



2nd Grade Social Studies

Curriculum

June 2026



Grade 2 Social Studies Scope and Sequence

(Units and lessons are to be followed in order)

Unit One: Geography

In this unit, students will recognize the different elements of a community and the role our homes play in the community. They will learn about rural, suburban, and urban communities. Students will explore the key components of a map and be able to describe geographical elements such as lakes, mountains, plains, oceans, deserts, valleys, rivers, and islands.

Lessons	Timeframe
What is a Community?	Weeks 1-3
How are Communities Different?	Weeks 4-5
How Do We Use Maps?	Weeks 6-7
What is Geography?	Weeks 8-9

Unit Two: Economics

In this unit, the student will identify different types of food, clothing, and shelter with their sources in the environment. They will learn how goods are made and brought to us by sequencing steps in their production and how their goods are brought to consumers. The students will learn and identify service jobs and decide how to spend their money based on the costs and benefits of each choice.

Lessons	Timeframe
How Do People Use Our Environment?	Weeks 10-11
How Are Goods Made and Brought to Us?	Weeks 12-13 *May need 2.5 weeks to complete
Who Provides Services in a Community?	Weeks 14-16 *May need 2.5 weeks to complete
How Can I Be a Smart Consumer?	Weeks 17-18

Unit Three: History

In this unit, the students will read graphs to understand how two communities differ and how each has changed over time. They will also analyze historical images of San Francisco from Native American times to today. They will also learn about their own community, their state of

Pennsylvania, and Pennsylvania symbols.	
Lessons	Timeframe
How Do Communities Change?	Weeks 19-20
How Did One Community Change?	Weeks 21-22
PA Journal: PA Symbols	Weeks 23-25
PA Lapbook	Weeks 26-27
Unit Four: Civics	
In this unit, students will discover four big problems from the past and learn how courageous leaders took action to help their communities. They will categorize three types of actions community leaders can take to help communities in need. The students will decide what a good citizen would do during an afternoon at the pool and compare four communities by completing a table of information.	
Lessons	Timeframe
How Can One Person Make a Difference?	Weeks 28-29
How Do Leaders Help Their Communities?	Weeks 30-31
What Does a Good Citizen Do?	Weeks 32-33
What Do Communities Share?	Weeks 34-36

UNIT 1: Geography

Unit 1 Essential Questions: How Does Geography Affect Our Community?

Mandatory Textbook: Social Studies Alive!

LESSON 1 (Weeks 1-3)

Lesson 1 Overview: Recognize the different elements of a community and the roles our homes play in the community. Design community that includes places to live, work, play, and solve problems.

Academic Vocabulary: community

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 1 - What is a community?	Students will be able to... <ul style="list-style-type: none"> Identify important places in a community Describe what people do in a community Record observations about the local community Design a fictional community 	<p>Slideshow for Lesson 1 (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Show video, follow slides 1-4 Vocabulary Activity: word: community; follow slides 6-8 Hands-On Activity: My Place in a Community (Part I): <ul style="list-style-type: none"> -Follow slides 10-14 Teacher Prep: Cut rectangles to represent homes for students to label -Students draw who lives with them and label each person by first name -Read Sections 1-3 -Students will complete Activity Notes: Draw a Community and add home to it Hands-On Activity: My Place in a Bigger Community (Part II): <ul style="list-style-type: none"> -Follow slides 15-22 -Read Section 4 -Students will complete Problem and Solution Examples -Group students, pass out community cards, and create community with homes: sort community cards into 4 groups (live, work, play, and solve problems) -Have each group combine homes with another group, having each member take turns placing a card and explain why. 	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	7.4.2.A Identify how environmental changes can impact people.

