

ELEMENTARY SOCIAL STUDIES CURRICULUM

Second Grade

Revised July, 2012

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Second Grade Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. Second grade Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

Documentation:

Teachers should document when instruction is provided on the benchmarks. Documentation should be noted on the Social Studies Curriculum Map, which is located on pages 3-5 of this document. Dates noted must correspond to lessons in the lesson plan book indicating specific instruction provided.

Major Tool of Instruction:

The major tool of instruction provided to all teachers is the Houghton Mifflin –Neighborhoods text. This text may and should be supplemented with non-fiction and literacy texts that support the students' understanding of the benchmarks. Such books are noted at point of use throughout the curriculum. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks.

Primary Sources:

Please see the Scope and Sequence of the instruction on primary sources at the end of this document (page 32).

Organization of the Document:

This document is organized into quarters, which consist of one or more units. Each unit has multiple lessons, which may last one or more sessions. At the end of each unit is a Model Lesson or a Unit Assessment that the teacher may use for planning purposes. On pages 3- 5 of this document is a Curriculum Map, which provides an overview of all benchmarks as they are presented for instruction.

Other Resources:

- www.floridastandards.org
- www.flrea.org
- Appendix A – The Frayer Model for Vocabulary Instruction – page 29
- Appendix B – ELA Common Core Connections – Page 30
- Page 32 – Scope and Sequence of the Introduction to Primary Resources
- Page 32 – Scope and Sequence of the Activities for Constitution Day

FS 1003.421. Recitation of the Declaration of Independence

- (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

Grade 2

Social Studies Curriculum Map

Quarter 1 - Civics					
Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
1 Building Good Citizens (25 days)	SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.		<ul style="list-style-type: none"> • Identity • Rights and Responsibilities • Citizenship • Community 	Identity Citizen Naturalization Rights Responsibilities Community Contribution
	SS.2.C.2.3 SS.2.C.2.5	Explain why United States citizens have guaranteed rights and identify rights.			
	SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.			
	SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.			
	SS.2.A.1.1	Examine primary and secondary sources.			
	SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.			
Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
2 The Law of the Land (20 days)	SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.		<ul style="list-style-type: none"> • Constitutional government • Symbolic representation 	Constitution Structure Function Powers Limits Government Symbols Individuals Events Documents United States
	SS.2.A.1.1	Examine Primary and secondary sources.			
	SS.2.A.1.2	Utilize the media center, technology or other informational sources to locate information that provides answers to questions about a historical topic.			
	SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.			

Quarter 2 – History and Civics

Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
3 Impact of Culture (25 days)	SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.		<ul style="list-style-type: none"> • Native Americans • North America • Geographic regions • Immigrants • Immigration • Colonial America • Culture influences and contributions • Celebrate Freedom Week • Declaration of Independence 	Native Americans North America Region Immigrant Immigration Colonial Contribution Influence Ellis Island Statue of Liberty Inhabitants
	SS.2.A.1.1	Examine primary and secondary sources.			
	SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.			
	SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.			
	SS.2.A.2.3	Describe the impact of immigrants on Native Americans.			
	SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.			
	SS.2.A.2.5	Identify reasons people came to the United States throughout history.			
	SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.			
	SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.			
	SS.2.A.2.7	Discuss why immigration continues today.			
SS.2.A.3.1	Identify terms and designations of time sequence.				
Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
4 Rules & Laws (20 days)	SS.2.C.1.1	Explain why people form governments.		<ul style="list-style-type: none"> • Government • Rules and Laws 	Government Rule Law Consequence Cooperate Respect Purpose
	SS.2.C.1.2	Explain the consequences of an absence of rules and laws.			

Quarter 3 - Geography

Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
5 Location, Location, Location! (45 days)	SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico and the Caribbean Islands).		<ul style="list-style-type: none"> • North American countries • Time sequence • Map elements • Labeling maps and globes • Locating places on maps and globes 	Country North America Canada United States Mexico Caribbean Island Continent South Pole Political map Physical map Thematic map Hometown Florida Tallahassee Washington, D.C. Locate/location Spatial Equator Prime Meridian North Pole
	SS.2.A.1.1	Examine primary and secondary sources.			
	SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.			
	SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.			
	SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida and North America, and locate the state capital and the national capital.			

Quarter 4 – Economics

Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
6 Making Good Choices	SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.		<ul style="list-style-type: none"> • Limited resources. • Consumer Demands • Benefits/Costs 	Demand Needs Wants Healthcare Goods/services Resources
	SS.2.E.1.1	Recognize that people make choices because of limited resources.			
	SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.			

Quarter 4 – Economics

Unit	Benchmark #	Benchmark	Date(s) Taught	Content Focus	Vocabulary
(45 days)	SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.			

Social Studies Curriculum - Grade 2

Unit 1: Building Good Citizens

Key Learning: United States citizens have guaranteed rights and responsibilities.

Unit Essential Question
 What are your rights and responsibilities as United States citizens?

