: p. 190-195

**Extensions:**

- Book Report/Google Slides- Research an influential person in history and present information to the class
- Read and organize a timeline about influential Americans, such as Helen Keller, Abraham Lincoln, and George Washington
- Create a classroom book- family traditions

**Remediation:**

- Create a KWL Chart with various celebrations
- Reread HMH stories with a partner and discuss
- Draw and discuss your family's traditions

**Instructional Methods:**

- Use visuals, posters, and graphic organizers
- Use HMH Get Curious Videos
- Whole group explicit instruction
- Small groups and partner work
- Read and respond in HMH MyBook
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**

- HMH Into Reading
- Social Studies Horizons Textbook
- Vocabulary Visuals and Cards
- Epic Books and Resources
- Scholastic News and Scholastic Online Resources
- Shared Second Grade Team Related Resource Folder

**Assessments:**

- Unit Activity- Timeline Project
- HMH Into Reading Module Assessments
- Formative assessment - teacher observation/ discussion/ participation

## Curriculum Scope & Sequence

**Planned Course:** Grade 2 Social Studies

**Unit:** People at Work

**Time frame:** 3 weeks

**State Standards:** 6.1.2.A-D; 6.2.2.A-G; 6.3.2.A, 6.3.2.D; 6.4.2.A, 6.4.2.C, 6.4.2D; 6.5.2.A-H

**Essential content/objectives:** At end of the unit, students will be able to:

- Identify people's basic needs
- Distinguish between needs and wants
- Distinguish between goods and services
- Identify people who provide goods and services to the community
- Distinguish between producing and consuming
- Identify ways people are both producers and consumers
- Explain how work provides income to purchase goods and services
- Explain the choices people in the United States free enterprise system make about spending and saving money
- Use a decision-making process to identify a situation that requires a decision
- Explain that people around the world depend on one another through trade
- Recognize jobs associated with resources in a place

**Core Activities:** Students will complete/participate in the following:

- Identify basic needs and the difference between needs and wants
- Identify goods and services in a community
- Discuss producers and consumers
- Discuss businesses and careers
- Read and respond to lessons in books
- Analyze purchasing decisions

	<b>Social Studies: Horizons Text</b>
<b>Week 1: Goods/Services/ Producers/Consumers Wants/Needs</b>	Lesson 1: Goods and Services: p. 272-275 Lesson 2: Producers and Consumers p. 276-279
<b>Week 2: Income Buying/Saving</b>	Lesson 4: Work and Income p. 286-289 Citizenship Skills: Make Choices When Buying p. 290-291
<b>Week 3:</b>	Lesson 6: Goods from Near and Far p. 298-303

**Extensions:**

- Play a Goods Vs Services Game
- Picture sort of goods vs services
- Matching Game- needs and wants
- Wallet Activity- Decide how much money to save, spend, and donate
- Career Day- family members and community members present to class about their jobs

- Book Report- students research a job and present to class
- Interview family members about their job

**Remediation:**

- Draw and list basic needs to survive
- Draw pictures of goods and services
- Picture sort of needs and wants
- Sort producers and consumers into categories
- Use graphic organizers

**Instructional Methods:**

- Use visuals, posters, and graphic organizers
- Whole group explicit instruction
- Small groups and partner work
- Read and respond in writing journal
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**

- Social Studies Horizons Textbook
- Vocabulary Visuals and Card
- Epic Books and Resources
- Scholastic News and Scholastic Online Resources
- Shared Second Grade Team Related Resource Folder
- [PBS Learning Media - SmartPath](#)

**Assessments:**

- Teacher Created Assessments
- Formative assessment - teacher observation/ discussion/ participation