

Second Grade Social Studies students will be knowledgeable about Family Ties. This includes the climate and physical features of communities as well as how different kinds of transportation move people, goods and ideas from place to place. They will be able to distinguish between continent, country, state, city and neighborhoods as well as different landforms. The students will become knowledgeable about both the physical and human characteristics of our nation’s government. They will gain an understanding of how people, goods and ideas have changed from the past to the present.

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.1 Unit 1 Family Ties	a. Students will learn that families have a history. Students will recognize that traditions vary from family to family and that traditions are part of history of a family unit. b. Students will recognize that a family tree is a way of identifying relatives and their history. Students will explore ways of gathering information about families. c. Students will recognize that neighborhoods are part of communities. Students will be able to distinguish between a town, city, suburb, and a farm community. d. Students will identify forms of transportation used by families. Students will compare transportation used today with those used in the past. e. Students will recognize that items saved by families can teach history.	Unit 1 – Family Ties Vocabulary Flashcards Community Circles Templates Discussion	Teacher observation Student participation Community Circles Project Unit 1 Test Vocabulary quiz

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.2 Unit 5 Discovering Our Past	<p>a. Students will identify Native Americans as the first people to live in America. Students will recognize the importance of learning about the cultures from which families come from.</p> <p>b. Students will be introduced to explorers, including Columbus. Students will identify St. Augustine as the oldest surviving European colony in the United States.</p> <p>c. Students will identify a grid map and how to use it.</p> <p>d. Students will identify Jamestown and Plymouth as two of the earliest English colonies in America. Students will analyze why the 13 colonies wanted their freedom from England. Students will identify George Washington as the first President of our country.</p> <p>e. Students will recognize that not all people in the middle 1800's were free and analyze the issue of slavery. Students will recognize that slavery was one of the reasons for the Civil War and the importance that Abraham Lincoln played in ending slavery.</p> <p>f. Students will recognize who pioneers were and the difficulties they faced. Students will recognize that Native Americans lost most of their land to the pioneers. Students will recognize that people from other countries still come to live in the United States.</p>	<p>Unit 5 – Discovering Our Past</p> <p>Class discussion</p> <p>Native American (Plains) pocket</p> <p>Activity sheets</p> <p>Grid Map activity</p> <p>Vocabulary Flashcards</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Native American Pocket Project</p> <p>Unit 5 Test</p> <p>Vocabulary quiz</p>
2.3 Unit 3 A Working World	<p>a. Students will identify goods and services and analyze the benefits of the free enterprise system.</p> <p>b. Students will construct and interpret flow charts.</p> <p>c. Students will recognize and analyze the steps involved in growing corn.</p> <p>d. Students will locate places and follow routes on a map.</p> <p>e. Students will distinguish between producing and consuming things. Students will identify jobs and items associated with a factory.</p> <p>f. Students will evaluate the impact of scarcity on trade. Students will recognize that goods need to be transported from one place to another and the importance of trade with other countries.</p> <p>g. Students will explore needs and wants. Students will analyze the concepts of saving money for needs and wants.</p> <p>h. Students will classify information by sorting items into groups.</p>	<p>Unit 3 – A Working World</p> <p>Discussion</p> <p>Worksheets</p> <p>Video – Factory</p> <p>Vocabulary Flashcards</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Goods/Services Store Project</p> <p>Unit 3 Test</p> <p>Vocabulary quiz</p>

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2.4 We the People	<p>a. Students analyze the democratic process and evaluate the qualities of leaders. Students will identify elected governing bodies.</p> <p>b. Students will analyze the order of events.</p> <p>c. Students will recognize the our country’s government is based on a constitution and analyze the changes made to our constitution. Students will identify some people who fought for the rights of Americans.</p> <p>d. Students will identify and analyze the events on a time line.</p> <p>e. Students will identify Washington D.C. as the capital of the United States. Students will analyze the duties of the President and the Congress. Students will recognize that voting is the public’s way of making decision for all.</p> <p>f. Students will explain the symbolism of the United States flag and its pledge. Students will recognize the meaning of the Pledge of Allegiance.</p> <p>g. Students will recognize that every country has its own flag. Students will interpret and explain the symbolism of the flags of Canada and Mexico. Students will recognize that the flag of each country is a symbol for that country.</p>	<p>Unit 4 – We the People</p> <p>Discussion</p> <p>Washington Monuments video</p> <p>Worksheets</p> <p>Vocabulary flashcards</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Vocabulary quiz</p> <p>Unit 4 Test</p>
2.5 Earth Our Home	<p>a. Students will locate Nebraska, California and the United States on a map. Students will recognize that the U.S. is made up of 50 states with each state having its own symbols.</p> <p>b. Students will identify a compass rose and its four directions.</p> <p>c. Students will identify the Earth’s seven continents and four oceans.</p> <p>d. Students will identify the major land forms found on Earth. Students will identify the bodies of water found on earth.</p> <p>e. Students will identify and locate landforms and bodies of water on a map while applying rules for a landform map.</p> <p>f. Students will identify ways people adapt to and change the environment. Students will identify some natural resources while recognizing that preserving our natural resources is important.</p> <p>g. Students will identify ways people can change the environment.</p>	<p>Unit 2 – Earth Our Home</p> <p>Discussion</p> <p>Vocabulary flashcards</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Vocabulary quiz</p> <p>Unit 2 Test</p>

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.6 People, Places, and Holidays	<p>a. Students will identify some famous Americans. Students will identify individuals of various groups who have contributed to their community, state or country.</p> <p>b. Students will predict probable outcomes while identifying the steps in making predictions.</p> <p>c. Students will identify different historical and natural landmarks.</p> <p>d. Students will interpret information on a bar graph.</p> <p>e. Students will identify holidays celebrated by Americans of various ethnic, cultural or racial groups. Students will compare and contrast these holidays.</p> <p>f. Students will describe different celebrations that take place around the world and analyze the historical significance of these celebrations.</p> <p>g. Students will describe the origins of Cinco de Mayo celebrations.</p> <p>h. Students will identify major American holidays.</p>	<p>Unit 6 – People, Places, and Holidays</p> <p>Discussion</p> <p>Vocabulary Flashcards</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Vocabulary quiz</p> <p>Unit 6 Test</p>