Concept	Concept
Citizenship SS.2.C.2.1; SS.2.A.1.1; SS.2.A.1.2	Rights and Responsibilities SS.2.C.2.3; SS.2.C.2.4; SS.2.C.2.5; SS.2.A.1.1; SS.2.A.1.2; SS.2.C.2.2
Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ How do you become a citizen of the United States? ❖ What does it mean to be a citizen of the United States? 	<ul style="list-style-type: none"> ❖ What are your rights as a citizen? ❖ What are characteristics of a responsible citizen? ❖ How do you contribute to your community?
Concept Assessment	Concept Assessment
Students define what it means to be a citizen (birth or naturalization.)	State and reflect how you have been a responsible citizen in your school/community/United States.
Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Students identify their birth country and their parent’s birth country. • Mark on the map where students and their families are citizens. • Role-play examples of good citizenship and poor citizenship. • Invite the Guidance Counselor or School Resource Officer to talk about the importance of good citizenship. • Have students read/write about someone who is a good citizen. Present this to their peers. 	<ul style="list-style-type: none"> • Students list their rights according to the Bill of Rights. • Use Primary Sources – Constitution, Bill of Rights document. • Create a concept map/web of positive contributions students can make in their community. • Re-write a portion of the Bill of Rights in kid friendly language.
Vocabulary	Vocabulary
Identify, Citizen, Naturalization, Native born Primary & Secondary sources	Respect, Cooperation, Rights, Responsibilities, Community, Contribution, Primary & Secondary sources, Artifacts

Associated Literature		Associated Literature
<u>Becoming a Citizen</u> – Sarah E. Di Capua		<u>Being a Good Citizen</u> - Vigliano <u>Good Citizen Sarah</u> – Kroll, Cote
Cross-Curricular Connections		
Character Education		
Unit Assessment	Students develop an action plan to show how they can, as second graders, contribute to their family, school, and community. (Can be made into a book, consider displaying the book in the media center.)	
Resources	www.goodcharacter.com , Brain Pop Jr.	

MODEL LESSON – Unit 1		
Benchmarks:		SS.2.C.2.3; SS.2.C.2.4; SS.2.C.2.5; SS.2.A.1.1; SS.2.A.1.2; SS.2.C.2.2
BEFORE	Lesson Essential Question	What are the characteristics of a responsible citizen?
	Activating Prior Knowledge	View the segment called “Citizens Have Responsibilities”, on the Discovery Education website, to begin a discussion about what it means to be a responsible citizen. (The entire video is called “Citizenship in the Community”.) http://player.discoveryeducation.com/index.cfm?guidAssetId=9A0C4E3C-0E99-477A-824B-A2CAA4E225FC&blnFromSearch=1&productcode=US
	Previewing Vocabulary	Develop Frayer Models (see Appendix A for an example) for the following vocabulary words: respect, cooperation, rights, responsibilities, community, contribution, goal-setting, primary & secondary sources, and artifacts.
DURING	Gradual Release of Responsibility	Focus Lesson
		Guided Instruction
		Think-Pair-Share activity: Ask students to sit in triads and develop a list of citizen responsibilities. Once list is developed, each triad will share with whole-group. The teacher will chart responses and then hang list on wall for display. Check Point 1: What are the responsibilities of citizens and how can we help them to get better? The teacher will then start a conversation on how citizens can make positive contributions to their community. Begin with developing a Frayer Model on the word “contribution.”

	Collaborative Learning	<p>The teacher will then model the development of a concept map/web on the word “contribution.” Students will then move back into their triads to complete a small-group concept map/web on “contribution.”</p> <p>Check Point 2: What are contributions that have been made by responsible citizens to the community in which you live?</p>
	Independent Practice	<p>The teacher will use the following statement as part of a “Think-Aloud” to model for students. Teacher will say “to be a responsible citizen who makes contributions to the community, a person must set goals for them to achieve. I remember a time when I wanted to demonstrate to my parents that I was responsible so I set a personal goal of....” The teacher will then share an appropriate story of how they demonstrated how they were responsible. The teacher will use the “Think Aloud” process and encourage students to do the same in their triads.</p> <p>After this, the teacher will pass out index cards and ask students to list 2 goals that demonstrate responsibility they would like to achieve by the time they leave elementary school. After they have listed their goals, ask students to share how they will achieve their goals. Ask them to list the steps they will need to take on the back of the index card.</p>
AFTER	Enrichment/Extending Activity	Ask students to keep their index cards in a notebook and journal how they are making progress on their two goals.
	Assignment:	
	Assessment:	
	Re-Teaching Focus and Strategy <i>(if necessary)</i>	<ol style="list-style-type: none"> 1) What are the responsibilities of United States citizens? 2) How can people get better at their responsibilities? 3) Why must you take steps to reach your goals? <p style="text-align: center;">Writing Exercise:</p> <p>Write three sentences about a time that you stated and reached a goal. What steps did you take? How did you feel when you accomplished your goal?</p>
Materials		
Accommodations		

Social Studies Curriculum - Grade 2

Unit 2: The Law of the Land

Key Learning:

The United States is represented by important documents and symbols.

Unit Essential Question

What are some key documents and symbols that represent the United States?

Concept	Concept
Documents SS.2.C.3.1; SS.2.A.1.1; SS.2.A.1.2	Symbols SS.2.C.3.2; SS.2.A.1.2
Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ Why is the Constitution important? ❖ What is the Bill of Rights? 	<ul style="list-style-type: none"> ❖ What symbols represent the United States? ❖ How does each symbol represent our country?
Concept Assessment	Concept Assessment
<p>Identify the Constitution and the Bill of Rights as important documents that form the foundation of the United States government.</p> <p>Why is the United States called a Constitutional Government?</p>	<p>Match symbols with names.</p>
Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Use www.bensguide.com (in grade 3-5 section) U.S. documents • Create a class Bill of Rights. • Use primary sources (e.g., written documents, government documents, visual artifacts, oral artifacts and physical artifacts) to learn about the Constitution and Bill of Rights. 	<ul style="list-style-type: none"> • Use technology to create a symbols concept map. • Collect and display various symbols. • Use www.bensguide.com to view and introduce Symbols of U.S. Government • Students can create various U.S. symbols through art (paper mâché Statue of Liberty Crown or torch). • Sing National Anthem and/or any patriotic song. • Use the internet to view/tour the White House • Invite Veterans to share flag etiquette. • Examine the symbols that are included on our currency. • Examine the Great Seal of the United States found on the dollar bill.

