



Grade 2
History-Social Science Curriculum Guide
2018-19

Paramount Unified School District
Educational Services

2018-19 History-Social Science Curriculum Guide: Grade 2—Then and Now
Unit 1—Long Ago and Yesterday

Weeks 1-7

| <u>Unit Resources pg. 12T9</u> | <u>Assessment</u> |
|---|--|
| Study Journal <i>Student Edition (SE)</i> pgs. 7 Unit Project pgs. 1T10 Content Readers pg. 12T10 Read-Aloud Literature pg. 12T11 School-to-Home Newsletters pgs. 12T13-14 Vocabulary Cards pgs. 12T15-18 Biography Cards pgs. 12T19-20 | Lesson 1 p. 4T6 2 p. 8T6 3 p. 12 T6 Unit Assessment p 12T25 |

| <u>Content</u> | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> | |
|---------------------|---------------------------------|--|---|------------------------|---|---|--|
| H/SS Standards | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) | |
| 1.1 2.1.1 | How do we learn family history? | primary source document artifact secondary source | pg. 1T14 40 mins <i>SE</i> pgs. 1-4 | pg. 4T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 1T13 A.P.: -Mix-Freeze-Match | DVD: <i>My Family History</i> Digital Path pg. 4T1 50 mins Transparencies pgs. 1-4 Lesson Assessment pg. 4T6 |
| 1.2 2.1.2 | How is life different today? | different alike | pg. 5T4 40 mins <i>SE</i> pgs. 5-8 | pg. 8T2 50 mins | Universal Access pg. 5T3 A.P.: -Quick Draw | DVD: <i>Daily Life Then and Now</i> Digital Path pg. 8T1 50 mins Transparencies pgs. 5-8 Lesson Assessment pg. 8T6 | |
| 1.3 2.1.3 | How can we put events in order? | time line | pg. 9T4 45 mins <i>SE</i> pgs. 9-12 | pg. 12T2 50 mins | Universal Access pg. 9T3 A.P.: -Clock Appointment | DVD: <i>Putting Events in Order</i> Digital Path pg. 12T1 50 mins Transparencies pgs. 9-12 Lesson Assessment pg. 12T6 | |

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2018-19 History-Social Science Curriculum Guide: Grade 2—Then and Now
Unit 2—Map Skills

Weeks 8-17

| <u>Unit Resources pg. 28T9</u> | <u>Assessment</u> |
|---|---|
| Study Journal <i>Student Edition (SE)</i> pgs. 12 Unit Project pgs. T10 Content Readers pg. 28T10 Read-Aloud Literature pg. 28T11 School-to-Home Newsletters pgs. 28T13-14 Vocabulary Cards pgs. 28T15-22 Biography Cards pgs. 28T23-24 | Lesson 1 p. 16T6 2 p. 20T6 3 p. 24T6 4 p. 28T6 Unit Assessment p. 28T29 |

| <u>Content</u> | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> |
|---------------------|--|--|---------------------|---|---|---|
| H/SS Standards | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) |
| 2.1 2.2.1 | How can we locate places? grid landform | pg. 13T14 45 mins <i>SE</i> pgs. 13-16 | pg. 16T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 13T13 A.P.: -Hand Signals | DVD: <i>Grids and Maps</i> Digital Path pg. 16T1 50 mins Transparencies pgs. 13-16 Lesson Assessment pg. 16T6 |
| 2.2 2.2.2 | What does a map show? title continent compass rose map legend scale | pg. 17T4 45 mins <i>SE</i> pgs. 17-20 | pg. 20T2 50 mins | (Continued from previous row) | Universal Access pg. 17T3 A.P.: -Snowball -Whip Around | DVD: <i>What Makes Up a Map?</i> Digital Path pg. 20T1 50 mins Transparencies pgs. 17-20 Lesson Assessment pg. 20T6 |

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2018-19 History-Social Science Curriculum Guide: Grade 2—Then and Now
Unit 2 – Map Skills

Weeks 8-17

| Content | | Vocabulary | Materials | | Thinking Maps | Universal Access | Other Resources |
|---------------------|--------------------------------|----------------------------|--|---------------------|---|--|---|
| H/SS Standards | | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) |
| 2.3 2.2.3 | Where did my family come from? | community ancestor | pg. 21T4 45 mins <i>SE</i> pgs. 21-24 | pg. 24T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 21T3 A.P.: -Think/Pair/Share -Conga Line | DVD: <i>Where My Family is From</i> Digital Path pg. 24T1 50 mins Transparencies pgs. 21-24 Lesson Assessment pg. 24T6 |
| 2.4 2.2.4 | How do people use land? | urban rural suburban | pg. 25T4 45 mins <i>SE</i> pgs. 25-28 | pg. 28T2 50 mins | | Universal Access pg. 25T3 A.P.: -4 corners | DVD: <i>California's Communities</i> Digital Path pg. 28T1 50 mins Transparencies pgs. 25-28 Lesson Assessment pg. 28T6 |

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2018-19 History-Social Science Curriculum Guide: Grade 2—Then and Now
Unit 3—Our Government
Weeks 18-24

| <u>Unit Resources pg. 36T9</u> | <u>Lesson Assessment</u> |
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| Study Journal <i>Student Edition (SE)</i> pgs. 17 Unit Project pgs. 29T8 Content Readers pg. 36T10 Read-Aloud Literature pg. 36T11 School-to-Home Newsletters pgs. 36T13-14 Vocabulary Cards pgs. 36T15-18 Biography Cards pgs. 36T19-20 | Lesson 1 p. 32T6 2 p. 36T6 Unit Assessment p. 36T27 |

| <u>Content</u> | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> |
|---------------------|-------------------------------|-----------------------------|---|------------------------|--|---|
| H/SS Standards | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) |
| 3.1 2.3.1 | What do governments do? | law government | pg. 29T12 45 mins <i>SE</i> pgs. 29-32 | pg. 32T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing | DVD: <i>The Role of Government</i> Digital Path pg. 32T1 50 mins Transparencies pgs. 29-32 Lesson Assessment pg. 32T6 |
| 3.2 2.3.2 | How do people solve problems? | trade diplomat treaty | pg. 33T4 40 mins <i>SE</i> pgs. 33-36 | pg. 36T2 50 mins | <ul style="list-style-type: none"> • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | DVD: <i>Diplomacy</i> Digital Path pg. 36T1 50 mins Transparencies pgs. 33-36 Lesson Assessment pg. 36T6 |

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2018-19 History-Social Science Curriculum Guide: Grade 2—Then and Now
Unit 4—Producers and Consumers
Weeks 25-32

| <u>Unit Resources pg. 48T9</u> | <u>Lesson Assessment</u> |
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| Study Journal <i>Student Edition (SE)</i> pgs. 22 Unit Project pgs. 37T10 Content Readers pg. 48T10 Read-Aloud Literature pg. 48T11 School-to-Home Newsletters pgs. 48T13-14 Vocabulary Cards pgs. 48T15-18 Biography Cards pgs. 48T19-20 | Lesson 1 p. 40T6 2 p. 44T6 3 p. 48T6 Unit Assessment p. 48T23 |

| <u>Content</u> H/SS Standards | <u>Vocabulary</u> (*key vocabulary) | <u>Materials</u> Text Path | <u>Materials</u> Active Path | <u>Thinking Maps</u> Suggested Applications | <u>Universal Access</u> (Active Participation) | <u>Other Resources</u> (Technology) |
|---|---|---|---------------------------------|--|---|--|
| 4.1 2.4.1 How do people grow and use food? | processor distributor | pg. 37T14 40 mins <i>SE</i> pgs. 37-40 | pg. 40T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing | Universal Access pg. 37T13 A.P.: -Clock Appt. | DVD: <i>Growing and Using Food</i> Digital Path pg. 40T1 50 mins Transparencies pgs. 37-40 Lesson Assessment pg. 40T6 |
| 4.2 2.4.2 Who are buyers and sellers? | producer goods consumer services | pg. 41T4 45 mins <i>SE</i> pgs. 41-44 | pg. 44T2 50 mins | <ul style="list-style-type: none"> • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 41T3 A.P.: -Roll the Dice | DVD: <i>Consumers and Producers</i> Digital Path pg. 44T1 50 mins Transparencies pgs. 41-44 Lesson Assessment pg. 44T6 |
| 4.3 2.4.3 How do people use resources? | resources weather | pg. 45T4 45 mins <i>SE</i> pgs. 45-48 | pg. 48T2 50 mins | | Universal Access pg. 45T3 A.P.: -5-Word Summary | DVD: <i>Using Resources</i> Digital Path pg. 48T1 50 mins Transparencies pgs. 45-48 Lesson Assessment pg. 48T6 |

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Unit 5—People in History
Weeks 33-38

| <u>Unit Resources pg. 52T9</u> | <u>Lesson Assessment</u> |
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| Study Journal <i>Student Edition (SE)</i> pgs. 29 Unit Project pgs. 49T8 Content Readers pg. 52T10 Read-Aloud Literature pg. 52T11 School-to-Home Newsletters pgs. 52T13-14 Vocabulary Cards pgs. 52T15-16 Biography Cards pgs. 52T17-22 | Lesson 1 p. 52T6 Unit Assessment p. 52T25 |

| <u>Content</u> | <u>Vocabulary</u> | <u>Materials</u> | | <u>Thinking Maps</u> | <u>Universal Access</u> | <u>Other Resources</u> | |
|---------------------|----------------------------------|------------------|--|------------------------|--|--|--|
| H/SS Standards | (*key vocabulary) | Text Path | Active Path | Suggested Applications | (Active Participation) | (Technology) | |
| 5.1 2.5.1 | How do heroes make a difference? | hero leader | pg.49T12 40 mins <i>SE</i> pgs. 49-52 | pg. 52T2 50 mins | Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> • Circle Map – Defining • Tree Map – Classifying/Grouping • Bubble Map – Describing • Double Bubble – Comparing and Contrasting • Flow Map – Sequencing • Multi-Flow Map – Analyzing, Cause and Effect • Brace Map – Identifying Parts/Whole Relationships • Bridge Map – Seeing Analogies | Universal Access pg. 49T11 A.P.: -Pass the Paper -Share Out | DVD: <i>Heroes in History</i> Digital Path pg. 52T1 50 mins Transparencies pgs. 49-52 Lesson Assessment pg. 52T6 |