		<p>-Using the slides, have each group join another to build an even larger community</p> <p>5. Show What You Know:</p> <p>-Follow slide 27</p> <p>-Read Summary Section</p> <p>-Students will make a badge to show what they know about their communities</p> <p>-Share responses when finished</p> <p><i>Optional: combine all community cards to create one huge community with the whole class (slides 22-25)</i></p> <p><i>Optional: mini lesson- Social Studies Stories: Mapping a Trip, Riding for Climate, Using Plants in New Ways</i></p>		
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LESSON 2 (Weeks 4-5)

Lesson 2 Overview: Board a helicopter and fly over six different communities. For each, decide which type of community it is (rural, suburban, or urban)

Academic Vocabulary: Rural, suburban, urban

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 2-How are communities different?	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify features of rural, suburban, and urban communities Compare and contrast features of different types of communities Determine the relative location and population 	<p>Slideshow for Lesson 2 (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow Preview slides 2-5 and discuss as a class Vocabulary Activity: words: urban, suburban, rural, follow slides 7-9 Hands-On Activity: Flying Over Three Types of Communities: <ul style="list-style-type: none"> -Follow slides 11-13 -Watch video and discuss which type of community it is and why -Record Hands on Activity Notes based off of videos -Read Sections 1-6 Show What You Know: <ul style="list-style-type: none"> -Follow slide 18 -read summary -students write about what they would do if they were visiting urban, suburban, rural relatives <p><i>Optional: Extension: model three types of communities and analyze</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).

	densities of rural, suburban, and urban communities <ul style="list-style-type: none"> Identify advantages and disadvantages of different types of communities 	<i>photographs of people living, working and having fun in these communities- slides 15-16</i> <i>Optional: mini lesson- Social Studies Stories: Mapping a Trip, Riding for Climate, Using Plants in New Ways</i>		
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LESSON 3 (Weeks 6-7)

Lesson 3 Overview: Explore the key components of a map. Use map reading skills to answer questions about three different locations.

Academic Vocabulary: compass, compass rose, map grid, map key, symbols

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 3- How do we use maps?	Students will be able to... <ul style="list-style-type: none"> Locate places on a map Use a map grid, map key, and compass rose Follow cardinal directions Trace a route on a map Create maps 	<p>Slideshow for Lesson 3 (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow Preview Slides 2-3 Vocabulary Activity: words: compass, compass rose, map grid, map key, symbols, follow slides 5-8 Hands-On Activity: <ul style="list-style-type: none"> -Follow slides 15-20 -Work as whole group or divide into small groups to explore 3 maps (Fatima's Farm, Patels' Amusement Park, and Cheesecake City) Show What You Know: <ul style="list-style-type: none"> -Follow slide 22 and read summary -students make map of their community that includes a grid, title, compass rose, and map key <p><i>Optional: read section 1- A Map Shows a Place, examine two images and answer questions on the slide for the section; repeat for sections 2-4; slides 10-13</i></p> <p><i>Optional: mini lesson- Social Studies Stories: Mapping a Trip, Riding for</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>7.1.1.A. Identify how basic geographic tools are used to organize information.</p> <p>7.2.2.A. Identify the physical characteristics</p>

LESSON 4 (Week 8-9)

Lesson 4 Overview: With a group, act out one physical feature—lake, mountain, plain, ocean, desert, valley, river, or island—while the rest of the class guessed which feature is being depicted.

Academic Vocabulary: Continent, island, physical map, valley, country, lake, plain, desert, mountain, political map, geography, ocean, river

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 4- What is geography?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify and locate geographic features on a physical map Apply knowledge of geographic features in a game Use political map of the US to identify the location of various US states 	<p>Slideshow for Lesson 4 (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow Preview slides 2-3 Vocabulary Activity: words: continent, island, physical map, valley, country, lake, plain, desert, mountain, political map, geography, ocean, river, Follow slides 5-11 Hands-On Activity: Acting Out Physical Features -prepare activity cards A-H -read sections 1-6, complete activity notes; slides 14-16 -pass out cards, groups act it out and class guesses; slide 16 -read sections 7-8 and complete notes p59 Show What You Know: -Follow slide 21 -Design own continent by including 5 physical features -Share responses <p><i>Optional: play the US state game; slide 13</i></p> <p><i>Optional: mini lesson- Social Studies Stories: Mapping a Trip, Riding for Climate, Using Plants in New Ways</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>7.1.71B. Describe regions in geographic reference using physical features.</p> <p>7.2.2.A. Identify the physical characteristics of places.</p> <p>7.2.2.B. Identify the basic physical processes that affect the physical characteristics regions.</p>

UNIT 2: Economics

Unit 2 Essential Questions: How do people decide what they want, and how do they get it?