Vocabulary		Vocabulary	
Constitution, Bill of Rights, President, Vice President, Congress, Structure, Function, Powers, Limits, Government, Documents, House of Representatives, Senate, Historical Topic		United States of American, Symbol, Flag, Bald eagle, Liberty Bell, White House, National Anthem, Pledge of Allegiance, Statue of Liberty, Fourth of July, Great Seal of the U.S., Statue of Liberty, Individual, Events	
Associated Literature		Associated Literature	
<u>We the Kids – Cartow</u> <u>Sh-h, We’re Writing the Constitution - Fritz</u>		<u>O Say Can You See? America’s Symbols, Landmarks, and Important Words - Keenan</u> <u>President’s Day - Rockwell</u> <u>Statue of Liberty - Berenson</u>	
Cross-Curricular Connections			
Unit Assessment	Write a classroom constitution and create symbols to represent your class.		
Resources	www.bensguide.com http://www.congressforkids.net/Constitution_threebranches.htm http://government.pppst.com/3branches.html http://www.timeforkids.com/TFK/teachers/ns/article/0,27972,1921899,00.html http://www.archives.gov/exhibits/charters/bill_of_rights.html		

MODEL LESSON – Unit 2		
Benchmarks:		SS.2.C.3.1; SS.2.A.1.1; SS.2.A.1.2
BEFORE	Lesson Essential Question	Why is the Constitution important?
	Activating Prior Knowledge	Create a Venn diagram on rules that we have at home and rules we have at school. Discuss why we have rules and what would it be like if we didn't have rules.
	Previewing Vocabulary	Constitution, Bill of Rights, Government, Legislative Branch, Executive Branch, Judicial Branch, , Bill of Rights, President, Vice President, Framers
DURING	Gradual Release of Responsibility	Focus Lesson Explain why the Constitution was made and who were some of the framers. <ul style="list-style-type: none"> Resources that can be used are: www.bensguide.com (in grade 3-5 section) U.S. documents and www.usconstitution.net/constkidsK.html .
		Guided Instruction History: Show the children a copy of the Constitution. Explain that the Constitution says how the government works. There are three parts to our government: Congress which makes laws, the president who enforces the law, and the courts, who decide what the law means when there are questions.
		Collaborative Learning Teacher models how they developed the rules for their classroom. The teacher also explains why he/she chose some of the rules for the classroom. As a class the students will brainstorm why they think the remaining rules were made. In table teams or small groups ask the kids to discuss the rules they have at their school. As a team they will come up with a way to present to the class (story board, poster, etc.) the rules of the school, how they protect the students, why they were made, and the consequences of not following the rules.
		Independent Practice Checking for Understanding Students individually or in pairs identify another area of the school that has rules (media center, playground, cafeteria, etc.). They will identify (write or draw) several of the rules and explain why they think they were made.
AFTER	Enrichment/Extending Activity	Student chooses a place/activity that is pertinent to their lives where there are rules (home, church, scouts, sports etc.) The child then writes (or draws) the rules that they have to follow in the specific place or activity they have chosen. The students will also list the known consequences for not complying with the rules.

	<p>Assignment:</p>	<p>Interview the adult that is in authority of that place or activity. Share with the adult the list of rules that the student has written down that they need to follow while in this place or activity. Student will: Ask the adult why the rules were chosen. Which one/s are most important? If the rules were to be prioritized, what would it be? What are some of the consequences of not following the rules? How is it to have to enforce the rules?</p> <p>Students will then reflect on the information they received from their interview. The student will write, draw, or make a verbal recording of their thoughts based on this experience: did they agree with the adult’s rules and rationale, are the consequences perceived to be fair, what would they do if they were in charge of making and enforcing the rules.</p> <p>Use Discovery Education website (see your site media specialist for your username and password). Log in to Discovery Education, in the search box type in rules and laws and select the K-2 grade level box. Use the segment “School Rules” with your small remediation group. After viewing the segment discuss the rules that were presented in the video. Ask the students to identify rules that they have at their school that were included in the segment. To further reinforce the reason for rules (if necessary) view the segment on Discovery Education “It is Important to Follow Rules.” Discuss what happened when certain rules were not followed.</p>
<p>Assessment:</p>		
<p>Re-Teaching Focus and Strategy <i>(if necessary)</i></p>		
<p>Materials</p>	<p>Computer, projector, paper/chart paper, and writing/drawing tools.</p>	
<p>Accommodations</p>		

Wakulla County Schools
Social Studies Curriculum - Grade 2
Unit 3: Impact of Culture

Key Learning: Cultural groups and immigrants have influenced our country, past and present.

Unit Essential Question
 How have Native Americans and American Immigrants influenced our country?

Concept	Concept	Concept
Native American Culture SS.2.A.1.1; SS.2.A.2.1; SS.2.A.2.2; SS.2.A.1.2	Immigration SS.2.A.1.2; SS.2.A.2.5; SS.2.A.2.6; SS.2.A.2.7; SS.2.A.2.8; SS.2.A.3.1	Cultural Influence and Change SS.2.A.2.3; SS.2.A.3.1
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ Who were the natives of North America? ❖ Describe the cultures of Native American tribes from various geographic regions of the United States. 	<ul style="list-style-type: none"> ❖ Why did people first immigrate to the United States? ❖ Why does immigration continue today? ❖ Why were Ellis Island and the Statue of Liberty important to immigration during 1892-1954? 	<ul style="list-style-type: none"> ❖ How did immigrants impact the lives of Native Americans? ❖ How did daily living for Colonial Americans change over time? ❖ How have immigrants influenced our culture?
Concept Assessment	Concept Assessment	Concept Assessment
Locate on a map where the Native American tribes lived in the United States.	Exit slip: list three reasons people immigrate.	Identify one to two of the cultural topics: food, religion, homes, disease, language, music, trade, and government. Sequence pictures that represent changes in daily living for Colonial Americans. 321 Exit slip: Three ideas Colonists learned from Native Americans. Two ideas they rejected and one idea that is still in use today.

