

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Historical Thinking and Skills</i>	<b>Pacing</b>
Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Unit 2, 27 days Unit 3, 16 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>1. Time can be shown graphically on calendars and timelines.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can use a calendar to show the day, month, and year.</li> <li>• I can order the days of the week.</li> <li>• I can order the months of the year.</li> <li>• I can measure the amount of time between two events using a calendar.</li> <li>• I can create a timeline, in chronological order, showing events, dates, and a title.</li> </ul>	<p>From pre-kindergarten through grade one, students practice using the language of time to order events from daily life.</p> <p>In grade two, students use a calendar to determine the day, week, month, and year. Students need to be able to list the days of the week and months of the year in order.</p> <p>Students also should be able to place a series of events in chronological order on a timeline.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• timeline</li> <li>• events</li> <li>• dates</li> <li>• sequence</li> <li>• title</li> <li>• calendar</li> <li>• month</li> <li>• day</li> <li>• year</li> <li>• chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• understand</li> <li>• sequence</li> <li>• organize</li> <li>• use</li> <li>• create</li> <li>• measure</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>

**Integrations**

- Math and Language Arts

**Intervention Strategies**

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Historical Thinking and Skills</i>	<b>Pacing</b> Unit 2, 27 days
<p>Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.</p>	
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>2. <i>Change over time can be shown with artifacts, maps, and photographs.</i></b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can look at artifacts, maps, and photographs from the past.</li> <li>• I can analyze artifacts, maps, and photographs to see how daily life has changed over time.</li> <li>• I can answer questions about daily life from the past by using artifacts, maps, and photographs.</li> </ul>	<p>In kindergarten and grade one, students learned that photographs, letters, artifacts, and books reveal much about daily life in the past.</p> <p>Students in grade two build on that understanding as they use artifacts, maps, and photographs to investigate change over time and answer questions about daily life from the past to the present.</p> <p>Instruction should involve students working with artifacts, maps, and photographs, including online resources, which reflect daily life.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• artifacts</li> <li>• primary sources</li> <li>• maps</li> <li>• photographs</li> <li>• daily life</li> </ul>	<ul style="list-style-type: none"> <li>• analyze</li> <li>• compare/contrast</li> <li>• explain</li> <li>• examine</li> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• which</li> <li>• how</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>

**Integrations**

- Language Arts and Math

**Intervention Strategies**

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Comparison activities can be differentiated by allowing students to select artifacts, maps, or photographs for analysis.

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Heritage</i> Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	<b>Pacing</b> Unit 2, 27 days
<b>Content Statement</b> <b>3. Science and technology have changed daily life.</b> <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can relate how people used to travel to how they travel today.</li> <li>• I can show how people communicate has changed over time.</li> <li>• I can show how technology has changed daily life.</li> </ul>	<b>Content Elaborations</b> Advances in science and technology have changed and continue to change the way people have communicated and traveled.  Advances in communications include, but are not limited to: <ul style="list-style-type: none"> <li>• Mail</li> <li>• Cell phones</li> <li>• Email</li> <li>• Texting</li> <li>• Social networking</li> </ul> Travel methods include, but are not limited to: <ul style="list-style-type: none"> <li>• Walking</li> <li>• Horseback riding</li> <li>• Canoeing</li> <li>• Using public transportation</li> <li>• Traveling by car</li> <li>• Traveling by ship</li> <li>• Traveling by airplane</li> <li>• Traveling by high-speed train</li> <li>• Adventuring into space</li> </ul>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• daily life</li> <li>• technology</li> <li>• communication</li> <li>• transportation</li> <li>• change</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> <li>• describe</li> <li>• explain</li> <li>• change</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Technology/Computer Science</li> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

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<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>History</i>	
<b>Topic</b> <i>Heritage</i>	<b>Pacing</b> Unit 3, 16 days
Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.	
<b>Content Statement</b>  <b>4. <i>Biographies can show how people’s actions have shaped the world in which we live.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I know that my actions make a difference in our world.</li> <li>• I can read a biography and find information that describes how the person has made a difference in our world.</li> <li>• I can read biographies of American leaders, explorers, inventors, and scientists and identify the ways in which they have made a difference in our world.</li> </ul>	<b>Content Elaborations</b>  Second grade students need to understand that actions of individuals make a difference in the world which builds conceptually to individuals working for “the common good” in grade three.  Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• biography</li> <li>• make a difference</li> <li>• events</li> <li>• social leaders</li> <li>• political leaders</li> <li>• explorers</li> <li>• inventors</li> <li>• scientists</li> <li>• effect</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• know</li> <li>• identify</li> <li>• find</li> <li>• interpret</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on

the ODE website. Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org).

