

Social Studies

Topic: Geography

Grade 2

Learning Outcomes		Teaching/Learning Strategies	
<ol style="list-style-type: none"> 1. Locate the continents, countries within North America, the five oceans and the five major rivers (Mississippi, Amazon, Volga, Yangtze and Nile). 2. Locate the major mountain ranges (Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, Rocky Mountains). 3. Able to read globes and maps and describe how they depict geographical information. 4. Differentiate between a continent and a country. 5. Identify home address, city/town, state and country in which student lives. 6. Describe location and features of student’s home and/or school. 		<ul style="list-style-type: none"> • Reconstruct continent shapes using clay. • Sing songs about the continents and oceans. • Create passports for different countries where 5 rivers and mountain ranges exist; students report facts about each. Explain their importance. • Imagine a country within an existing continent. Describe its geographical location relative to other existing continents, weather, etc., • Write thank you notes to parents, classroom visitors, school administrators, etc. and address envelopes. • Build a model of his/her home or school and the neighborhood around it. 	
<p>In alignment with MA State Frameworks’ Standards: (LS2.1, 2.2, 2.3,2.4, 2.5, 2.6, 2.9)</p>			
Values/Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> • Develop an understanding of the world as being larger than the community around them. • Show appreciation for others’ time spent in contributing toward students’ personal growth. • Recognize the earth as God’s gift to us. 	<p><u>O, Say Can You See</u> – by Sheila Keenan</p> <p><u>Our Country</u> – Scholastic</p> <p><u>Marvelous Map Activities for Young Learners</u> – Scholastic Grades 1-3</p> <p><u>Scholastic Success w/ Maps Workbook (Gr2)</u></p> <p>Standard tests w/ maps: http://www.enchantedlearning.com/geography/</p> <p>Songs: http://www.umkc.edu/imc/song-cs.htm</p>	<ul style="list-style-type: none"> • Standard tests with maps requiring students to label/identify continents, countries, etc. • Envelopes will be properly addressed. • Models will be assessed using a rubric. 	

Social Studies

Topic: Economics

Grade 2

Learning Outcomes		Teaching/Learning Strategies	
1. Explain why people work. 2. Give examples of different kinds of jobs that people do, including those that work at home. 3. Compare/contrast people in the school and community who are both producers and consumers. 4. Explain what buyers and sellers are, and give examples of goods and services that are bought and sold in their community.		<ul style="list-style-type: none"> • Students research how much their favorite meal costs and how long it would take to save up for it using their allowance. • Interview people they know to learn about a variety of jobs. Students present what they learned by creating job mobiles, or by dressing up as one of the interviewees. • Visit a local factory and/or farm to discover their roles as producers and consumers. Or visit farms using the Internet. • Using email, epals discuss supply and demand and write an expository paragraph or present it orally. 	
Values/Attitudes	Resources	Assessment	
Recognize the importance of working together and how we are connected to one another. Value diversity. Appreciate our ability to make personal choices. Acknowledge and be thankful for what we have and what God has given us.	Rubric resources: http://rubistar.4teachers.org/index.php http://school.discovery.com/schoolguide/assess.html http://www.kidsfarm.com Epals: http://www.epals.com/projects/group1/	A rubric for oral presentations to assess validity of facts and effectiveness of presentation and/or product(s). <u>Mobile rubric might consider:</u> Does the mobile include 3-5 sentences about a job? Neatness and creative use of materials count. Students work cooperatively to create a class job book or dictionary.	

Topic: Civics and Government

Grade 2

Learning Outcomes		Teaching/Learning Strategies	
<ol style="list-style-type: none"> Define and give examples of some of the rights and responsibilities students have in school. Examine: 1) the American flag, its colors and shapes 2) the melody of the national anthem 3) picture and name of current President 4) the words of the Pledge of Allegiance. Give examples of fictional characters or real people in the community who were good leaders/citizens. Describe and compare qualities that made them admirable. Locate countries from which students’ families came from, describe traditional food, customs, etc. celebrated and identify those found in America today. 		<ul style="list-style-type: none"> Review student handbook and discuss rights and rules and why they exist. Compare these to the Ten Commandments. Describe the U.S. flag using numbers, shapes and patterns. Listen to/sing national anthem. View videos of the President from his website. Define words in the pledge and create a word wall. Following a mock election, write a letter to the President about an important issue they feel strongly about (perhaps the issue is local). Write and publish on a website an expository paragraph on “If I Were President” after viewing some of the issues the president supports on his website for kids. Enrichment activities may include student(s) writing a short Reader’s Theater. 	
In alignment with MA State Frameworks’ Standards: (LS2.7, 2.8, 2.10)			
Values/Attitudes	Resources	Assessment	
<ul style="list-style-type: none"> Students recognize the importance of civic responsibility in a community as well and its relationship to God’s laws. Respect for the flag. Recognize the President must identify his values and issues he supports. Realize they can make a difference. 	<p>Books: <u>The Star Spangled Banner</u> by Scholastic <u>Duck for President</u> by Betsy Lewin Scholastic News Election edition: www.scholastic.com/sn2</p> <p>White House for Kids: http://www.whitehouse.gov/kids/news/index.html http://www.whitehouse.gov/kids/ http://www.whitehouse.gov/kids/videos/index.html http://www.whitehouse.gov/kids/abc/</p> <p>If I Were President site: http://www.thewritesource.com/STUDENTMODELS/WA-Pres.HTM Pres. facts:http://www.ipl.org/div/potus/gwbush.html</p>	<ul style="list-style-type: none"> Students use a Venn diagram to compare and contrast school rights/rules to the Ten Commandments. Word walls contain correct definitions. Expository paragraph reflects an issue important to community/nation. A rubric may be used for required grammatical elements. Extended activity: students brainstorm how to solve a local issue. 	

Social Studies

Topic: History

Grade 2

Learning Outcomes		Teaching/Learning Strategies	
1. Identify days, weeks, months, years and seasons using a calendar. 2. Explain information using historical timelines and put personal events in chronological order. Apply words and phrases to describe passage of time. 3. Describe/compare ways people achieve great distinction in history.		<ul style="list-style-type: none"> Students use calendars to map daily weather patterns and convert information to pictographs and bar graphs. Create a table timeline and convert it to linear to identify personal milestones from birth to current age. Illustrate some of these events. Write a narrative paragraph describing these events. Study, describe, and compare famous people such as, Martin Luther King, Presidents, and local achievers, such as the Coyle family and their contributions to Taunton. 	
In alignment with MA State Frameworks' Standards:			
(LS2.10)			
Values/Attitudes	Resources		Assessment
<ul style="list-style-type: none"> Students recognize the importance of contributing to society and its effect(s) on their community. Students relate personal growth to the human life cycle and acknowledge God's gifts. 	Timeline formats: http://www.enchantedlearning.com/crafts/memory/timeline/ Timeliner software: http://www.teachtsp.com/products/productextras/TIMV50/ Rubric: http://rubistar.4teachers.org/index.php http://school.discovery.com/schrockguide/assess.html		<ul style="list-style-type: none"> Students refer to a rubric as they create a personal timeline and write, present orally or illustrate one or more of these events. Venn diagrams that compare/contrast contributors in history.