

Second Grade Social Studies Units

September: Communities & Cultures	October: Government & History	November: History	December: Communities & Cultures	January: Map Skills
Communities (Unit 1) <ul style="list-style-type: none"> • My Community and Region Today • Compare Deposit to other NY Communities • September 11th-Patriot Day • September 17th-Constitution Day 	Our Country (Unit 1) <ul style="list-style-type: none"> • Citizenship (Rights, Roles, & Responsibilities) • Symbols • Election • Columbus Day • Community officials • Making and changing laws 	U.S. History/People Long Ago (Unit 4) <ul style="list-style-type: none"> • Native Americans • Thanksgiving • Pioneers • People & Places Change • Early America • Independence 	Communities & Traditions Around the World (Unit 4) <ul style="list-style-type: none"> • American Heritage • Heroes & Holidays • Kwanzaa • Las Posadas • Hanukkah • Christmas • Chinese New Year 	The World Around Us/Map Skills (Unit 2) <ul style="list-style-type: none"> • Symbols, key, direction, etc. • Identify their own state, country, oceans, and continents on maps and globes • Seasons and climate • World Regions
February: Geography	March: Geography	April: Communities & Cultures	May: History & Cultures	June: Economics
Using Our Resources (Unit 3) <ul style="list-style-type: none"> • Land and Water Resources • People Settle Famous Americans <ul style="list-style-type: none"> • President's Day • Black History Month 	Using Our Resources (Unit 3) <ul style="list-style-type: none"> • Changing the Environment • Connecting Communities 	A World of Many People (Unit 5) <ul style="list-style-type: none"> • World Cultures • Many People, One Country Earth Day	A World of Many People (Unit 5) <ul style="list-style-type: none"> • Celebrating Culture • Recognizing Americans Community Service <ul style="list-style-type: none"> • Community Book Swap 	People in the Marketplace (Unit 6) <ul style="list-style-type: none"> • Economic Decision Making • Challenging of Meeting Needs and Wants • Flag Day • Career Day

Second Grade Social Studies Vocabulary List

September- Communities

calendar
change
citizen
city
city
community
cooperate
country
east
fair
location
map
map key
map symbol
neighborhood
north
responsibility
role
rule
rural
south
state
suburb
transportation
west

October-Our Country (Government & History)

anthem
citizen
Congress
election
flag
justice
laws
patriotic symbol

Patriotism
peace
pledge
President
public service
rules

November-U.S. History & People Long Ago (History)

change
colony
fact
fiction
future
heritage
hero
history
independence
landmark
legend
longhouse
memorial
non-fiction
past
present
pueblo
settler
source
tepee
tribe
wigwam

December- Communities & Traditions Around the World (Communities & Cultures)

celebration
Chinese New Year
Christmas
country
culture
customs
Hanukkah
holidays

Kwanzaa
Las Posados
tradition

January-The World Around Us (Map Skills)

atlas
canyon
cardinal directions
compass rose
conservation
continent
desert
direction
Earth
Equator
geography
glacier
globe
gulf
hill
industry
island
lake
landform
location
map
map key
mountain
ocean
peninsula
plain
region
river
symbol
valley

February & March- Using Our Resources (Geography)

cause and effect
communication
conservation
environment
fuel

natural resources
picture graph
product
product map
region
route
rural
suburb
technology
transportation
urban

**April & May-A World
of Many People
(Communities &
Cultures)**

calendar
conflict
culture
custom
diversity
immigrant
language
recall
retell
tradition

**June-People in the
Marketplace
(Economics)**

barter
budget
business
consumer
economy
factory
goods
income
needs
producer
services
taxes
trade
transportation
wants

President Report Grading Rubric



Student's

Name: _____ Date: _____

Expository REPORT Paragraph	
Makes or uses a Prewriting Notes (10 points)	
Topic Sentence (10 points)	
Information is complete and well organized (10 points)	
Includes at least three details (10 points)	
Writes complete sentences (15 points)	
Uses punctuation correctly (10 points)	
Uses capitals correctly (10 points)	
Writes a conclusion sentence (10 points)	
Indents (5 points)	
Writes neatly (10 points)	
Total Points (100 possible)	

Grade _____

Exemplary	94 – 100
Competent	87 – 93
Developing	76 – 86
Emerging	70 – 75

Topic: 2nd Grade Communities-My Community and Region Today
September

UNIT 1

Essential Questions:

1. What is a community?
2. How are communities alike and different?

Performance Indicators	Guided Questions	Essential Knowledge & Skills SWBAT:	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> - My rural, urban, or suburban community can be located on a map. -Rural, urban, and suburban communities differ from place to place. -Events, people, traditions, practices, and ideas make up my rural, urban, suburban community. -Communities in the future may be different in many ways. - My rural, urban, or suburban community has changed over time. - Roles and responsibilities of families in rural, urban, and suburban communities change over time. 	<ul style="list-style-type: none"> -How do I locate my community on a map? -How do rural, urban, and suburban communities differ from place to place? - What events, people, traditions, practices, and ideas make up my rural, urban, suburban community? - How will communities in the future be different? - How has my community changed over time? - What are the roles and responsibilities of families in rural, urban, and suburban communities? 	<ul style="list-style-type: none"> - Identify their community on a map. -Tell the difference between rural, urban, and suburban communities. -Compare and contrast rural, urban, and suburban communities.. -Name the events, people, traditions, practices, and ideas that make up their community. - Predict how communities may be different in the future. - Explain how their community has changed over time. - List how roles and responsibilities of families in rural, urban, and suburban communities change over time. 	<ul style="list-style-type: none"> -Label a New York State map and a Deposit Map. - Use Deposit’s website to take a photo tour of the community. - Make a Venn Diagram to compare and contrast different types of communities. - Make a list of events celebrated in the community. - Read, “The Historic Coloring Book: Deposit Days Bicentennial”. -Use their imagination to draw a futuristic map of Front Street. - Take a field trip to Deposit Historical Society Museum. - Read, “The Little House” and make a chart of how the community changed over time. - Interview elder community members. - Eno Board Activities-Brain Pop Jr. Communities Video 	<ul style="list-style-type: none"> - Teacher observation - Unit Test - Venn Diagram - Futuristic Map Drawing - History Paragraph
<p>Connections to Text: Harcourt Text: People We Know-Unit 1</p>				
<p>Connections to Technology: www.depositchamber.com, How Communities Grow & Change Video, Mysteries of Town Histories Video, City & Suburb Videos (1 & 2), Google Earth, City, Suburb and Rural Communities Video</p>				
<p>Key Vocabulary: community, citizen, role, map, cooperate, country, rule, fair, responsibility, neighborhood, location, city, suburb, state, rural, map key, map symbol, north, south, east, west, change, calendar, transportation, city</p>				

Essential Questions:

1. What are the responsibilities and roles of a good citizen?
2. What are our national symbols? What is the importance of the national symbols?
3. What is a citizen's role in electing leaders?
4. What is the significance of Columbus to the history of our country?

Performance Indicators	Guided Questions	Essential Knowledge & Skills SWBAT:	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Rights, responsibilities, and roles of citizenship</p> <ul style="list-style-type: none"> - People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities. - Citizens can participate in decision making, problem solving, and conflict resolution. <p>-Symbols of citizenship</p> <ul style="list-style-type: none"> - Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use. - People living in urban, rural, and suburban communities celebrate various holidays. <p>-Election</p> <ul style="list-style-type: none"> - Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws. <p>-Columbus</p> <ul style="list-style-type: none"> - The European settlement of our country was the result of the exploration of Christopher Columbus. 	<ul style="list-style-type: none"> -What is a citizen? -What are the responsibilities of a good citizen? -What are the rights of a citizen? -How do good citizens solve conflict? -What is the significance of the United States flag? -How do you properly display the U.S. flag? - What holidays are celebrated in our country? - How are laws made? -Who makes the laws? - How American citizens vote to create change in our country? -Who was Columbus? -Why was Columbus' discovery important to our country? 	<ul style="list-style-type: none"> - Identify the characteristics of a citizen. - Identify the responsibilities of a good citizen. - Identify the rights of a citizen. - Discover ways to solve conflict. - Identify the American Flag and explain the significance of it to our country. - Properly display the U.S. flag. - List holidays celebrated in the United States. - Explain the law-making process. - Identify who makes the laws. - Tell different ways to create change in our country's government. - Practice voting in an election. - Name and identify Columbus. - Explain the importance of Columbus to our country's development. 	<ul style="list-style-type: none"> - Read, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 7, pg. 82-87 - Make a class constitution. - Incorporate character traits on a daily basis. - Class vote on an election -Make a class or individual flag(s) - Read, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 6, pg. 74-79 - National Symbols Group Presentations -Weekly Reader -Videos - Unit 7, Our Country Today, Living in Communities Textbook, pg. 168-187 - Sing Columbus song - Columbus craft project (make ships) -Eno Board Activities 	<ul style="list-style-type: none"> - Teacher observation - Unit Test - Unit Jeopardy - Art projects
<p>Connections to Text: Harcourt Text/People We Know: Unit 1, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 7 pg. 82-87, Read, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 6, pg. 74-79, -Read, "The Flag We Love" by Pam Munoz Ryan., - Read, "Red, White, and Blue: The Story of the American Flag" by John Herman</p>				
<p>Connections to Technology: United States Flag Video, U.S. Symbols Video, Washington monuments Video, I Can Read About Christopher Columbus books on tape, National Geographic Book on Tape: Who was Christopher Columbus?</p>				
<p>Key Vocabulary: patriotism, patriotic symbol, anthem, peace, justice, public service, citizen, laws, rules, election, President, Congress, flag, pledge</p>				

Topic: 2nd Grade United States History: People Long Ago: Native Americans, Thanksgiving & Pioneers

Unit 4

November

Essential Question: How did the activities of people long ago impact the development of our country?

Performance Indicators	Guided Questions	Essential Knowledge & Skills SWBAT:	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> - SS1.E.1A: Students know the roots of American culture, its development from many different traditions, and the ways many people form a variety of groups and backgrounds played a role in creating it. - SS1.E.1C: Students explain those values, practices, and traditions that unite all Americans. - SS1.E.2B: Students recognize how traditions and practices were passed from one generation to the next. - SS1.E.3A: Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities. - SS1.E.4C: Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts. - SS1.E.4B: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, community, and state. 	<ul style="list-style-type: none"> - What groups played an important role in forming the American culture? - How did the many different traditions of groups form the roots of our country? - What values, practices, and traditions unite all Americans? - In what ways were traditions and practices passed from one generation to the next? - What were the accomplishments of the Native Americans and Pioneers? - How did Native Americans and Pioneers view their world through art, writings, music, and artifacts? - What holidays or traditions did Pioneers and Native Americans celebrate? 	<ul style="list-style-type: none"> - Understand that people long ago had the same basic needs people have today. - Name the Native American groups that were the first people to live in the United States. - Describe how the settlements of long ago grew into towns and cities of today. - Explain how pioneers cleared and developed the land and started new settlements. - Tell why the First Thanksgiving was celebrated. - Describe the traditions that were celebrated at the First Thanksgiving. 	<ul style="list-style-type: none"> - Harcourt Text/People We Know: Unit 4 - Videos - Brain Pop Jr. - Map regions of the four major groups of Native Americans - Native American Crafts: <ul style="list-style-type: none"> o Make Native American pottery o Make Sand Painting Bookmarks o Make models of four homes of each Native American group o Beaded necklaces - Classroom Thanksgiving Feast - Thanksgiving Reader's Theater - Response Journals - Make a story quilt "The Josephina Story Quilt" - Make a covered wagon -Eno Board Activities 	<ul style="list-style-type: none"> - Teacher observation - Unit Test - Unit Jeopardy - Art projects
<p>Connections to Text: Harcourt Text/People We Know: Unit 4, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 7 pg. 82-87, Read, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 6, pg. 74-79, -Read, "The Flag We Love" by Pam Munoz Ryan., - Read, "Red, White, and Blue: The Story of the American Flag" by John Herman</p>				
<p>Connections to Technology: I Can Read About Pioneers Book on Tape, Videos: Early Settlers, Pilgrim Journey, Thanksgiving, Native American Heritage, Native American Life, Thanksgiving Day</p>				
<p>Key Vocabulary: history, colony, settler, source, heritage, landmark, memorial, hero, legend, fact, non-fiction, fiction, change, independence, past, present, future, tribe, tepee, longhouse, pueblo, wigwam</p>				

Essential Questions:

1. How do cultures around the world celebrate holidays?
2. How do we honor people and events in our country’s history?
3. How do we honor people and events of other cultures?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it • explain those values, practices, and traditions that unite all Americans • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines • gather and organize information about the important individuals and groups, around the world, living in their neighborhoods and communities • study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State 	<ol style="list-style-type: none"> 1. What groups of people helped to form our country’s culture? 2. What contributions did each group make? 3. What traditions do Americans share and practice? 4. How are your traditions similar or different from your parents and grandparents’ traditions? 5. What is the difference between near and distant past? 6. What are some different cultures of the world? 7. What contributions have those different cultures made that affect your traditions? 	<ul style="list-style-type: none"> -Make a family timeline to distinguish near and distant past -Culture Day/Around the World Celebrations -Native American Play -Roberson Museum Christmas Around the World tour -Holiday cooking and craft projects -Compare and contrast different cultures and countries using a Venn Diagram -Class Holiday Display Project -Locate countries where each holiday is celebrated on a map - Eno Board Activities- (http://www.teacherweb.com/MI/CentralElementarySchool/MrsBainbridge/ap2.aspx) 	<ul style="list-style-type: none"> -Teacher Observation -Unit test -Timeline -Writing project

Connections to Text (Resources): Harcourt Text: People We Know- Unit 4 (People Long Ago), Classroom Read Alouds- Examples: The Hanukkah Guest, Las Posados, The Legend of the Poinsetta, The Wild Christmas Reindeer, Kwanzaa, Chinatown, A Christmas Carol, etc.

Time: One month

Connections to Technology: <http://www.deposithistoricalsociety.org/>

Key Vocabulary: holidays, country, culture, tradition, celebration, customs, Kwanzaa, Christmas, Las Posados, Hanukkah, Chinese New Year, etc....

Topic: 2nd Grade The World Around Us/Map Skills	Unit 2	JANUARY
Essential Questions: How do maps help us learn about the different kinds of land, water, and places around us? How do the various landforms affect how people live?		

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994) • investigate how people depend on and modify the physical environment • locate places within the local community, state, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians • ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places • gather and organize geographic information from a variety of sources and display in a number of ways. • investigate why people and places are located where they are located and what patterns can be perceived in these locations • describe the relationships between people and environments and the connections between people and places 	<ul style="list-style-type: none"> - What are the various landforms? - What are the continents? - What countries and landforms make up North America? - What are the major oceans? - What are the major regions in our country? - How do the regions affect cultural differences? - What are some of the reasons people choose to live in place? - What is a compass rose? - What are the cardinal directions? - How do you read and use a map? - What is an Atlas? - How do you use an Atlas? - Where in the world do you live? 	<ul style="list-style-type: none"> - Determine the type of landform or body of water in each picture and write a caption for each picture - Make clay representation of a landform - Display photos of landforms in correct regions on a U.S. map - Displaying and studying of maps - Color and label the continents and oceans on a blank world map - Label the United States natural resources on a map - Read country, city, and state maps - Food activity/Continents Cookies - Travel booklet/brochure - Make a compass rose - School mapping/scavenger hunt - Use children’s atlases to find where on earth we live - Eno Board Activities: BrainPop Jr.: Geography, Reading Maps 	<ul style="list-style-type: none"> - Unit Test - Travel Brochures - Teacher observation - Geography Game Show - BrainPop Jr. Online quiz - Maps - Graphs

Connections to Text (Resources): Harcourt Text: People We Know: Unit 2, Children’s Atlas
Time: January
Connections to Technology: Google Earth, Landforms Webmax videos, BrainPop Jr.
Key Vocabulary: location, landform, region, cardinal directions, compass rose, Earth, globe, map, atlas, continent, map key, symbol, glacier, plain, peninsula, island, gulf, lake, river, valley, desert, mountain, hill, ocean, canyon, Equator, direction, geography, industry, conservation

Essential Questions:

1. How do people use the land and resources to help them live?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Identify natural resources in our country • State the reasons people choose to live in a place • Tell how people change their environment • Explain how transportation and communication have changed over time • Compare and contrast farming today with farming long ago • Describe how people use technology to change the environment • Identify changes in transportation and communication • Describe how new methods of transportation and communication link people, places, and ideas 	<ol style="list-style-type: none"> 1. What is natural resource? 2. What natural resources do people use and how do they use them? 3. How can people conserve and replenish natural resources? 4. How do people change their environment? 5. Why and how should we “go green”? 6. What are America’s natural resources? 7. What are some reasons people choose to live in a place? 8. How do people change the environment? 9. How has transportation and communication changed over time? 10. How is farming today different from farming long ago? 11. How do people use technology to change the environment? 12. How are transportation and communication different today compared to long ago? 13. How have new methods of transportation and communication linked people, places, and ideas? 	<ul style="list-style-type: none"> -Identify the natural resources of each region of the country on a map -Earth’s resources flow chart - Use Google Earth to identify regions - Make a Venn Diagram to compare and contrast transportation and communication - Videos: Natural resources, Changing the Environment, etc. - BrainPop Jr. videos in computer lab - Make a picture/timeline of how farming has changed - Eno Board Activities - Label the United States natural resources on a map - Choose a natural resource and track where it comes from and where it goes - Recycling: Have students track how many cans or bottles they use per week and graph results. - Earth Day Trash Collection Walk 	<ul style="list-style-type: none"> • Teacher observation • Unit Test • Project Rubric

Connections to Text (Resources): Harcourt Text: People We Know Unit 3

Time: 4 weeks February-March

Connections to Technology: Google Earth, BrainPop Jr., Maps

Key Vocabulary: natural resources, conservation, technology, product, product map, cause and effect, region, fuel, picture graph, rural, urban, suburb, environment, transportation, communication, route

Essential Questions: Who are the people and what are the cultures that make up our country?

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • Define culture • Identify the different cultures of the United States • Explain why the United States is a country of many cultures • Compare and contrast families in the United States • Identify important Americans who have made significant contributions to our country • Describe cultures from around the world • Identify the features of a culture, including dress, art, language, food, music, and beliefs • Compare and contrast cultures • Find locations of different cultures on a world map or globe • Identify hemispheres, equators, and the poles • Examine cultural items from around the world • Determine future and past dates and events by using a calendar 	<ul style="list-style-type: none"> • What is culture? • Why is the United States a country of many cultures? • How are families different and how are they alike? • Who are some Americans who have made a difference in our lives? • What are some cultures from around the world? • What are the features of these cultures? • How are cultures around the world different and alike? • Where are these countries or cultures located on a map? • Where are the poles, hemispheres, and equator? 	<ul style="list-style-type: none"> -Family history storyboard -Make cultural hall of fame -Invite children to share songs from their families culture - Introduce students to some basic foreign language vocabulary - Eno Board activities 	<ul style="list-style-type: none"> -Project rubrics -Unit Test -Teacher observation

Connections to Text (Resources): Harcourt Text: People We Know-Unit 5

Time: 2 months

Connections to Technology: www.harcourtschool.com/ss1

Key Vocabulary: recall, retell, culture, language, immigrant, diversity, conflict, custom, tradition, calendar

Topic: 2nd Grade Economics/People in the Marketplace	Unit 6	JUNE
Essential Questions: How do people earn money to provide for their needs and wants? How do producers and consumers depend on each other in my community, state, country, and world?		

Essential Knowledge & Skills SWBAT:	Guided Questions	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • explain how people’s wants exceed their limited resources and that this condition defines scarcity • know that scarcity requires individuals to make choices and that these choices involve costs • study about how the availability and distribution of resources is important to a nation’s economic growth • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal 	<ul style="list-style-type: none"> - What are the basic needs and wants? - What is the difference between basic needs and wants? - Why can’t you have everything you want? - How can a budget help you make good choices? - Where are goods made? - How are goods moved from place to place? - What are different ways people acquire goods? - Why do we make, sell, and buy more of some things than others? - How are countries linked by trade and transportation? 	<ul style="list-style-type: none"> - Bring in pictures of needs and wants and make collages - Make a list of needs and wants - Make pie graph of needs and wants - Create a sample class budget - Use play money to follow a budget at stations: bank, store, & giving - Role-playing banking activity: making a deposit - Visit a factory or virtual factory field trip - Choose a product (from other countries) and trace its route from its origin to its distribution - Research types of workers in a community and decide whether they provide a good or a service <ul style="list-style-type: none"> o Job Booklet o Chart - Choose a raw material from your community or state and make a poster to show the things that can be made from it - Show where products are from on a World Map - Track the route of products from the U.S. to other countries - Eno Board Activities 	<ul style="list-style-type: none"> - Teacher observation - Collage - Posters - Graphs - Journal - Unit Test - Performance at stations

Connections to Text (Resources): *Harcourt Text: People We Know, Unit 6, If You Give A Mouse A Cookie, The Big Buck Adventure, Pigs Go to Market, If You A Made A Million, The Awful Aardvarks Shop For School, Who Wants A Cheap Rhinoceros?, My Town, Katy and the Big Snow, Trashy Town, Just Shopping With Mom, Alexander Who Used to Be Rich Last Sunday, Tortilla Factory, Textbook*

Time: June

Connections to Technology: BrainPop Jr.: Needs and Wants, Economics Webmax videos

Key Vocabulary: goods, services, needs, wants, income, budget, factory, taxes, trade, transportation, barter, producer, consumer, business, economy