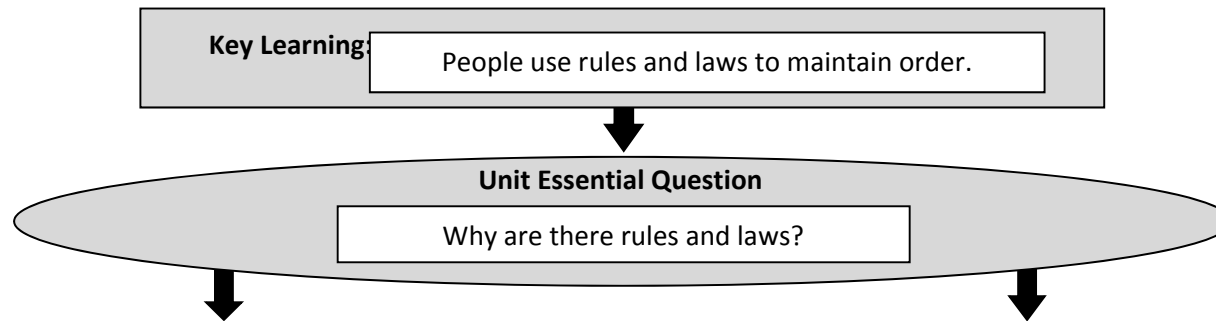
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> Explore Native American tribes in various regions. Use a Venn diagram to compare and contrast the cultures of Native Americans. Match Native American tribes to their location on a map. Identify housing, clothing, and customs of various tribes. Students can dress in Native American attire. Play a game that a Native American child would have played. Native American craft projects (dream catchers, totem poles, teepee etc.). 	<ul style="list-style-type: none"> Use children’s literature to explain and reinforce the lives of Colonial Americans. Identify the factors that motivated/motivates people to immigrate. Compare and contrast reasons for immigration past and present. Use literature and online resources to learn about Ellis Island and the Statue of Liberty. Make a time line to show what was going on in immigration between 1892 and 1954. Make a paper machete Statue of Liberty crown and/or torch. 	<ul style="list-style-type: none"> Create a cause/effect organizer. Create a matrix using categories such as housing, household products, schooling, transportation, and food supply. Create a Venn diagram to represent reasons for immigration, past and present. Students can dress in Colonial American attire. Students can play games that Colonial American and/or Native American children played. Fix a meal/snack similar to one that the Colonial American child would have.
Vocabulary	Vocabulary	Vocabulary
Tribes, Native Americans, North America, Geographic regions, Culture, Inhabitants	Freedom, England, Colonial America, Immigrant, Immigration, Ellis Island, Statue of Liberty	Influence, Contribution, Colonial America
Associated Literature		Associated Literature
<p><u>If You Lived with the Cherokee</u> - Roop <u>If You Lived with the Hopi</u> – Kaama, Gardner <u>If you Lived with the Iroquois</u> - Levine <u>If You Lived with the Sioux Indians</u> - McGovern <u>Native American Migration</u> – Tracee Sioux <u>Native Homes</u> - Kalman</p>	<p><u>At Ellis Island: A History in Many Voices</u> – Peacock and Krudop <u>Hands-on History: Immigration</u> - Gravois</p>	<p><u>Coming to America: The Story of Immigration</u> - Maestro</p>
Cross-Curricular Connection		

Unit Assessment	Taking on the character of a child, students will use first person voice to describe their life as an immigrant and will describe its impact on American culture. Students will choose a way of sharing their “story” through a poem, folktale, story, poster, keynote, or diorama.
Resources	Children’s Literature, Brain Pop Jr. - American History, Scholastic Weekly Reader, Colonial Williamsburg website, Museum of Native American History, National Museum of American Indians http://www.socialstudiesforkids.com/articles/ushistory/13colonieschool.htm http://www.history.org/kids/ http://library.thinkquest.org/J002611F/ http://www.carolhurst.com/subjects/nativeamericans.html http://www.native-languages.org/kids.htm http://www.kiddyhouse.com/Thanksgiving/Native.html http://www.kidinfo.com/american_history/native_americans.html http://www.enchantedlearning.com/crafts/indian/

UNIT ASSESSMENT – Unit 3	
<p>Taking on the character of a child, students will use first person voice to describe their life as an immigrant. Students will also describe immigration’s impact on American culture.</p> <p>Students may present their story through poem, folktale, story, poster, diorama, or Keynote. Students must use 5-10 historical facts in their in their first person description.</p>	
Benchmarks:	SS.2.A.1.1; SS.2.A.1.2; SS.2.A.2.1; SS.2.A.2.2; SS.2.A.2.3; SS.2.A.2.5; SS.2.A.2.6; SS.2.A.2.7; SS.2.A.2.8; SS.2.A.3.1
Teacher’s Notes	The purpose is to have students develop an understanding of the great diversity found in the United States. In this unit, students will identify reasons for immigrants to move here examining the cultural influences and contributions made by immigrants to this country.
Resources	<p>http://www.suffolk.lib.ny.us/youth/jcssimmigration.html</p> <p>http://pbskids.org/bigapplehistory/immigration/index-flash.html</p> <p>http://www.kidsdiscover.com/product/069/IMMIGRATION</p> <p>http://teacher.scholastic.com/activities/immigration/index.htm</p> <p>http://www.42explore2.com/migration.htm</p>
Adaptations	Additional Support: Students may work with a peer to storyboard their first person description.
RUBRIC	<p style="text-align: center;"><u>Scoring Rubric:</u></p> <p style="text-align: center;">Discuss the following rubric with students so they know what is expected of them.</p> <p style="text-align: center;">4 Points</p> <p style="text-align: center;">The task is thoroughly addressed. The presentation is clearly understandable and thoroughly demonstrates an understanding of immigrant experience and its impact on American culture. The student effectively uses Unit vocabulary to support their work.</p> <p style="text-align: center;">3 Points</p> <p style="text-align: center;">The task is adequately addressed. The presentation shows understanding of the immigrant experience and its impact on American culture. The student uses some Unit vocabulary to support their work.</p> <p style="text-align: center;">2 Points</p> <p style="text-align: center;">The task is somewhat addressed. The presentation shows some understanding of the immigrant experience and its impact on American culture. The student uses few Unit vocabulary words to support their work.</p> <p style="text-align: center;">1 Point</p> <p style="text-align: center;">The task is not addressed. The presentation shows very limited/or no understanding of the immigrant experience and its impact on American culture. The student uses very few/no Unit Vocabulary to support their work.</p> <p style="text-align: center;">0 Points (Unscorable)</p> <p style="text-align: center;">There is no understanding of the major concepts.</p>

Social Studies Curriculum - Grade 2

Unit 4: Rules and Laws



Concept	Concept
System of Government SS.2.C.1.1	Rules and Laws SS.2.C.1.2
Lesson Essential Question(s)	Lesson Essential Question(s)
❖ Why do we form governments?	❖ What would life be like without rules and laws?
Concept Assessment	Concept Assessment
Students give reasons why governments are formed.	Students explain why rules are important in their lives.
Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Use age appropriate nonfiction literature to define <u>government</u>. • Identify the three branches of the government. • Identify the role of each branch. • Identify the role citizens play in the government. • Use www.bensguide.com to explain the branches of the government. • Use Kidspiration pre-made lesson Branches of the Government. 	<ul style="list-style-type: none"> • Identify rules that are established for different settings (school, home, ball field, church, movies, library, mall, etc.). • Identify the difference between a rule and a law. • Role-play – What would happen if there were no rules or laws for different activities (school, driving, etc.)? • Identify the consequences of breaking a rule versus breaking a law. • Compare/Contrast rules for school, home, community. • Identify people who make rules. • Role play following and breaking the rules; what are some of the consequences of each?

Vocabulary		Vocabulary	
Government, Legislative Branch, Executive Branch, Judicial Branch, Governor		Rule, Law, Consequence, Cooperate, Respect, Purpose	
Associated Literature		Associated Literature	
<u>Community Rules: Making and Changing Rules and Laws in Communities</u> - Miller		<u>Rules and Laws</u> - Kishel	
Cross-Curricular Connections			
Unit Assessment	If you were a rule-maker, what rule/law would you keep or make, and why? What current rule/law could we not live without and why? Make a list of classroom, playground, and cafeteria rules. Explain why those rules are important.		
Resources	Brain Pop Jr. http://bensguide.gpo.gov/ http://www.congressforkids.net/Constitution_threebranches.htm http://government.pppst.com/3branches.html http://www.timeforkids.com http://kids.clerk.house.gov/grade-school/		

UNIT ASSESSMENT – Unit 4	
<p>Divide class into four groups. Ask each group to make a list of rules for the classroom, playground, and cafeteria. Each group must prioritize their rules: 5=important, 1= not important.</p> <p>The groups will debate on which rules they found the most important and why; they will also justify their reasoning behind why they think some rules are not important. How do rules help to maintain order? Why do we continue to make/pass rules and laws?</p> <p>Then assign each group a problem to solve.</p> <ol style="list-style-type: none"> 1) Restate the problem. 2) Each group will list several ways to solve the problem. 3) Each group will reach consensus on which method will solve the problem. 4) Then each group will do research to see if the problem can be solved using their solution. <p>Problems to solve:</p> <ol style="list-style-type: none"> A) Cars keep running the red light at the traffic light in front of the school. B) Students don't stay in their seats on the bus, to and from school. C) Litter on the playground. D) Students' talking in loud voices the Media Center. <p>Then ask students to Quickwrite about these two questions:</p> <ol style="list-style-type: none"> 1) If you were a rule-maker, what rule/law would you keep or make? Why? 2) What current rule/law could we not live without and why? <p>Each Quickwrite should include 3-5 facts about the government making and protecting rules and laws that we live by and vocabulary words from Unit 4.</p>	
Benchmarks:	SS.2.C.1.1; SS.2.C.1.2
Teacher's Notes	The purpose is to have students develop an understanding of why and how people develop and maintain rules and laws. Students will also examine how the government protects its citizens who follow rules the consequences of when rules are not followed.
RUBRIC	<p><u>Scoring Rubric:</u> Discuss the following rubric with students so they know what is expected of them.</p> <p>4 Points The task is thoroughly addressed. The argument in the debate is clearly understandable and thoroughly demonstrates an understanding of why and how rules and laws are developed and how they protect citizens. The student effectively uses Unit vocabulary and facts in their Quickwrite.</p> <p>3 Points The task is adequately addressed. The argument in the debate shows understanding of why and how rules and laws are developed and how they protect citizens. The student uses some Unit vocabulary and facts in their Quickwrite.</p> <p>2 Points The task is somewhat addressed. The argument in the debate shows some understanding of why and how rules and laws are developed and how they protect citizens. The student uses few Unit vocabulary words and facts in their Quickwrite.</p> <p>1 Point The task is not addressed. The argument in the debate shows very limited/or no understanding of why and how rules and laws are developed and how they protect citizens. The student uses very few/no Unit Vocabulary and facts to support their work.</p>

Social Studies Curriculum - Grade 2
Unit 5: Location, Location, Location

Key Learning: People use maps and globes to identify locations and gather information.

Unit Essential Question
 How do we use maps and globes to help us locate important information?

Concept	Concept	Concept
Types of Maps SS.2.G.1.1; SS.2.A.1.1	Map Elements SS.2.G.1.1; SS.2.A.1.1	Globe/Map Skills SS.2.G.1.2; SS.2.G.1.3; SS.2.G.1.4
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
❖ What are the different types of maps?	❖ What are the elements of a map?	❖ How do I use a map to locate countries in North America? ❖ How do I use a map to locate my neighborhood, city, state, state capital, and national capital?
Concept Assessment	Concept Assessment	Concept Assessment
Given a variety of maps, students will identify each type of map.	Given a word bank, students will label the map elements.	Given a map and index cards, groups will label continent, country, city, and state, state capital, and United States capital.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Post examples of different kinds of maps. • Compare/Contrast political map, physical map, and thematic map. • Create a mental map of personal space (bedroom, classroom). • Make a physical map (salt map). 	<ul style="list-style-type: none"> • Locate and label map elements (compass rose, scale bar, author, title, date, key or legend). • Use a compass rose to label directional locations in your classroom. • Explore various map keys. • Explore scale bars on various maps. • Go on a scavenger hunt using directional clues to find the treasure. 	<ul style="list-style-type: none"> • Color, cut, paste map of Florida, labeling hometown and state capital. • Create a graphic organizer to represent country, state, hometown, neighborhood, and street. • Create a mental map of Florida and North America. • Label a globe (continents, oceans, Equator, Prime Meridian, North and South

		Pole). <ul style="list-style-type: none"> Label a map or globe with countries of North America.
Vocabulary	Vocabulary	Vocabulary
Physical map, Thematic map, Political map, Mental map, Globe, Mountains, Rivers, Oceans, Body of water, Land, Land forms	Map elements, Title, Author, Date, Scale bar, Compass rose, Key, North, South, East, West	Country, North America, Canada, Caribbean Islands, United States, Mexico, Continent, Equator, Prime Meridian, North Pole, South Pole, Hometown, Florida, Tallahassee, Washington, D.C., Location, Locate, and Spatial
Associated Literature		Associated Literature
<u>Looking at Maps and Globes</u> - Bedesor <u>Me on the Map</u> – Joan Sweeney <u>Maps and Globes (Reading Rainbow)</u> – Knowlton and Barton		<u>My Map Book</u> – Sarah Fenelli <u>There’s a Map on My Lap</u> – Rabe and Ruiz <u>Flat Stanley</u> – Jeff Brown
Cross-Curricular Connections		
Unit Assessment	Students will create and label a political or physical map of Florida and/or North America. They will then present to first grade and/or kindergarten as either a matching game or puzzle.	
Resources	Maps, Globe, National Geographic Website-Map Machines, Brain Pop Jr., National Geographic, Florida Geographic Alliance http://www.floridamagazine.com/ http://www.enchantedlearning.com/geography/ http://www.kidinfo.com/geography/maps.html http://www.randomhouse.com/teachers/pdf/seethecity.pdf http://www.kidsgeo.com/geography-games/	

UNIT ASSESSMENT – Unit 5	
<p>Group students into triads. Each triad will create and label a physical or political map of Florida, the United States, or North America. Each map will include the 6 Elements of a Map.</p> <p>Maps should be created on cardboard as students will develop their maps into a matching game or puzzle to share with students in the 1st grade or kindergarten.</p> <p>All maps should contain the following items:</p> <ol style="list-style-type: none"> 1) A title. This helps the reader to identify the topic of the map/or set of maps. 2) A compass rose is necessary to show direction. The most common question students ask is “Which way is up?” An agreement our society has made is that generally the top of the page is oriented to the north. 3) A legend is a key to describe symbols, lines, or figures on a map. Since it is impractical to detail everything on a map, symbols are used to aid the reader’s ability to understand what is depicted. This is important in the case of multiple objects in the same category or if the map is color coded. It is usually placed in a box in some part of the surface that is not being used. 4) The scale is the distance between places on a map. Maps, to be useful, are not life-sized, yet it is important to include distances if the map is to be useful. 5) All maps should include date of manufacture. Geography is a study of place and it is important to remember that places change over time. 6) The author of the map needs to be included. Students need to be able to judge if the author of the map is valid source for information. <p>Students will then display their maps around the room, or place in the media center, with a brief narrative describing their map and can be learned by analyzing their map.</p> <p>Students will also explain when to use their map and why. For example, if you and your family were planning a vacation and driving the family car, then you would use a Department of Transportation road map.</p>	
Benchmarks:	SS.2.A.1.1; SS.2.G.1.1; SS.2.G.1.2; SS.2.G.1.3; SS.2.G.1.4
Teacher’s Notes	The purpose is to have students develop an understanding of how to analyze maps and globes to gather information. Students will also examine different features found on maps and globes. This Unit Assessment aligned to the
Resources	<p>http://www.floridamagazine.com/</p> <p>http://www.enchantedlearning.com/geography/</p> <p>http://www.kidinfo.com/geography/maps.html</p> <p>http://www.randomhouse.com/teachers/pdf/seethecity.pdf</p> <p>http://www.kidsgeo.com/geography-games/</p>

Adaptations	Additional Support: Students may ask for extra time to work on their maps.
RUBRIC	<p style="text-align: center;"><u>Scoring Rubric:</u> Discuss the following rubric with students so they know what is expected of them.</p> <p style="text-align: center;">4 Points The task is thoroughly addressed. The map is clearly understandable and thoroughly demonstrates an understanding of how maps and globes help people to identify locations and gather information.</p> <p style="text-align: center;">3 Points The task is adequately addressed. The map shows understanding of how maps and globes help people to identify locations and gather information.</p> <p style="text-align: center;">2 Points The task is somewhat addressed. The map shows some understanding of how maps and globes help people to identify locations and gather information.</p> <p style="text-align: center;">1 Point The task is not addressed. The map shows very limited/or no understanding of how maps and globes help people to identify locations and gather information.</p> <p style="text-align: center;">0 Points (Unscorable) There is no understanding of the major concepts.</p>

Social Studies Curriculum - Grade 2

Unit 6: Making Good Choices

Key Learning: People make important life choices based on needs, wants, and available resources.

Unit Essential Question
How does a society meet its needs?

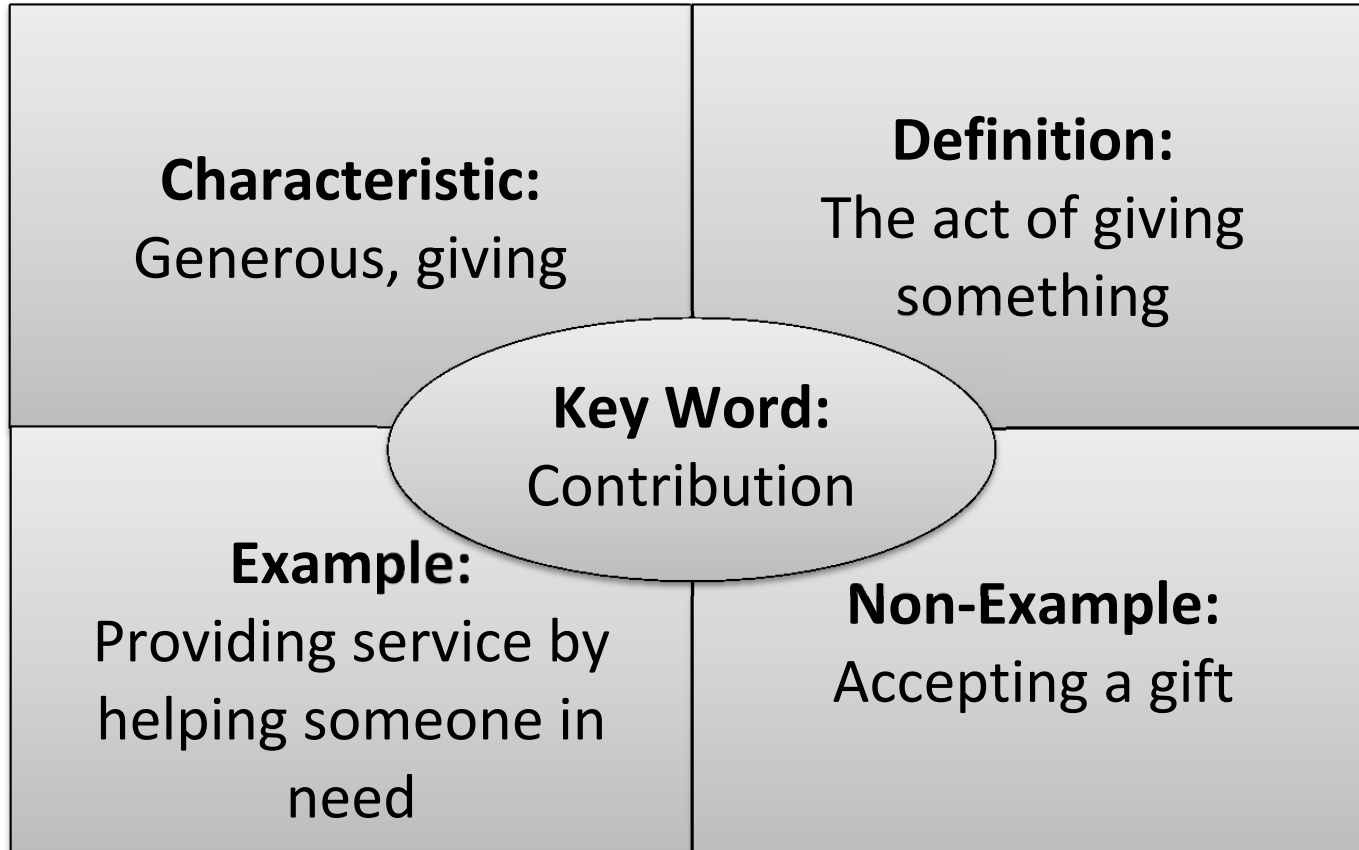
Concept	Concept	Concept
Resources SS.2.E.1.1; SS.2.E.1.3	Consumer Demand SS.2.E.1.2	Saving and Spending SS.2.E.1.4
Lesson Essential Question(s)	Lesson Essential Question(s)	Lesson Essential Question(s)
<ul style="list-style-type: none"> ❖ What resources are available to us? ❖ What is the difference between a good and a service? ❖ What is trade and why is it important? ❖ What can people do when resources are limited? 	<ul style="list-style-type: none"> ❖ What is the difference between a need and a want? ❖ How does demand affect the supply of goods and services? ❖ Why do people make one choice over another? 	<ul style="list-style-type: none"> ❖ What are the benefits of saving money? ❖ What are the benefits of spending money?
Concept Assessment	Concept Assessment	Concept Assessment
Students will list resources they use on a daily basis and who supplies them. Students can also tally how often they use each of their resources.	Students will create a Venn diagram to categorize examples of needs (water, food, shelter, and clothing) and wants (iPods, DSI, Wii, cell phones...), and give reasons for their choices.	Students will give reasons for saving and spending money.
Instructional Suggestions	Instructional Suggestions	Instructional Suggestions
<ul style="list-style-type: none"> • Make a chart of resources. • Identify items and resources the United States trades with other countries. • Chart careers and types of services provided by each. • Invite people from the community to 	<ul style="list-style-type: none"> • Provide newspaper circulars. Cut and sort pictures by needs and wants. • Identify goods and services that are in high demand. • Demonstrate supply and demand by using a sample store in the classroom, with sale 	<ul style="list-style-type: none"> • Discuss the value of saving and spending allowance that has been earned/received. • Identify ways to earn money.