For the role-playing strategy, the teacher can provide a template or a list of suggested questions for the interview.



## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Spatial Thinking and Skills</i>  Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	<b>Pacing</b>  Unit 1, 20 days
<b>Content Statement</b>  <b>5. <i>Maps and their symbols can be interpreted to answer questions about location of places.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can read map symbols.</li> <li>• I can use map symbols to understand the physical features of a location.</li> <li>• I can find and name landforms in maps, photos, and 3-D models.</li> <li>• I can find and name bodies of water in maps, photos, and 3-D models.</li> <li>• I can answer the question of where something is located by using a map.</li> <li>• I can answer the question of what is the place like by using a map.</li> <li>• I can create a map showing my understanding of map symbols, directions, map key, and title.</li> </ul>	<b>Content Elaborations</b>  In second grade, students begin to interpret the information found on maps. At this level, students understand that maps can answer the following questions: <ul style="list-style-type: none"> <li>• <i>Where is something located?</i></li> <li>• <i>What is the place like?</i></li> </ul> <p>The names of places on the map indicate location relative to other places on the map.</p> <p><i>Map symbols</i> explain the physical characteristics of places on the map. Grade-appropriate <i>landforms</i> include plateaus, islands, hills, mountains, and valleys. <i>Bodies of water</i> include creeks, ponds, lakes, and oceans. The map <i>key</i> explains what each symbol means.</p> <p>Maps can be printed or in an electronic format.</p>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• map</li> <li>• symbol</li> <li>• compass rose</li> <li>• cardinal directions</li> <li>• continents</li> <li>• intermediate directions</li> <li>• location</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• use</li> <li>• locate</li> <li>• where</li> <li>• create</li> <li>• describe</li> <li>• label</li> </ul>

<ul style="list-style-type: none"> <li>• map key</li> <li>• title</li> <li>• landforms</li> <li>• plateau</li> <li>• island</li> <li>• hill</li> <li>• mountains</li> <li>• valley</li> <li>• bodies of water</li> <li>• creek</li> <li>• pond</li> <li>• lake</li> <li>• ocean</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Science</li> <li>• Math</li> <li>• Art</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .  Map activities can be differentiated by student choice of location (e.g., playground, bedroom, town).

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Places and Regions</i>  A place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.	<b>Pacing</b>  Unit 2, 27 days
<b>Content Statement</b>  <b>6. <i>The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can define the human characteristics of a population.</li> <li>• I can describe the physical characteristics of an area.</li> <li>• I can predict the type of work that people do based on the human and physical characteristics of that area.</li> <li>• I can share why farmers must work in fertile soil and have open land.</li> <li>• I can share why factories are often built in urban areas.</li> </ul>	<b>Content Elaborations</b>  The human and physical characteristics of places impact the work that people do.  Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).  Physical characteristics include landforms, climate, soils, and hydrology. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• work</li> <li>• human characteristics:             <ul style="list-style-type: none"> <li>~ language</li> <li>~ religion</li> <li>~ population distribution</li> </ul> </li> <li>• physical characteristics:             <ul style="list-style-type: none"> <li>~ landforms</li> <li>~ climate</li> <li>~ soil</li> <li>~ water</li> <li>~ urban</li> </ul> </li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• define</li> <li>• describe</li> <li>• predict</li> <li>• why</li> <li>• explain</li> <li>• deduce</li> </ul>