Mandatory Textbook: Social Studies Alive!

LESSON 5 (Weeks 10-11)

Lesson 5 Overview: Use clues in videos to match different types of food, clothing, and shelter with their sources in the environment.

Academic Vocabulary: conserve, environment, natural resources, pollute

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 5 - How do people use our environment?	Students will be able to... <ul style="list-style-type: none"> Distinguish between things that are from nature and those made by people Analyze how people live in different environments Describe how the natural resources of different environments can be used for food, clothing, and shelter Explain the causes and effects of land, water, and air pollution 	<p>Lesson 5 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-4; <i>Students will cut out product chips from the Hands on Activity Notes</i> Vocabulary Activity: words: conserve, environment, natural resources, pollute; Follow slides 6-9 Hands-On Activity: Using Our Environment for Food, Clothing, and Shelter: <ul style="list-style-type: none"> -Follow slides 11-19 -Read Sections 1-4 -Sort product chips into three piles: food, clothing, and shelter (do not glue) -Read Section 5 -Watch videos -Read Section 6 (re-sort product chips, if needed) -Read Section 7; watch videos -Re-sort product chips (if needed), discuss, and glue -Read Sections 8-10 Show What You Know: <ul style="list-style-type: none"> -in student journal list 2 products that come from each environment: rainforest, ocean, farm: slide 23 <p><i>Optional: Extension: look at a few ways humans pollute the air, land, and</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>7.4.2.A. Identify how environmental changes can impact people.</p>

		<p><i>water and match a solution to each problem. Read sections 8-10</i></p> <p><i>- Use slide 21, drag and drop solution to each problem, discuss</i></p> <p><i>Optional: mini lesson- Social Studies Stories: Using Plants in New Ways, Food from the Desert, Working in Central Park, Shopping for School</i></p>		
LESSON 6 (Weeks 12-13)				
Learn how goods are made and brought to us by sequencing the steps in their production. Visit other groups to learn how their goods are brought to consumers.				
Academic Vocabulary: Consumer, goods, income, producer, trade, transportation				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 6- How are goods made and brought to us?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Create a process diagram • Identify key natural resources and show how they fuel our economic growth • Complete a flowchart showing how natural resources are made into the goods we consume 	<p>Lesson 6 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> 1. <u>Preview Activity:</u> Follow Slides 2-3 2. <u>Vocabulary Activity:</u> words: consumer, goods, income, producer, trade, transportation; Follow Slides 5-8 3. <u>Hands-On Activity: Sequencing How Goods Are Made and Delivered:</u> <ul style="list-style-type: none"> -Prepare Activity cards A-D: Station Cards -Read Sections 1-3 -Assign groups to sequence cards or plan to complete as whole group -Read Sections 4-10 -Re-order cards if needed; complete activity notes -Present sequence to class, using slides 4. <u>Hands-On Activity 2: Going on a Gallery Walk:</u> <ul style="list-style-type: none"> -students will visit 3 other groups-slide 14, assign students presenter or gallery walker -use slides 15-19 and drag and drop in correct order -use final slide to discuss students' learning and observations 5. <u>Show What You Know:</u> <ul style="list-style-type: none"> -Follow slide 21 -visit a farm to connect natural resources found there to the goods that ultimately ends up in our homes. -read summary of lesson -students connect resource image to the products people use in 	<ul style="list-style-type: none"> • Written responses • Exit tickets • TCI assessment • discussions 	<p>6.1.K-2.J Explain why people trade.</p> <p>6.2.K-2.A Define and identify goods and services.</p> <p>6.2.K-2.J Define entrepreneurship and identify entrepreneurs in the local community.</p> <p>6.3.K-2.I Define public goods and services provided by the government.</p>