share about their career (explaining the services their business might provide).	items, 2 for 1 items, etc. • Create a T chart of needs and wants.	
Vocabulary	Vocabulary	Vocabulary
Trade, Exchange, Goods, Services, Resources, Import, Export	Needs, Wants, Demand, Consumer, Producer	Saving, Spending, Budget
Associated Literature	Associated Literature	Associated Literature
<u>What are Good and Services?</u> - Andrews	<u>Do I Need It? Or Do I Want It?: Making Budget Choices</u> - Larson	<u>Finance for Kidz: Wants and Needs</u> - Dheeriya
Cross-Curricular Connections		
Unit Assessment	<p>In cooperative groups-</p> <p>Students will create a store or business that provides a good or a service to the community. They will then create a list of needed goods/services to run their business. Each team will be given a specific budget and will need to decide how they will allocate their money. The teams will present a rationale for their spending choices to the class. Did each team meet their needs? What happened if they did not meet their needs? Reflection: What would they do differently next time?</p>	
Resources	<p><i>Teach, Strategies, and Resources (TSR)</i> Brain Pop Jr. Florida Council for Economic Education http://www.fcee.org/ http://www.moneyinstructor.com/elementary.asp http://cob.jmu.edu/econed/elementary.htm http://www.proteacher.com/090041.shtml http://www.udel.edu/dssep/econlit/econreadk.html http://www.brainpop.com/socialstudies/</p>	

UNIT ASSESSMENT – Unit 6	
<p>In cooperative groups, students will create a store or business that provides a good or service to the community. They will then create a list of needed goods or services to operate their business. Each team will be given a specific budget, decide how to meet their needs, and will need to decide how they will allocate their money. The teams will present a rationale for their spending choices to the class as a whole.</p>	
Benchmarks:	SS.2.E.1.1; SS.2.E.1.2; SS.2.E.1.3; SS.2.E.1.4
Teacher’s Notes	The purpose is to have students develop an understanding that there is a relationship between people, their needs, and wants and how this impacts the choices they make.
Resources	<p>Florida Council for Economic Education http://www.fcee.org/ http://www.moneyinstructor.com/elementary.asp http://cob.jmu.edu/econed/elementary.htm http://www.proteacher.com/090041.shtml http://www.udel.edu/dssep/econlit/econreadk.html http://www.brainpop.com/socialstudies/</p>
RUBRIC	<p style="text-align: center;"><u>Scoring Rubric:</u> Discuss the following rubric with students so they know what is expected of them.</p> <p style="text-align: center;">4 Points</p> <p>The task is thoroughly addressed. The store/business presentation is clearly understandable and thoroughly demonstrates an understanding of the relationship between people, their needs and wants, and how this impacts the choices they make. Students effectively use Unit vocabulary to support their work.</p> <p style="text-align: center;">3 Points</p> <p>The task is adequately addressed. The store/business presentations shows understanding of the relationship between people, their needs and wants, and how this impacts the choices they make. Students use some Unit vocabulary to support their work.</p> <p style="text-align: center;">2 Points</p> <p>The task is somewhat addressed. The store/business shows some understanding of the relationship between people, their needs and wants, and how this impacts the choices they make. Students use few Unit vocabulary words to support their work.</p> <p style="text-align: center;">1 Point</p> <p>The task is not addressed. The store/business shows very limited/or no understanding of the relationship between people, their needs and wants, and how this impacts the choices they make. Students use very few/no Unit Vocabulary to support their work.</p> <p style="text-align: center;">0 Points (Unscorable)</p> <p style="text-align: center;">There is no understanding of the major concepts.</p>

Appendix A

Framer Model: <http://www.longwood.edu/staff/ionescd/projects/educ530/aboxley/graphicorg/fraym.htm>



Appendix B

ELA Common Core Connections:

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LACC.2.RL.1.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
LACC.2.RL.1.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LACC.2.RL.1.3	Describe how characters in a story respond to major events and challenges.

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LACC.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LACC.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LACC.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LACC.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LACC.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LACC.2.RL.4.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LACC.2.RI.1.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
LACC.2.RI.1.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LACC.2.RI.1.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LACC.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
LACC.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LACC.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LACC.2.RI.3.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LACC.2.RI.3.8	Describe how reasons support specific points the author makes in a text.

LACC.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	STANDARD
LACC.2.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	STANDARD
LACC.2.W.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LACC.2.W.1.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LACC.2.W.1.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Cluster 2: Production and Distribution of Writing	
STANDARD CODE	STANDARD
LACC.2.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LACC.2.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	STANDARD
LACC.2.W.3.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LACC.2.W.3.8	Recall information from experiences or gather information from provided sources to answer a question.

Additional ELA Standards may be viewed at: <http://www.floridastandards.org/Downloads.aspx>

Scope and Sequence of Introduction of Primary Sources:

The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.

Kindergarten -	photograph, grandparent (speaker/interview), artifact
First Grade -	Add letters, audio/video recording
Second Grade-	Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps
Third Grade-	Add paintings, images
Fourth Grade -	Add timelines
Fifth Grade-	Add diaries, graphs

Scope and Sequence of Constitution Day/Week Instruction:

Kindergarten -	Write a class constitution
First Grade -	Compare a class constitution to National Rules/Laws [http://www.elcivics.com/civics_1.html ; http://www.icivics.org/ (free, but requires registration)]
Second Grade-	Distinguish between Rule and Law
Third Grade-	Bill of Rights Awareness
Fourth Grade -	State Constitution
Fifth Grade-	US Constitution