Grade Level: 2 **Course Title: Social Studies** **Topic/Concept: Where We Live**
Time Allotment: 4 Weeks (during 1st grading period) **Unit Sequence: 1**

Major Concepts to be learned:

- Geography: Where we live. Introduce from broadest sense of place (Earth) to their home.

Expected Skills to be demonstrated:

- Planet = Earth
- Seven Continents (North America) & Five Oceans
- Country (United States) & Country Neighbors (Canada and Mexico)
- General overview of 50 States and Focus on Our State (Pennsylvania)
- Town/City/Neighborhood (Mercer)
- Map, Compass, and other Navigational Skills

PA Standards/Anchors:

7.1.A
7.1.B
7.2.A
7.2.B
7.3.A
7.3.B
7.4.A
7.4.B

Eligible Content:

- Locate Earth as the third planet from the Sun
- Practice naming seven continents and five oceans
- Specifically identify North America, United States, Pennsylvania, and Mercer
- Overview of the 50 states
- Locate the directions on a compass rose
- Reading maps, globes, and atlases

Instructional Strategies:

Classroom Discussions
Student Work Packets
Visuals (Maps/Smartboard)
Charts/Graphic Organizers
Studies Weekly
Atlas Book
Globes
Quality Children's Literature (Nonfiction)
Google Earth
Educational Videos

Assessments:

- Student Packet
- Teacher Observation
- Student Participation

Grade Level: 2 **Course Title: Social Studies** **Topic/Concept: Government**
Time Allotment: 4 weeks (during 3rd grading period) **Unit Sequence: 3**

Major Concepts to be learned:

- Introduce the dynamics and characteristics of democracy and American Government.

Expected Skills to be demonstrated:

- Appreciate and understand the U.S. Constitution
- Recognize there are 3 branches to our U.S. Government
- Identify American Symbols
- Construct rules and exercise the right to vote

PA Standards/Anchors:

5.3.B	8.2.A
5.3.C	8.2.B
5.3.E	8.1.B
5.3.F	8.3.B
5.3.J	8.4.B

Eligible Content:

- Key facts relating to the U.S. Constitution (Philadelphia, Framers, When, We the People)
- Learn about freedom, democracy, and citizen rights
- 3 parts of govt. and their corresponding building and leaders (Ex: Executive – White House – President)
- American Symbols (White House, Liberty Bell, American Flag, Bald Eagle, Washington Monument)
- Right to vote and voting outcomes.

Instructional Strategies:

Classroom Discussions	Educational Videos
Student Work Packets	Songs
Class Constitution	Hands-on Experiments (Mock Election)
Visuals	Quality Children's Literature (Nonfiction)
Charts/Graphic Organizers	Studies Weekly

Assessments:

- Student Packet
- Student Participation
- Teacher Observation

Grade Level: 2 **Course Title: Social Studies** **Topic/Concept: Native Americans**
Time Allotment: 4 weeks (during 2nd grading period) **Unit Sequence: 2**

Major Concepts to be learned:

- Native Americans were a people indigineous to North America and a culture worthy of study.

Expected Skills to be demonstrated:

- Compare and contrast urban and rural communities.
- Identify three types of Native American homes.
- Identify the various forms of transportations used by Native Americans.
- Cultural aspects of the Native Americans.
- Native American communication.

PA Standards/Anchors:	Eligible Content:
7.3.A 7.3.B 7.4.A 7.4.B 8.1.A	• Identify the differences between urban and rural communities. • Identify the wigwam, longhouse, and teepee as Native American homes. • Identify the horse, sled, canoe, kayak, travel afoot, and wagon as modes of Native American transportation. • Understanding that different tribes have a variety of cultural aspects: hunting, clothing, traditions. • Learn and use Native American symbols to communicate. • General history about Native American influence on our Thanksgiving Holiday traditions.

Instructional Strategies:		Assessments:
Classroom Discussions	Educational Videos	• Student Packet • Student participation • Teacher Observation
Student Work Packets	Artifacts: arrowheads, pottery, etc.	
Charts/Graphic Organizers	Hands-on Learning	
Studies Weekly	Visuals	
Quality Children's Literature (Nonfiction)		

Grade Level: 2 **Course Title: Social Studies** **Topic/Concept: Work Unit**
Time Allotment: 4 weeks (during 4th grading period) **Unit Sequence: 5**

Major Concepts to be learned:

- Communities, the workforce, and individuals make our ecomonic system.

Expected Skills to be demonstrated:

- Brainstorm people and jobs within our community.
- Learn goods and services both in and out of our community.
- Explain the differences between a salesperson, a consumer, and a producer.
- Define wants and needs.
- Identify various aspects of work.

PA Standards/Anchors:

5.3.J	6.2.D
6.1.A	6.3.B
6.1.B	6.4.B
6.2.A	6.5.A
6.2.B	6.5.B
6.5.C	

Eligible Content:

- Discuss community jobs: such as firefighter, police officer, librarian, banker, etc.
- Define goods and be able to recognize them. Goods come from near and far.
- Define services and be able to recognize them.
- Goods are produced in a factory.
- Explain cycle of a producer make/grow, a salesperson selling, and a consumer buying.
- List three basic needs (must have to survive) and three wants (would like to have).
- Aspects of work: taxes, community services, income, etc.

Instructional Strategies:

Classroom Discussions	Educational Videos
Student Work Packets	Role Play: work, service, etc.
Charts/Graphic Organizers	Studies Weekly
Technology	Visuals
Quality Children's Literature (Nonfiction)	

Assessments:

- Student Packet
- Student participation
- Teacher Observation

Grade Level: 2 **Course Title: Social Studies** **Topic/Concept: Historical Biographies**
Time Allotment: 4 Weeks (during 3rd grading period) **Unit Sequence: 4**

Major Concepts to be learned:

- Select and study important figures in history.

Expected Skills to be demonstrated:

- Exposure to many historical figures, reading a wide array of biographies.
- Select a historic figure to complete a fact sheet.
- Timeline skills.
- Perform or attend historic play.
- Present historic figure fact sheet to peers.

PA Standards/Anchors:

8.2.A
8.2.B
8.3.A
8.3.B
8.4.A
8.1.A
8.1.B
8.1.C

Eligible Content:

- Fact Sheet includes: birth, significance in history, illustration, and fun fact.
- Discuss facts learned about historic figures from the play.
- Famous American Comprehension Worksheets.
- Construct, read, and interpret a timeline.
- Understand nonfiction biography features.

Instructional Strategies:

Classroom Discussions
Variety of Historic Biographies
Charts/Graphic Organizers
Studies Weekly
Quality Children's Literature (Nonfiction)
Educational Videos
Timeline
Technology
Visuals

Assessments:

- Historical Figure Fact Sheet
- Student Participation
- Teacher Observation