<p>~ suburban ~ rural</p>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>	<b>Pacing</b> Unit 2, 27 days
Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	
<b>Content Statement</b>  <b>7. <i>Human activities alter the physical environment, both positively and negatively.</i></b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can describe how humans depend on the physical environment to survive and modify it to meet their needs.</li> <li>• I can give examples of how our adaptations to the physical environment have positive and/or negative consequences.</li> <li>• I can think about my own actions and decide how they positively and negatively impact the physical environment.</li> </ul>	<b>Content Elaborations</b>  People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.  Examples of physical environment modifications include: <ul style="list-style-type: none"> <li>• Dams help control flooding and provide areas for recreation but also destroy animal habitats.</li> <li>• A new highway improves transportation, but valuable farmland may be destroyed.</li> </ul>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• cause</li> <li>• effect</li> <li>• change/modify</li> <li>• adapt/adaptations</li> <li>• physical environment</li> <li>• consequences</li> <li>• positive</li> <li>• negative</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• describe</li> <li>• list</li> <li>• show</li> <li>• decide</li> <li>• conclude</li> <li>• evaluate</li> <li>• adapt</li> <li>• change</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>

**Integrations**

- Science
- Language Arts

**Intervention Strategies**

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## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>  Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	<b>Pacing</b>  Unit 2, 27 days
<b>Content Statement</b>  <b>8. Cultures develop in unique ways in part through the influence of the physical environment.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can define culture.</li> <li>• I can describe how different cultures meet their basic needs.</li> <li>• I can share ways the physical environment influences how a culture meets its basic needs.</li> <li>• I can compare and contrast how different cultures meet basic needs.</li> </ul>	<b>Content Elaborations</b>  Culture is the learned behavior of a group of people which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture.  In grade two, students can examine the different ways various cultures meet basic needs including: <ul style="list-style-type: none"> <li>• Food</li> <li>• Clothing</li> <li>• Shelter</li> <li>• Language</li> <li>• Artistic expression</li> </ul> Students begin to understand that the physical environment influences the way people meet those needs.  Examine various cultures from distinctly different physical environments.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• basic needs</li> <li>• culture</li> <li>• customs</li> <li>• food</li> <li>• clothing</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• define</li> <li>• compare</li> <li>• categorize</li> <li>• describe</li> <li>• contrast</li> </ul>

<ul style="list-style-type: none"> <li>• shelter</li> <li>• language</li> <li>• artistic expression</li> <li>• influence</li> <li>• physical environment</li> </ul>	<ul style="list-style-type: none"> <li>• explain</li> <li>• distinguish</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Science</li> <li>• Language Arts</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .



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<b>Strand</b> <i>Geography</i>	
<b>Topic</b> <i>Human Systems</i>  Human systems represent the settlement and structures created by people on Earth’s surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	<b>Pacing</b>  Unit 2, 27 days
<b>Content Statement</b>  <b>9. Interactions among cultures lead to sharing ways of life.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can list the characteristics of culture, including food, language, customs, and artistic expression.</li> <li>• I can describe how the world is becoming more interdependent.</li> <li>• I can share examples of how increased contact with different cultures has led to borrowing, adopting, and adapting new ideas.</li> <li>• I can think about my own life and decide how different cultures have affected it.</li> </ul>	<b>Content Elaborations</b>  As the world becomes increasingly interdependent, cultural groups have greater contact with each other allowing them to share their ways of life. This increased contact influences the way in which people borrow, adopt, and adapt new ideas.  Consider the characteristics of food, language, and customs. (The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.)  Note: Culture is a sensitive topic. Teachers and students need to respect and honor diversity among cultural groups.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• culture</li> <li>• sharing</li> <li>• food</li> <li>• language</li> <li>• customs</li> <li>• artistic expression</li> <li>• borrow</li> <li>• adopt</li> <li>• adapt</li> <li>• interdependent</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• list</li> <li>• describe</li> <li>• show</li> <li>• determine</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Art</li> <li>• Technology</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Civic Participation and Skills</i>  Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	<b>Pacing</b>  Unit 1, 20 days
<b>Content Statement</b>  <b>10. Personal accountability includes making responsible choices, taking responsibility for personal actions, and respecting others.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can make responsible choices throughout my day.</li> <li>• I can take responsibility for the choices I make.</li> <li>• I can be self-directed (independent) when completing tasks at school.</li> <li>• I can participate in my community as an active citizen.</li> <li>• I can be respectful toward others.</li> </ul>	<b>Content Elaborations</b>  Grade-one students learned that individuals are accountable for their actions. Second-grade students understand that personal accountability includes: <ul style="list-style-type: none"> <li>• Making responsible choices</li> <li>• Taking responsibility for personal actions</li> <li>• Demonstrating self-direction in tasks within the school</li> <li>• Engaging in the community (e.g., classroom, cafeteria, playground)</li> <li>• Respecting others</li> </ul>
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• character</li> <li>• responsible</li> <li>• choice</li> <li>• respect</li> <li>• citizen</li> <li>• community</li> <li>• civic duty/participation</li> <li>• self-direction</li> <li>• citizen traits:             <ul style="list-style-type: none"> <li>~ honesty</li> <li>~ patriotism</li> <li>~ persistence</li> <li>~ respect</li> </ul> </li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• apply</li> <li>• make</li> <li>• demonstrate</li> <li>• recognize</li> <li>• explain</li> <li>• conduct</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Guidance</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

