

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 1/Weeks 1 – 2 (August 13 & August 22, 2014)

Topic: RULES AND RESPONSIBILITIES

EQ: Why is it important to have rules in my home and school?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules and laws.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p>Cultures and Societies SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school.</p>	<p>2nd Grade Unit I Rules lesson plans, Resources 1A & 1B</p> <p>Discovery Education <i>Community Rules and Laws</i></p>	<p>I can identify and explain the purpose of rules at school and home.</p> <p>I can identify and give examples of what it means to be a good citizen.</p> <p>I can describe conflict that occurs between individuals and/or groups at home and at school.</p> <p>I can describe cooperation between individuals and/or groups at home and at school.</p> <p>I can describe compromise between individuals and/or groups at home and at school.</p>	<p>Rules Citizen Conflict</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 2/ Week 3 (September 3, 2014) Week 4 Constitution Day (September 12, 14)

Topic: Role of Citizens

EQ: Why are the rights and responsibilities of citizens important to the community?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p> <p>SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules and Laws.</p>	<p>Discovery Education <i>TLC Elementary</i> <i>School: Understanding Good Citizenship</i></p> <p>UNICEF <i>Children's Rights and Responsibilities</i> booklet</p>	<p>I can define rights and give examples(e.g., to have equal education, to be safe, to be treated fairly, to express my opinion, to express my needs).</p> <p>I can define responsibilities and give examples (e.g., conducting myself so that others may learn, following rules, doing chores, doing my homework, caring for a pet).</p> <p>I can explain why having rights is important.</p> <p>I can explain why having responsibilities is important.</p> <p>I can compare rules to laws.</p> <p>I can identify laws in my community and explain the purpose and importance of laws.</p>	<p>Rights responsibilities</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 3/Week 4 – 7 (September 12, September 23, October 2, October 15, 2014)

Topic: GEOGRAPHY Learning About Our World

EQ: How can geographic tools help me locate and describe places? What is included when making a map?

How do people interact with their environment?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Geography SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges); bodies of water (e.g., oceans, major rivers); and natural resources on Earth’s surface and use relative location.</p> <p>SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water)</p> <p>SS-E-5.2.2 Major historical people and events (i.e. Columbus’ voyages).</p>		<p>I can use geographic tools to locate familiar places in my school and community.</p> <p>I can create a map to identify the locations of familiar places and objects in my home or school.</p> <p>I can use the cardinal directions to find a location on a map.</p> <p>I can use the legend/map key and scale on a map</p> <p>I can use geographic tools to identify major landforms and bodies of water on Earth.</p> <p>I can identify the physical characteristics of landforms and bodies of water on Earth.</p>	<p>Neighborhoods Community map key, Legend compass rose, State country Landforms island valley Peninsula canyon Mountain ocean lake, River continent natural resources Equator North Pole South Pole</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 4/Weeks 8 – 10 (October 24, November 5 & November 14, 2014)

Topic: Comparing Two Cultures/Native Americans and Pilgrims

EQ: How has Thanksgiving changed over time?

How has the Pilgrim-Native American relationship affected how we celebrate Thanksgiving?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-E-2.1.2 Elements of cultures (e.g., language, music, art, dress, food, stories, and folktales) serve to define specific groups). Suggested link: Native American cultures/Pilgrims</p> <p>SS-E-4.4.2 Illustrate how people are affected by; climate, weather, geographic features, natural resources.</p> <p>SS-E-4.4.1 People depend on the physical environment for food, clothing, and shelter.</p> <p>SS-E-5.2.1 Native American cultures, both in Kentucky and the United States had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing).</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.</p>		<p>I can describe the way of life of Native American groups long ago (e.g., beliefs, traditions, languages, skills, literature, the arts)</p> <p>I can describe the way of life of the Pilgrims long ago .(e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>I can describe interactions (compromise, cooperation, conflict, competition) between Native American groups (Wampanoag)and early settlers (Pilgrims).</p>	<p>Colony Native Americans, Wampanoag Pilgrims, Trade Culture Wigwam Squanto</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 5/Weeks 11 – 13 (November 25, December 9, December 18, 2014)			
Topic: HISTORICAL PERSPECTIVE <i>Then and Now</i>			
EQ: How have people's lives changed over time?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.</p> <p>SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities</p> <p>SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p>	<p>Long Ago, Yesterday, and Today, Discovery Education Video</p>	<p>I can identify primary and secondary sources (e.g., artifacts, diaries, photographs).</p> <p>I can explain how primary and secondary sources help me to interpret the past.</p> <p>I can identify how communication has changed over time.</p> <p>I can identify how technology has changed over time.</p> <p>I can identify how transportation has changed over time.</p> <p>I can identify how education has changed over time.</p>	<p>Communication – telegraphs, telephones, cell phones</p> <p>Transportation – horse/buggy, train, car, plane</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 6/Weeks 14, 15, 16, 17

Topic: GOVERNMENT and CIVICS *Local Government*

**EQ: How does the local government support the community and its citizens?
How are state and local government officials elected?**

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Government and Civics SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up); and identify how they pay for these services taxes.</p> <p>SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p>		<p>I can identify the basic purposes of local government.</p> <p>I can give examples of services that local governments provide.</p> <p>I can identify the role of the mayor and city council of my local government.</p> <p>I can define community.</p> <p>I can define citizen.</p> <p>I can identify and give examples of what it means to be a good citizen in my community.</p> <p>I can explain why it is important for citizens to be involved in their community.</p>	<p>Local government Community Citizen Mayor City council Rights Responsibilities Election Voting</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 6/Weeks 14, 15, 16, 17

Topic: GOVERNMENT and CIVICS *Local Government*

EQ: How does the local government support the community and its citizens?

How are state and local government officials elected?

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary

Grade 2 Social Studies LAB Curriculum Map

Grade 2 UNIT 6/Weeks 14, 15, 16, 17			
Topic: CULTURE/PATRIOTISM			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>SS-EP5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., “The Star-Spangled Banner,” the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans Day, Martin Luther King Jr. Day, Fourth of July) and explain their historical Significance.</p>		<p>I can identify the major patriotic and historical symbols (e.g. bald eagle, American flag, Uncle Sam) and explain why they are important.</p> <p>I can identify the major patriotic and historical monuments/landmarks (e.g., the Statue of Liberty, Underground Railroad) and explain why they are important.</p> <p>I can identify patriotic holidays (e.g., Veterans Day, Martin Luther King Jr. Day, Fourth of July) and explain why they are important.</p>	<p>Patriotism Patriotic symbols Patriotic holidays Uncle Sam Statue of liberty Liberty bell Bald eagle American flag</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)			
Topic: ECONOMICS			
EQ: What goods and services do communities provide?			
Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Economics</p> <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources--natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p> <p>SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increase productivity in our community, state, nation, and world.</p> <p>SS-EP-3.4.3</p>		<p>I can define basic economic terms related to markets (e.g. markets, goods, services, producer, consumer, supply and demand, barter).</p> <p>I can give examples of goods and services that are produced in our community.</p> <p>I can give examples of goods and services that are consumed in our community.</p> <p>I can give examples of goods and services that are distributed in our community.</p> <p>I can describe how technology helps producers in my community and state.</p> <p>I can give examples of how communities depend on each other for goods and services</p> <p>I can give examples of services that the government provides.</p> <p>I can explain how we use resources from our world to meet our needs (food/growing crops; clothing/sheering wool, growing cotton; and</p>	<p>Economics Economy Markets Goods Services Needs Wants Producers Consumer Supply Demand Barter Opportunity cost Economic choices Scarcity Natural resources Human resources Capital resources</p>

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)

Topic: **ECONOMICS**

EQ: **What goods and services do communities provide?**

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Students will define interdependence and give examples of how people in our communities, states, nation , and world depend on each other for goods and services.</p> <p>Government and Civics SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up); and identify how they pay for these services (taxes).</p>		shelter/cutting timber; etc.	

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)

Topic: ECONOMICS

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Economics</p> <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources--natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p> <p>SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increase productivity in our community, state, nation, and world.</p> <p>SS-EP-3.4.3 Students will define interdependence and give examples of how people in our</p>		<p>I can define basic economic terms related to markets (e.g. markets, goods, services, producer, consumer, supply and demand, barter).</p> <p>I can give examples of goods and services that are produced in our community.</p> <p>I can give examples of goods and services that are consumed in our community.</p> <p>I can give examples of goods and services that are distributed in our community.</p> <p>I can describe how technology helps producers in my community and state.</p> <p>I can give examples of how communities depend on each other for goods and services</p> <p>I can give examples of services that the government provides.</p> <p>I can explain how we use resources from our world to meet our needs (food/growing crops; clothing/sheering wool, growing cotton; and shelter/cutting timber; etc.</p>	

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)

Topic: **ECONOMICS**

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>communities, states, nation , and world depend on each other for goods and services.</p> <p>Government and Civics</p> <p>SS-EP-1.1.1</p> <p>Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, roads and snow removal, garbage pick-up); and identify how they pay for these services (taxes).</p>			

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)

Topic: ECONOMICS/Making Economic Choices

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary
<p>Economics</p> <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-- natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).and world depend on each other for goods and services.</p>		<p>I can explain why people cannot have all of the goods and services they want.</p> <p>I can explain why I would need to give something up to get something I want (opportunity cost)</p> <p>I can explain how banks help people.</p> <p>I can explain the different ways that people get goods and services (trade/barter, markets)</p>	

Grade 2 Social Studies LAB Curriculum Map

Grade 2 Unit 7/Weeks 18, 19, 20, 22 (Week 21 Health/Career Fair)

Topic: ECONOMICS/Making Economic Choices

Content (What do your students need to KNOW?)	Materials	Learning Target	Vocabulary

Unit 8/Weeks 23 – 25

Topic: American Cultures