

Course Description: This curriculum has been written to align with the revised MO Learning Standards for Social Studies (approved by the state board of education in April of 2016). Social Studies content has been integrated into our ELA curriculum. ****Some standards are addressed within our Leader in Me curriculum, during holidays, and other designated weeks throughout the school year.**

Second Grade Social Studies Scope and Sequence

| | Unit | Timeframe |
|---|-----------------------------------|----------------|
| 1 | Native Americans | 3 weeks |
| 2 | Christmas Around the World | 3 weeks |
| 3 | Government/Presidents | 1 week |
| 4 | Economics | 3 weeks |

| Unit 1 Native Americans |
|---|
| <p>Standards addressed: 2.H.3.A Compare the culture and people in our community across multiple time periods. 2.H.3.B Compare and contrast the habitats, resources, art and daily lives of native American peoples in regions of the US and Missouri, past and present. EG.5.D.2.a (Movement, Environment, Settlement in one place than another) 2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text 2.R.1.D.b Producing evidence of reading 2.R.2.A.d Describe cause-and-effect relationships 2.R.3.A.c Use text features to locate specific information 2.R.3.C.e Compare and contrast the most important points presented by text on the same topic</p> <p>Supporting Standards: 2.R.1.A.b Ask and respond to relevant questions 2.R.3.C.d Identify author's purpose 2.R.3.A.a Identify the main idea of sections of text and distinguish it from the topic 2.R.1.C.a Text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction) 2.R.1.D.a Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate & 2.R.3.B.c Explain examples of sensory details</p> |
| <p>Essential Questions: How are the cultures of Native American groups similar or different from each other? How does the geographic location of Native Americans affect the way they live and use natural resources?</p> |
| <p>Learning Targets: Students will be able to compare and contrast the culture of Native American groups. Students will identify the natural resources and how they relate to the geographic location of Native Americans.</p> |
| <p>Content Vocabulary forests, hunting, natural resource, environment, longhouses, Woodland, canoe, moccasins, wigwam, wampum, plank, totem</p> |
| <p>Resources: <i>Eastern Woodland/People of the Great Plains, Native Americans Navajo and</i></p> |

Cheyenne, Native Americans Cherokee and Comanche, The Legend of the Indian Paintbrush, The Legend of the Bluebonnet, The Rough Face Girl, The Girl Who Loved Wild Horses, Brother Eagle Sister Sky, Trail of Tears

| Standard(s) | Text | Number of Days |
|-------------------------------------|--|----------------|
| 2.R.1.A.c | <i>Eastern Woodland/People of the Great Plains</i> | 1 week |
| 2.R.1.A.c 2.R.3.A.c 2.R.3.B.c | <i>Native Americans (Cherokee section)</i> | 1 week |
| 2.R.1.A.c 2.R.3.A.c 2.R.3.B.c | <i>Native Americans (Comanche section)</i> | 1 week |

Unit 2 Christmas Around the World

Standards addressed:

2.R.1.A.c: Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.

2.R.1.C.a: text to text (text ideas including similarities and differences in information and relationships in fiction and nonfiction.

2.EG.5.C.a: Identify and locate the world's seven continents

Supporting Standards:

2.L.1.B: Punctuation, Capitalization, Spelling (6-12 Correlation Writing 3A):

2L.1.B.d: Capitalize weeks, days, months, holidays.

Essential Questions:

How do different cultures celebrate Christmas?

What are the seven continents of the world and where are they located?

Learning Targets:

Students will learn about cultural differences and the world's seven Continents.

Students will find evidence to support their findings.

Content Vocabulary:

seven continents, traditions, poinsettia, nativity, Epiphany,

Resources: Christmas Around the World reading passages, *The Night Before Christmas*, *Joy to the World: Tomie's Christmas Stories*, *The Legend of Old Befana*, *The Tomten*

| Standard(s) | Text | Number of Days |
|------------------------|--|----------------|
| 2.R.1.A.c 2.R.1.C.a | North America - Christmas Around the World Passages | 2 days |

| | | |
|------------------------|---|--------|
| 2.R.1.A.c 2.R.1.C.a | South America - Christmas Around the World Passage | 1 day |
| 2.R.1.A.c 2.R.1.C.a | Europe - Christmas Around the World Passages | 2 days |
| 2.R.1.A.c 2.R.1.C.a | Asia - Christmas Around the World Passages | 2 days |
| 2.R.1.A.c 2.R.1.C.a | Africa - Christmas Around the World Passage | 1 day |
| 2.R.1.A.c 2.R.1.C.a | Australia - Christmas Around the World Passage | 1 day |

Unit 3 Government/Presidents

Standards addressed:

- 2.R.3.A.b: demonstrate understanding by locating facts to answer and/or ask questions.
- 2.R.3.C.e Compare and contrast the most important points presented by text on the same topic
- 2.PC.1.F.a Describe the importance of the Pledge of Allegiance
- 2.PC.1.F.b Recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.
- 2.R.3.C.a explain main ideas and supporting details (includes compare/contrast)
- 2.GS.2.C.a Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision-making
- 2.GS.2.D.a Identify and explain the concept of branches and functions of government

Supporting Standards:

- 2.R.1.B.h: using conversational, general academic, and domain-specific words and phrases
- 2.R.3.A.a identify the main idea of sections of text and distinguish it from the topic
- 2.R.3.A.d: explain common graphic features to assist in the interpretation of text.
- 2.R.1.B.c: using context to determine the meaning of a new word or multi-meaning word in a text.
- 2.R.1.A.a: using text features to make and confirm predictions, explain why not confirmed (table of contents, glossary, headings, bold print, keywords)

Essential Questions:

- How are George Washington and Abraham Lincoln similar and different?
- What are the national symbols of the United States?
- Can you explain the importance of the national symbols?
- How do the branches of the federal government work together?
- What is the importance of the Pledge of Allegiance?

Learning Targets:

- Students will discover similarities and differences between George Washington and Abraham Lincoln.
- Students will be able to use text features to locate information about presidents.
- Students will identify the national symbols of the United States and explain their importance..
- Students will be able to name the branches of the federal government and state their functions.
- Students will describe/understand the importance of the Pledge of Allegiance.

Content Vocabulary:

- president, term, plantation, ballot, vote, symbols, government, legislative, judicial, executive, Constitution, Senate, Representative, veto, cabinet, allegiance, pledge, justice, indivisible

Resources: *Presidents Day, Guess that President, The Executive Branch, The Judicial Branch, The Legislative Branch, U.S. Symbols , National Geographic George Washington, National Geographic Abraham Lincoln*

| Standard(s) | Topic | Number of Days |
|--|-----------------------|----------------|
| 2.R.3.C.e 2.R.3.A.b 2.GS.2.C.a 2.GS.2.D.a 2.PC.1.F.a 2.PC.1.F.b | Government/Presidents | 5 days |

Unit 4 Economics

Standards addressed:

2.R.1.A.c Seeking clarification and using information/facts and details about stories and other texts and supporting answers with evidence from text.
2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
2.E.4.A.c Demonstrate how people barter to exchange goods and services.
2.E.4.A.d Explain the relationship of income, labor and wage

Supporting Standards:

2.R.1.B.c Using context to determine the meaning of a new word or multiple-meaning word in text.
2.R.1.C.b Text to world (text ideas to experiences in the world).
2.RF.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose and for comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.E.4.A.a Describe consumption and production and the relationship to goods and services within your region.

Essential Questions:

What are goods and services?
What is the relationship between income, labor, and wages?

Learning Targets:

Students will identify goods and services.
Students will understand the relationship between income, labor, and wages.

Content Vocabulary: evidence, goods, services, income, labor, wages

Resources: *What Can You Do with Money?, A Chair for my Mother, The Best Yard Sale, Erandi's Braids, The Big Buck Adventure, Scholastic News: Holiday Money, My Rows and Piles of Coins, Just a Piggy Bank, Alexander Who Used to Be Rich Last Sunday, Something Special for Me*

| Standard(s) | Text/Topic | Number of Days |
|-------------|---|----------------|
| 2.R.1.A.c | <i>What Can you do with Money?/Scholastic News: Holiday Money</i> | 1 week |

| | | |
|-----------|---|--------|
| 2.R.1.A.c | <i>A Chair for my Mother/The Best Yard Sale</i> | 1 week |
| 2.R.1.A.c | Erandi's Braids/The Big Buck Adventure | 1 week |