

Grade 2 Social Studies (Master)

Teacher: Jeannie Childs

September 2022

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> ● WHY IS IT IMPORTANT TO LEARN ABOUT OUR COUNTRY'S HISTORY? ● WHAT WOULD YOU SAY ABOUT WHERE YOU LIVE? ● WHY IS WORK IMPORTANT? ● WHY IS IT IMPORTANT TO STUDY PEOPLE AND PLACES FROM THE PAST? <p>UEQ:</p> <ul style="list-style-type: none"> ● <i>Why is the past important to us today?</i> ● <i>What are some of the cultures that make up a community?</i> 	<p>A. Our Country Long Ago</p> <p>A1. Compare Native American cultures (Pueblo, Dakota, Powhatan)</p> <p>A2. Explain hardships of early colonists</p> <p>A3. Explain why Americans wanted independence</p> <p>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>A. Our Country Long Ago</p> <p>CSA="First Americans" Worksheet</p> <p>CSA=Timeline</p>	<p>Big Book SF Unit 5</p> <p>Lesson 1: p. 202-209</p> <p>Lesson 2: p. 210-215</p> <p>Lesson 3: p. 216-219</p> <p>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>KEY VOCABULARY:</p> <p>shelter</p> <p>tradition</p> <p>explorer</p>

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> How are communities alike and different? What are some state symbols? What are some national symbols? <p>B. Where We Live B1. Comparing Communities B2. Government B3. State and National Symbols</p>	<p>B. Where We Live</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. Where We Live</p> <p>CSA="Community Characteristics" sheet CSA=Government/Symbols test</p> <p>CFA=Government Exit Slip CFA=National Symbols Exit Slip</p>	<p>Big Book SF Unit 1 Lesson 2: p. 16-19, 22-23 Lesson 3: p. 24-27 Lesson 4: p. 30-33</p> <p>Big Book SF Unit 4 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>KEY VOCABULARY: community history capital urban suburban rural government mayor governor citizen Congress president freedom motto monument</p>
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>UEQ:</i></p> <ul style="list-style-type: none"> • <i>Where do we live in the world?</i> • <i>What are the 7 continents and 4 oceans?</i> 	<p>C. My Place in the World</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>C. My Place in the World</p> <p>CSA=World Map/Cardinal Directions Identification</p>	<p>Big Book SF Unit 1 Lesson 2 (end): p. 20-21 Lesson 5: p. 36-41</p> <p>Big Book SF Unit 3 Lesson 3 (end): p. 124-125</p> <p>SF Map Handbook p. H18-25</p>

<p>C. My Place in the World 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>KEY VOCABULARY: 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"> • <i>What are goods and services?</i> • <i>What are ways people earn, spend, and save money?</i> • <i>Where do goods come from?</i> <p>D. Working Together 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>D. Working Together</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 & 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>Big Book SF Unit 3 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>KEY VOCABULARY: income goods services</p>

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