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<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Civic Participation and Skills</i>  Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	<b>Pacing</b>  Unit 1, 20 days
<b>Content Statement</b>  <b>11. Groups are accountable for choices they make and actions they take.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can work in a group to solve a problem or complete a task.</li> <li>• I understand that when I work in a group, we are all held accountable for the choices we made and the actions we took.</li> <li>• I can demonstrate cooperation in a group setting by managing conflict peacefully, showing courtesy toward others in the group, being flexible, and respecting others' ideas and suggestions.</li> <li>• I can work collaboratively to determine goals, assign tasks, complete responsibilities, and decide if goals are reached.</li> </ul>	<b>Content Elaborations</b>  As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.  Students work collaboratively in groups to: <ul style="list-style-type: none"> <li>• Determine goals</li> <li>• Assign tasks for individuals</li> <li>• Complete assigned responsibilities</li> <li>• Determine if goals are reached</li> </ul> Cooperation in group settings requires personal skills such as: <ul style="list-style-type: none"> <li>• Managing conflict peacefully</li> <li>• Displaying courtesy to others in the group</li> <li>• Respecting others</li> </ul> These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• collaboration</li> <li>• cooperation</li> <li>• choice</li> <li>• goal</li> <li>• conflict</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• solve</li> <li>• define</li> <li>• demonstrate</li> <li>• perform</li> <li>• show</li> </ul>

<ul style="list-style-type: none"> <li>• solution</li> <li>• negotiate</li> <li>• compromise</li> </ul>	<ul style="list-style-type: none"> <li>• exhibit</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Guidance</li> <li>• Physical Education</li> </ul>	<b>Intervention Strategies</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Government</i>	
<b>Topic</b> <i>Rules and Laws</i>	<b>Pacing</b>
Rules play an important role in guiding behavior and establishing order in families, classrooms, and organizations. Laws are enacted by governments to perform similar functions.	Unit 1, 20 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>12. There are different rules that govern behavior in different settings.</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• I can discuss, model, and apply the behavior I need to show in the classroom, on the playground, at home, in the community, on the highway, with my peers and adults, and when I use technology.</li> <li>• I can explain why we have different rules and behavior for different settings.</li> </ul>	<p>First-grade students learned that rules exist in different settings. In grade two, students explore the idea that there are different rules that apply to behavior in different settings.</p> <p>Examples include rules:</p> <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• On the playground or athletic field</li> <li>• At home</li> <li>• In the community</li> <li>• On the highway</li> <li>• In personal interaction with peers and adults</li> <li>• About using technology responsibly</li> </ul>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>• rules</li> <li>• setting</li> <li>• behavior</li> <li>• compare</li> <li>• contrast</li> <li>• violating rules</li> <li>• following rules</li> <li>• problem solving</li> <li>• decision making</li> <li>• consequence</li> <li>• community</li> </ul>	<ul style="list-style-type: none"> <li>• explain</li> <li>• why</li> <li>• tell</li> <li>• demonstrate</li> <li>• apply</li> <li>• identify</li> <li>• differentiate</li> <li>• distinguish</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Guidance</li> </ul>	<b>Intervention Strategies</b> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Differentiate by different settings or student choice of graphic organizer for comparison.</p>



## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Economic Decision Making and Skills</i>  Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	<b>Pacing</b>  Unit 4, 22 days
<b>Content Statement</b>  <b>13. Information displayed on bar graphs can be used to compare quantities.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can identify and explain the parts of a bar graph.</li> <li>• I can use a bar graph to compare quantities.</li> <li>• I can create a bar graph to compare quantities and to show my understanding of the data.</li> </ul>	<b>Content Elaborations</b>  A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities.  For example, if students want to monitor the number of books read by the class during the school year, display the information on a bar graph. Show months of the year on one axis and the number of books read each month on the other. Use colored bars to distinguish the number of books read each month.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• bar graph</li> <li>• title</li> <li>• data</li> <li>• x-axis</li> <li>• y-axis</li> <li>• compare</li> <li>• contrast</li> <li>• quantity</li> <li>• median</li> <li>• mode</li> <li>• range</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• identify</li> <li>• explain</li> <li>• use</li> <li>• create</li> </ul>

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul>	<b>Intervention Strategies</b> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Differentiate by student choice of information to gather for creating bar graphs.</p>

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Scarcity</i>	<b>Pacing</b>
There are not enough resources to produce all the goods and services that people desire.	Unit 4, 22 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>14. Resources can be used in various ways.</b></p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I can give examples of how one resource can be used to create many different products or used in many different ways.</li> </ul>	Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener, or converted to fuel.
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>natural resource</li> <li>raw material</li> <li>product</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>identify</li> <li>generate</li> <li>choose</li> <li>predict</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>Language Arts</li> <li>Science</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p>Allow for student choice of resources. Students can show their learning through discussion, journaling, or drawing.</p>

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Production and Consumption</i>	<b>Pacing</b>
Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	Unit 4, 22 days
<b>Content Statement</b>	<b>Content Elaborations</b>
<p><b>15. Most people around the world work in jobs in which they produce specific goods and services.</b></p> <p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>I can explain why most people work in jobs where they produce a specific good or service.</li> </ul>	<p>In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.</p> <p>For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.</p>
<b>Content Vocabulary</b>	<b>Academic Vocabulary</b>
<ul style="list-style-type: none"> <li>human resource</li> <li>produce</li> <li>product</li> <li>good</li> <li>service</li> <li>dependent</li> <li>specific</li> <li>specialize</li> </ul>	<ul style="list-style-type: none"> <li>discuss</li> <li>tell</li> <li>why</li> <li>predict</li> <li>analyze</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b>	<b>Intervention Strategies</b>
<ul style="list-style-type: none"> <li>Language Arts</li> </ul>	<p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Markets</i>	<b>Pacing</b>
Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.	Unit 4, 22 days
<b>Content Statement</b> <b>16. People use money to buy and sell goods and services.</b>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I know that money is the common way people buy and sell goods and services.</li> <li>• I know that the dollar is not the only currency in the world.</li> <li>• I can explain that different countries use different forms of money.</li> </ul>	<b>Content Elaborations</b>  Money is the generally accepted medium of exchange for goods and services. Different countries use different forms of money.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• money</li> <li>• currency</li> <li>• goods</li> <li>• services</li> <li>• buy</li> <li>• sell</li> <li>• consumer</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• recognize</li> <li>• identify</li> <li>• know</li> <li>• explain</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .  Start a discussion about what it would be like to live in a world without money. Ask students: <i>What makes money a good way to buy things? Does currency make our life simpler?</i>

## Grade Two Social Studies

<b>Theme</b> <i>People Working Together</i>	
<b>Strand</b> <i>Economics</i>	
<b>Topic</b> <i>Financial Literacy</i>	<b>Pacing</b>
Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Unit 4, 22 days
<b>Content Statement</b> <i>17. People earn income by working.</i>  <b>Learning Targets:</b> <ul style="list-style-type: none"> <li>• I can share several ways that people earn an income.</li> <li>• I can explain how people use the income they earn.</li> </ul>	<b>Content Elaborations</b>  First-grade students learned that currency (money) is a means of economic exchange. Second graders understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want.  People can save a portion of their income for the purchase of future goods and services.
<b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>• currency</li> <li>• income</li> <li>• money</li> <li>• job</li> <li>• work</li> <li>• need</li> <li>• want</li> <li>• save</li> <li>• spend</li> <li>• producer</li> <li>• consumer</li> </ul>	<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• describe</li> <li>• choose</li> <li>• categorize</li> <li>• select</li> </ul>
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<b>Resources</b>	<b>Enrichment Strategies</b>
<b>Integrations</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> </ul>	<b>Intervention Strategies</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .