

## Grade 2 Social Studies (Master)

Teacher: Jeannie Childs

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>WHY IS IT IMPORTANT TO LEARN ABOUT OUR COUNTRY'S HISTORY?</b></li> <li>● <b>WHAT WOULD YOU SAY ABOUT WHERE YOU LIVE?</b></li> <li>● <b>WHY IS WORK IMPORTANT?</b></li> <li>● <b>WHY IS IT IMPORTANT TO STUDY PEOPLE AND PLACES FROM THE PAST?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● <i>Why is the past important to us today?</i></li> <li>● <i>What are some of the cultures that make up a community?</i></li> </ul>	<p><b>A. Our Country Long Ago</b></p> <p>A1. Compare Native American cultures (Pueblo, Dakota, Powhatan)  A2. Explain hardships of early colonists  A3. Explain why Americans wanted independence  A4. Describe what life was like for a pioneer</p>	<p>T1: I can compare Native American cultures.</p> <p>T2: I can describe how people's lives have changed over time.</p>	<p><b>A. Our Country Long Ago</b></p> <p>CSA="First Americans" Worksheet  CSA=Timeline</p>	<p><b>Big Book SF Unit 5</b>  Lesson 1: p. 202-209  Lesson 2: p. 210-215  Lesson 3: p. 216-219  Lesson 4: p. 222-227</p> <p>Timeline of Students' Lives/Historical Events</p> <p>SF Workbook Page 50: The First Americans</p> <p>SF Workbook Page 55: Our Country Grows</p> <p>Videos attached in slides</p> <p><i>Going West</i> by Laura Ingalls Wilder (Read Aloud)</p> <p>SB=Scott Foresman Unit 1 Slideshow</p> <p><b>KEY VOCABULARY:</b>  shelter  tradition  explorer</p>

<ul style="list-style-type: none"> <li>• <i>Who are some important historical figures in US history?</i></li> </ul> <p><b>A. Our Country Long Ago</b>                  A1. The First Americans                  A2. Early Colonies                  A3. Thirteen Colonies                  A4. Pioneers</p>				colony colonist independence pioneer shelter
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**November**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>How are communities alike and different?</i></li> <li>• <i>What are some state symbols?</i></li> <li>• <i>What are some national symbols?</i></li> </ul> <p><b>B. Where We Live</b>                  B1. Comparing Communities                  B2. Government                  B3. State and National Symbols</p>	<p><b>B. Where We Live</b></p> <p>B1. Compare rural, suburban, and urban communities                  B2. Explain functions of government                  B3. Identify state and national symbols</p>	<p>T1: I can compare urban, suburban and rural communities.                  T2: I can explain what a government does.                  T3: I can name state and national symbols.</p>	<p><b>B. Where We Live</b></p> <p>CSA="Community Characteristics" sheet                  CSA=Government/Symbols test</p> <p>CFA=Government Exit Slip                  CFA=National Symbols Exit Slip</p>	<p><b>Big Book SF Unit 1</b>                  Lesson 2: p. 16-19, 22-23                  Lesson 3: p. 24-27                  Lesson 4: p. 30-33</p> <p><b>Big Book SF Unit 4</b>                  Lesson 1: p. 154-157                  Lesson 2: p. 160-163                  Lesson 3: p. 166-169                  Lesson 5: p. 180-183</p> <p>Community Flip Book</p> <p>Explore Minnesota Fact Book</p> <p>SB=See Video Folder and attachments on slides.</p>

				<p>SB=Scott Foresman Unit 2 Slideshow</p> <p><b>KEY VOCABULARY:</b>                  community                  history                  capital                  urban                  suburban                  rural                  government                  mayor                  governor                  citizen                  Congress                  president                  freedom                  motto                  monument</p>
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**January**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>Where do we live in the world?</i></li> <li>• <i>What are the 7 continents and 4 oceans?</i></li> </ul>	<p><b>C. My Place in the World</b></p> <p>C1. Identify continents and oceans of the world                  C2. Locate communities, states, and countries on maps</p>	<p>T1: I can identify continents and oceans of the world on a map or globe.</p> <p>T2: I can name and use cardinal directions.</p>	<p><b>C. My Place in the World</b></p> <p>CSA=World Map/Cardinal Directions Identification</p>	<p><b>Big Book SF Unit 1</b>                  Lesson 2 (end): p. 20-21                  Lesson 5: p. 36-41</p> <p><b>Big Book SF Unit 3</b>                  Lesson 3 (end): p. 124-125</p> <p>SF Map Handbook p. H18-25</p>

<p><b>C. My Place in the World</b>                  C1. Our World                  C2. Maps and Globes</p>				<p>Simon Says Direction Activity</p> <p>Directions Packet</p> <p>SF Workbook Page 6: Read a City Map</p> <p>SF Workbook Page 8: Our State and Country</p> <p>"Where I Live" Accordion Book</p> <p>Continent Song</p> <p>Station Activities - state/continent puzzles, maps (laminated write-on maps, MN highway map), atlases, books,</p> <p>SB=See Video Folder</p> <p>SB=Scott Foresman Unit 3 Slideshow</p> <p><b>KEY VOCABULARY:</b>                  map                  map key                  symbols                  cardinal directions</p>
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**March**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> <li>• <i>What are goods and services?</i></li> <li>• <i>What are ways people earn, spend, and save money?</i></li> <li>• <i>Where do goods come from?</i></li> </ul> <p><b>D. Working Together</b>                      D1. Choosing Goods and Services                      D2. Services in Our Community                      D3. Goods from the Factory to You                      D4. A Trip to the Bank</p>	<p><b>D. Working Together</b></p> <p>D1. Explain how work provides income and choices people make about money                      D2. Identify service jobs                      D3. Compare and contrast consumers and producers                      D4. Explain choices people make about earning, spending, and saving money</p>	<p>T1: I can explain choices people make about earning, spending and saving money.</p> <p>T2: I can name service jobs.</p> <p>T3: I can compare and contrast consumers and producers.</p>	<p>CSA="Producer/Consumer" sheet                      CSA="Choosing Goods and Services" sheet</p> <p>From 2011-12 school year:                      CA=SF Unit 3 Workbook pages 26 &amp; 28</p> <p>CA=Public Speaking: Share Job Research information (report from LbD)</p> <p>CA=Technology Integration: Using Job Research information, create a work of choice (PowerPoint or Word Document with Clip Art)</p>	<p><b>Big Book SF Unit 3</b>                      Lesson 1: p. 102-107                      Lesson 2: p. 112-115                      Lesson 3: p. 120-123</p> <p>Public Speaking Rubric</p> <p><i>Career Day</i> by Anne Rockwell</p> <p><i>A Chair for My Mother</i> by Vera Williams (book or video)</p> <p>Producers and Consumers Activity</p> <p>SB=See Video Folder</p> <p>SB=Scott Foresman Unit 4 Slideshow</p> <p><b>KEY VOCABULARY:</b>                      income                      goods                      services</p>

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