		their books -share <i>Optional: mini lesson- Social Studies Stories: Using Plants in New Ways, Food from the Desert, Working in Central Park, Shopping for School</i>		
LESSON 7 (Weeks 14-16) * See Pacing Guide Notes*				
Lesson 7 Overview: Work with a group to create a skit for a service job. Present the skit with creativity and energy to inspire learning about each service job.				
Academic Vocabulary: business, law, service, tax				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 7- Who provides services in a community?	Students will be able to... <ul style="list-style-type: none"> Show examples of community service jobs to relate new concepts to personal experience Use role playing to learn about job duties of eight different service jobs Appreciate the role service workers play in our complex economy Learn how specialization occurs in work today 	<p>Lesson 7 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow Slides 2-3 Vocabulary Activity: words: business, law, service, tax; Follow slides 5-8 Hands-On Activity: Presenting Skits About Service Workers: Prepare Activity Cards A-H; Print Activity Cards online to make service job hats (optional) <ul style="list-style-type: none"> -read sections 1-6, split into groups -students use activity notes to plan their skits -follow slides 10-13 -student rehearse and present -students label each service hat in their books as they watch presentations Show What You Know: <ul style="list-style-type: none"> -Follow slide 15 -Read Summary -Students will choose a favorite service job. They will draw/label a picture of that job and write a sentence about it -Share when finished <p><i>Optional: mini lesson- Social Studies Stories: Using Plants in New Ways, Food from the Desert, Working in Central Park, Shopping for School</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	6.1.K-2.I Describe why people divide tasks to make work easier. 6.2.K-2.H Identify businesses in your community. 6.3.K-2.E Define a tax and identify examples. 17.2.K-2.C Predict the knowledge and skills needed for various jobs.

LESSON 8 (Weeks 17-18)

Lesson 8 Overview: Help students decide how to spend their money based on the costs and benefits of each choice.

Academic Vocabulary: need, resource, save, scarcity, want

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 8- How can I be a smart consumer?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Give examples of one's own family activities to relate new concepts to personal experience Use reasoning skills to analyze the costs and benefits of purchasing goods 	<p>Lesson 8 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-3 Vocabulary Activity: words: need, resource, save, scarcity, want; slides 5-8 Hands-On Activity: <ul style="list-style-type: none"> -Follow slides 10-20 -Read Sections 1-6 -Use slides 2-5 to review costs and benefits -Listen to videos on slide 6-9; discuss with a partner the costs and benefits of the decision each shopper faces -Complete Activity Notes on Page 131 Show What You Know: <ul style="list-style-type: none"> -Lists costs and benefits of purchasing a toy instead of a sandwich -read summary -students record 3 costs and 3 benefits for purchasing the toy instead of the sandwich, -explain/share <p><i>Optional: Extension: Being a Wise Consumer- review section 6</i> <i>-pair students</i> <i>-on each slide, drag group's number (1-10) onto item they're choosing to buy and discuss reasons for their decisions- slides 22-25</i></p> <p><i>Optional: mini lesson- Social Studies Stories: Using Plants in New Ways, Food from the Desert, Working in Central Park, Shopping for School</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>6.1.K-2.B Explain how limited resources require us to make choices and share when we cannot have everything we want.</p> <p>6.4.K-2.D Define saving and explain why people use banks to save.</p> <p>17.3.K-2.C Differentiate between money that is received and money that is spent.</p> <p>17.3.K-2.A Describe spending choices people make in everyday life and factors that influence them.</p>

				<p>17.3.K-2.D Describe how people use money for different purposes, including spending, saving, and sharing with others.</p> <p>17.3.K-2.M Identify items people might give to someone else or donate to charity.</p> <p>17.4.K-2.B Describe reasons people save money for the future rather than spend it now.</p> <p>17.4.K-2.A Describe things people own (e.g., toys, home, money).</p> <p>17.4.K-2.C Identify ways children can keep their money safe and avoid losing it.</p>
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UNIT 3: History

Unit 3 Essential Questions: How Can I be a historian?

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LESSON 11 (Weeks 19-20)

Lesson 11 Overview: Read graphs to understand how two communities differ and how each has changed over time. Then, choose which of the two communities you would like to live in based on what you've learned.

Academic Vocabulary: rebuild

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 11- How do communities change?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify the factors that cause a community to grow and change Explain the reasons communities get bigger or smaller Identify causes and effects of changes in the local community 	<p>Lesson 11 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-3 Vocabulary Activity: word: rebuild Hands-On Activity: Graphing How Two Communities Change Over Time: <ul style="list-style-type: none"> -Prepare Activity Cards A-F: Community Graphs -Follow slides 9-12 -Set up stations/partners or complete activity as whole group -Complete Activity Notes -Read Sections 1-4 Show What You Know: <ul style="list-style-type: none"> -read summary -students draw how their community has changed in book, slide 14 -list two reasons why they like their community -share <p><i>Optional: mini lesson- Social Studies Stories: One Community's History, Instant Suburbs, Daily Life in Colonial America, Los Angeles Grows, Family Stories</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	8.1.2.C. Apply sources of historical Information

LESSON 12 (Weeks 21-22)

Lesson 12 Overview: Analyze historical images of San Francisco from Native American times to today. The clues you uncover will help you arrange the images along a timeline.

Academic Vocabulary: earthquake, present, future, past, primary source, timeline

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 12- How did one community change?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Analyze historical photographs and illustrations Sequence historical events on a timeline 	<p>Lesson 12 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-3 Vocabulary Activity: words: earthquake, present, future, past, primary source, timeline, follow slides 5-7 Hands-On Activity: Making Timelines to Show How a City Changes: <ul style="list-style-type: none"> -Read Sections 1-3 -Students cut timeline images from Activity Cutouts, Page 197 -Read Sections 4-6 Show What You Know: <ul style="list-style-type: none"> -read summary -students create timeline of events from their lives -share <p><i>Optional: Extension: gather information to create a timeline for something that happened in your community.</i></p> <p><i>-have students research a significant</i></p> <p><i>Optional: mini lesson- Social Studies Stories: One Community's History, Instant Suburbs, Daily Life in Colonial America, Los Angeles Grows, Family Stories</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>8.1.2.A. Read and interpret information on simple timelines.</p> <p>8.1.2.B. Identify documents relating to an event.</p> <p>8.3.2.B. Identify American artifacts and their importance in American history.</p> <p>8.3.2.C. Identify facts related to how different people describe the same event at different time Periods.</p> <p>8.3.2.D. Demonstrate an understanding of how different</p>

				groups describe the same event or situation.
PENNSYLVANIA LESSON 1 (23-25 Weeks) *Use PA Journal*				
Lesson 1 PA Overview: Identify all the state symbols, discuss state seal and flag and the meaning/origin of both.				
Academic Vocabulary: capital, symbols, official, products				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
PA Lessons What are the symbols of the state of PA and the meaning behind them?	Students will be able to... <ul style="list-style-type: none"> Identify the state flag and meaning behind it Identify the state seal and the meaning behind it Identify the state animal Identify the state bird Identify the state fish Identify the state tree Identify the state flower Identify the state dog Identify the state insect Identify the 	<p>*all video links in Gr 2 Social Studies Resources folder on Drive under "Pennsylvania Journal Video Links" PA Journal Video Links</p> <p><u>Day 1: Where Do I Live?</u> -play Our Planet Earth video and Continents of the World -review where students live and their address -SW complete page -read "Where is Pennsylvania" page</p> <p><u>Day 2: Pennsylvania the 2nd State</u> -play Pennsylvania for Kids video -color/discuss map of PA -read Harrisburg page -complete Map of Pennsylvania -see optional writing prompt*</p> <p><u>Day 3: What is a State Symbol?</u> -read What is a State Symbol -play Explore! PA State Flag video & PA State Flag History link -read PA State Flag & State Seal page; state seal link with more information</p> <p><u>Day 4: PA State Animal & Fish</u> -play Oh Deer White Tail Deer Biology video & White Tail Deer Mini Documentary</p>	<p>*all found in Gr 2 Social Studies Resources folder on Drive*</p> <ul style="list-style-type: none"> KWL Chart PA State Symbols Exit Ticket Pennsylvania Facts True or False Comprehension Questions PA State Symbols Quiz *Optional writing prompt: Explain why PA is a nice place to live *in PA Journal* 	<p>8.2.2.B. Identify important buildings, statutes, and monuments associated with the state's history.</p> <p>5.1.2.E. Describe citizens' responsibilities to the state of PA and nation.</p> <p>5.1.2.F. Identify state symbols.</p>

	<p>state capital and two other major PA cities</p> <ul style="list-style-type: none"> Identify where they live in relation to the continent, country, state, town and their address 	<p>-read PA State Animal section -play The Trout Life Cycle video -read PA State Fish section</p> <p><u>Day 5: PA State Tree & Flower</u> -play Eastern Hemlock & Hemlock Trees videos -read PA State Tree section -play Mountain Laurel in Bloom & Mountain Care videos -read PA State Flower section</p> <p><u>Day 6: PA State Dog & Bird</u> -play Great Dane facts video -read PA State Dog section -play Ruffed Grouse Song Video & Ruffed Grouse Drumming videos -read PA State Bird section</p> <p><u>Day 7: PA State Insect & Review</u> -play Fireflies & Fireflies Nature's Baffling Blinkers videos -read PA State Insect section -review extra/other state symbols -optional- see All State Symbols link -optional- Famous PA Landmarks and Did you know...? pages</p> <p><i>Optional: Word Search, PA Placemat, Writing Prompt- Explain why PA is a nice place to live</i></p>		
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PENNSYLVANIA LESSON 2 LAPBOOK (26-27 Weeks)

Supplemental Resources: Use PA Journal and [PA Lapbook](#) (*lapbook is found in Gr 2 Social Studies Resources folder on Drive under "PA Lapbook" [PA Lapbook Link](#))

Lesson Overview: Students will be able to make a lapbook showing their learned knowledge of PA History and state symbols

Academic Vocabulary:

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
PA Lessons	Students will be able	*teacher prep: you will need a manilla file folder for each student, and	*all found in Gr 2	8.2.2.B.

<p>What are the symbols of the state of PA and the meaning behind them?</p>	<p>to...</p> <ul style="list-style-type: none"> ● Identify the state flag and meaning behind it ● Identify the state seal and the meaning behind it ● Identify the state animal ● Identify the state bird ● Identify the state fish ● Identify the state tree ● Identify the state flower ● Identify the state dog ● Identify the state insect ● Identify the state capital and two other major PA cities ● Identify where they live in relation to the continent, country, state, town and their address 	<p>fold the left and ride side in like shown in directions*</p> <p>*you will also need to copy each lapbook section that you choose to use for your class per student or pairs of students*</p> <p>*some pages are already adapted for you and are included in the whole PDF, please choose which ones you'd like to use from the several versions*</p> <p><u>Day 1: Title Page & State Flag</u> -discuss, color, cut, and glue</p> <p><u>Day 2: State Seal</u> -cite evidence, use PA Journal, fill in blanks -cut and glue</p> <p><u>Day 3: PA Map & PA Nickname, Capital, Abbreviation, Date</u> -cite evidence, fill in blanks -cut and glue</p> <p><u>Day 4: Symbols of Pennsylvania</u> -*may take 2 days* -cite evidence, fill in blanks -cut and glue</p> <p><u>Day 5: Finish Symbols of Pennsylvania</u> -finish fill in blanks (if needed) -cut and glue</p> <p><u>Day 6: Optional: Did You Know Cool Facts About the Keystone State?</u> -discuss, cut and glue</p> <p><i>Optional: Word Search, PA Placemat, "Did You Know Cool Facts about the Keystone State? page in lapbook"</i></p>	<p>Social Studies Resources folder on Drive*</p> <ul style="list-style-type: none"> ● KWL Chart ● PA State Symbols Exit Ticket ● Pennsylvania Facts ● True or False ● Comprehension Questions ● PA State Symbols Quiz ● Use lapbook as a form of assessment 	<p>Identify important buildings, statutes, and monuments associated with the state's history.</p> <p>5.1.2.E. Describe citizens' responsibilities to the state of PA and nation.</p> <p>5.1.2.F. Identify state symbols.</p>
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UNIT 4: Civics

Unit 4 Essential Question: Why Should you do the right thing even when no one is watching?

Mandatory Textbook: Social Studies Alive!

LESSON 13 (Weeks 28-29)

Lesson 13 Overview: Discover four big problems from the past. Learn how courageous leaders took action to help their communities.

Academic Vocabulary: inventor

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 13- How can one person make a difference?	Students will be able to... <ul style="list-style-type: none"> Identify problems and possible solutions in various communities Identify the contributions of individuals to US history and culture. 	<p>Lesson 13 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-3 Vocabulary Activity: word: inventor, follow slides 5-7 Hands-On Activity: Learning How Four People Made a Difference in Their Communities: <ul style="list-style-type: none"> -Follow slides 9-14 -Watch videos about 4 people who solved problems in their community -Read (each) Section 1, 2, 3, 4 after you watch the video on the specific person -Complete Activity Notes for each person Show What You Know: choose a community leader to honor with the presidential medal of freedom. <ul style="list-style-type: none"> -read summary -students circle community leader they want to award medal to, write a brief speech -share: how can one person make a difference? <p><i>Optional: mini lesson- Social Studies Stories: A Citizen and a Leader, Save the Park Day, Leaders Vote for the Community, Good Citizen Lincoln, Happy Birthday, USA!</i></p>	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>8.2.2.A. Identify historical figures in the community</p> <p>8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.</p> <p>5.3.2.A. Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.A. Identify the role government plays in the community (education, transportation).</p>

LESSON 14 (Weeks 30-31)

Lesson 14 Overview: Categorize three types of actions community leaders can take to help communities in need.

Academic Vocabulary: Government, leader, vote

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 14- How do you leaders help their communities?	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Vote in a class election • Predict what community leaders can and cannot do • Conduct a mock demonstration • Identify a community problem and propose a solution 	<p>Lesson 14 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> 1. Preview Activity: Follow slides 2-3 -Prepare Activity Cards A-B: Debate Cards -Students will discuss benefits and drawbacks of a community playground or pool -Record reasons, Page 221 -Students vote on playground or pool -Count votes 2. Vocabulary Activity: word: government, leader, vote -slides 9-11 3. Hands-On Activity: Three Ways Community Leaders Can Help: -Follow slides 13-18 -Read Sections 1-5 -Using slides 15-18, students will discuss what community leaders could do to help solve the safety issues -Complete Hands on Activity Notes on Page 229 4. Show What You Know: send an email to one or more community leaders asking for help with a problem in your community. -follow slide 20 -read the summary -students draft a message to community leaders asking for help with a problem -share <p><i>Optional: mini lesson- Social Studies Stories: A Citizen and a</i></p>	<ul style="list-style-type: none"> • Written responses • Exit tickets • TCI assessment • discussions 	<p>5.1.2.A. Explain the purposes of rules in the classroom and in their school community</p> <p>5.1.2.B. Explain the importance of rules in the classroom and school community.</p> <p>5.1.2.C. Define fairness in working with others.</p> <p>8.3.2.A. Identify groups and organizations and their contributions to the United States.</p> <p>5.2.2.A Identify and explain the importance of responsibilities at school, at home, and the community.</p> <p>5.2.2.C. Identify community projects/activities that support leadership and public service.</p>

		<i>Leader, Save the Park Day, Leaders Vote for the Community, Good Citizen Lincoln, Happy Birthday, USA!</i>		<p>5.2.2.D. Explain responsible community behavior.</p> <p>5.3.2.A. Identify the role government plays in the community (education, transportation).</p> <p>5.3.2.B. Identify local government leaders.</p> <p>5.3.2.C. Identify other types of services provided by local government.</p> <p>5.3.2.E. Describe situations in the state or nation when having an elected official represent the people is beneficial.</p> <p>5.4.2.E. Explain how a community reaches compromise.</p>
LESSON 15 (Weeks 32-33)				
Lesson Overview: Jump into the “community swimming pool” for a fun afternoon. Decide what a good citizen would do during an afternoon at the pool				
Academic Vocabulary: Citizen, responsible				
Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 15- what	Students will be able to...	Lesson 15 Slides (must be logged into TCI for slideshow to work)	<ul style="list-style-type: none"> Written responses 	5.1.2.A. Explain the

<p>does a good citizen do?</p>	<ul style="list-style-type: none"> ● Identify ways to be a good citizen ● Decide whether specific actions are those of a good citizen ● Brainstorm good citizenship actions that students could perform in the community 	<ol style="list-style-type: none"> 1. <u>Preview Activity:</u> Follow slides 2-3 2. <u>Vocabulary Activity:</u> word: citizen, responsible; Follow Slides 5-7 3. <u>Hands-On Activity: Going For a Swim:</u> <i>Teacher Prep: Prepare a "pool" and provide some pool toys for class discussion</i> -Follow Slides 9-12 -Read Sections 1 and 2 -Discuss how to make the pool safe, fun, and fair for everyone -Have students create a "Code of Conduct" for the next pool trip in their Activity Notes Section -Have students "jump in" for a second round, this time using your new rules 4. <u>Hands-On Activity: Swimming Pool Citizenship</u> -follow slides 14-16 -review scenarios on second slide before teaching -read sections 3-8 -groups act out -students complete hands on activity notes 5. <u>Show What You Know:</u> -follow slide 18 -read summary -students draw picture and describe a rule they follow in community/school -share <p><i>Optional: mini lesson- Social Studies Stories: A Citizen and a Leader, Save the Park Day, Leaders Vote for the Community, Good Citizen Lincoln, Happy Birthday, USA!</i></p>	<ul style="list-style-type: none"> ● Exit tickets ● TCI assessment ● discussions 	<p>purposes of rules in the classroom and in their school community</p> <p>5.1.2.B. Explain the importance of rules in the classroom and school community.</p> <p>5.1.2.C. Define fairness in working with others.</p> <p>5.1.2.D. Explain why school rules are written and posted.</p> <p>5.1.2.E. Describe citizens' responsibilities to the state of Pennsylvania and the nation.</p> <p>5.2.2.A Identify and explain the importance of responsibilities at school, at home, and the community.</p> <p>5.2.2.B. Identify a problem and probable solution.</p> <p>5.2.2.C. Identify community projects/activities that support leadership and public service.</p> <p>5.2.2.D. Explain</p>
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responsible community behavior.

5.3.2.F.
Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action.

LESSON 16 (Weeks 34-36)

Lesson Overview: Compare four communities by completing a table of information

Academic Vocabulary: tourist

Essential Questions	Learning Objectives	Activities & Strategies	Forms of Assessment	Standards
Lesson 16- what do communities share?	<p>Students will be able to...</p> <ul style="list-style-type: none"> Locate places on a political map Identify how communities share to meet their economic needs and wants Identify something special about their community Analyze community celebrations to show how people share pride in our country 	<p>Lesson 16 Slides (must be logged into TCI for slideshow to work)</p> <ol style="list-style-type: none"> Preview Activity: Follow slides 2-5 Vocabulary Activity: word: tourist; -follow slides 7-9 Hands-On Activity: Creating a Table Comparing Four Communities: <i>Prepare Activity Card A: Geography, Activity Card B: Economy, Activity Card C: Civics, and Activity Card D: History</i> -Follow slides 11-13 -Read Sections 1-8 -Divide students into pairs and distribute cards or complete as whole group -Review rows and columns and complete Hands on Activity Notes on Pages 260-261 based upon the 4 cities (Columbus , Ohio; Tampa, Florida; Bend, Oregon; and Unalaska, Alaska) Show What You Know: Create a table about the geography, economy, civics, and history of your 	<ul style="list-style-type: none"> Written responses Exit tickets TCI assessment discussions 	<p>6.1.K-2.I Describe why people divide tasks to make work easier.</p> <p>6.1.K-2.B Explain how limited resources require us to make choices and share when we cannot have everything we want.</p>

		<p><u>community</u></p> <ul style="list-style-type: none">-follow slide 15-read summary-students create a table that shows information about their community-share <p><i>Optional: mini lesson- Social Studies Stories: A Citizen and a Leader, Save the Park Day, Leaders Vote for the Community, Good Citizen Lincoln, Happy Birthday, USA!</i></p>		
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