

**Quarter 1****STRAND: HISTORY**

*Topic: Historical Thinking and Skills*

**HIS 1.** Time can be shown graphically on calendars and timelines.

- **Expectations for Learning:** Measure calendar time by days, weeks, months and years. Place a series of related events in chronological order on a time line.

**STRAND: GOVERNMENT**

*Topic: Civic Participation and Skills*

**GOV 10.** Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.(ongoing)

- **Expectations for Learning:** Demonstrate person accountability, including making responsible choices, taking responsibility for personal actions and respecting others.

**GOV 11.** Groups are accountable for choices they make and actions they take.

- **Expectations for Learning:** Work effectively in a group to complete a task or solve a problem for which the group is held accountable. Topic: Rules and Laws

**GOV 12.** There are different rules that govern behavior in different settings.

- **Expectations for Learning:** Demonstrate an understanding of the different rules in different settings. (On-going) Ongoing Emphasis: HIS 1

**Resources**

**Textbook / Resource** Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

**HIS 1****TG:**

- Unit 5 Lessons 3 Activity A
- Unit 5 Lesson 4 Activity B

**A:** Pages 14-15, 32-33

**LL:** Forest Bright, Forest Night; Four Seasons Make a Year; I live in Brooklyn; The Journey of Oliver K. Woodman; The Other Side

**GOV 10**

**TG:** Getting Started Lesson 1;

- Unit 1 Lessons 1-3;
- Unit 2 Lesson 5;
- Unit 5 Lesson 3-4

**A:** Pages 12-13

**LL** David Goes to School; Roxaboxen

**GOV 11**

**TG:** Getting Started Lesson 1;

- Unit 1 Lesson 3;
- Unit 5 Lesson 1

**A:** Pages 10-11, 28-29

**LL:** City Green; How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty; My Brother Martin

**GOV 12**

**TG:** Working Together

- Unit 1, Lesson 1

**A:** Pages 12-13

**LL:** City Green; How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty; My Brother Martin

**Performance Tasks****HIS 1:**

1. Use dates and events from biographies students are reading and have students place them in chronological order on a timeline.
2. As students learn about specific people or events in history, they can place them in chronological order on a timeline.
3. Focus on a current event and have students place related events on a timeline.

**GOV 10:**

1. Students design and role-play public service announcements that demonstrate respect for others and personal responsibility. Announcements might address issues like bullying, cheating, lying, stealing, disrespect, etc. Students can present the announcements to others at school.
2. The teacher can offer various scenarios for class discussion, such as 'What would you do if you found a dollar on the floor?' Talk about how an individual's choice often impacts others.
3. Introduce a talking stick into the classroom. Students hold the stick when it is their turn to speak in class. Allow students to make the rules about the behavior of those who do not have the talking stick.

**Academic Vocabulary**

history, timeline, past, present, future, months, years, rules, laws, citizen, responsibility, group, cooperation, community, social studies, ballot, law, safety

**Differentiation**

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

**Academic Connections**

- Connect to Fine Arts Academic Content Standards by creating a classroom mural of events depicting the school year.
- Connections can be made to the Common Core State Standards for Mathematics through discussion of calendars and timelines
- Connections can be made to the Common Core State Standards for Mathematics through discussion of calendars and timelines. MATH: OA 2.1, MD 2.1

(These strategies apply for all 4 marking periods.)

**Additional Resources**

- ELA: Read Clemente! By Willie Perdomo, illustrations by Bryan Collier (Henry Holt Books for Young Readers, 2010), 32 pp. Reading Grade Level: K and up. Lexile: NP (Non-Prose—No Lexile available). The first Latin American player inducted into the Baseball Hall of Fame, Roberto Clemente was known not only for his exceptional baseball skills but for his charity work throughout Latin America.
- Timeline, Author's Note, Illustrator's Note, Bibliography, Websites. Themes: People, Places, and Environments; Civic Ideals and Practices. Reading: Informational Text – Grade 2 – Key Ideas and Details RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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## Quarter 2

### **STRAND: GEOGRAPHY**

*Topic: Spatial Thinking and Skills*

**GEO 5.** Maps and their symbols can be interpreted to answer questions about location of places

• **Expectations for Learning:** Describe the information provided on print and electronic maps using the map and its symbols.

*Topic: Places and Regions*

**GEO 6.** The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

• **Expectations for Learning:** Explain the connection between the work people do and the human and physical characteristics of the place where they live. Topic: Human Systems

**GEO 7.** Human activities alter the physical environment both positively and negatively.

• **Expectations for Learning:** Describe positive and negative results of human changes to the physical environment. Construct a map that includes a map title and key.

**GEO 8.** Cultures develop in unique ways, in part through the influence of the physical environment.

• **Expectations for Learning:** Describe how cultures are influenced by their physical environments to meet basic needs. **GEO 9.** Interactions among cultures lead to sharing ways of life.

• **Expectations for Learning:** Describe examples of cultural sharing with respect to food, language and customs. STRAND:

### **ECONOMICS**

*Topic: Scarcity*

**ECO 14.** Resources can be used in various ways.

• **Expectations for Learning:** Describe various uses for a resource.

**Ongoing Emphasis: HIS 1**

**Resources****Essential Questions**

**Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)**

**Essential Questions**

**Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)**

**GEO 5**

**TG:** Getting Started Lesson 2;

- Unit 1 Lessons 1-4;
- Unit 2 Lessons 1-3;
- Unit 3 Lessons 1-6;
- Unit 4 Lessons 1-3;
- Unit 5 Lessons 2-3;
- Unit 6 Lessons 1-4

**A:** Pages 5, 20-21, 23-27, 32-34, 36,38, 40-45

**LL:** Alejandro's Gift; The Armadillo from Amarillo; Boundless Grace; How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty; Look to the North; My Brother Martin; Samuel Eaton's Day; Sitti's Secrets **GEO 6**

**TG:**

- Unit 1 Lesson 2;
- Unit 3 Lessons 2-3;
- Unit 4 Lessons 2- 3;
- Unit 6 Lessons 1- 4

**A:** Pages 6-9, 14-15, 32-33

**LL:** Alejandro's Gift; Look to the North; Samuel Eaton's Day; Three Day on a River in a Red Canoe

**Performance Tasks****GEO 5:**

1. Students can create a map of their own island, including a key. Students can write questions for other students to answer using the map and its symbols. Students use a treasure map of the classroom, school or playground and its symbols to find a prize.

**GEO 6:**

1. Using pen pals or Skype, students can communicate with students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there. Using what they have learned, students make inferences about the impact of the physical characteristics on the work that the people do.
2. Provide students with photographs of various places and people doing various types of jobs. Ask students to match the worker or job to the place where the job would be performed. Have students explain the reasoning behind their matches.

**GEO 7:**

1. Investigate current-event issues such as an oil spill or air/water pollution and have students describe the positive and negative effects of these activities.

**GEO 8:**

1. Students can research the cultural characteristics of a self-selected group of people (culture) and use the information to make a doll, shelter, recipe, tool or other product that represents the culture.
2. Students design a multi-media presentation that demonstrates the food, clothing, shelter, language and artistic expressions of a specific culture. The teacher guides students to make inferences about the influence of the physical environment on the way people meet their needs.

**GEO 7****TG:**

Unit 1 Lessons 1-2

**TG:**

- Unit 1 Lessons 1-2;
- Unit 3 Lesson 2;
- Unit 5 Lesson 3

**A:** Pages 32-33, 35, 37, 41, 43

**LL:** Alejandro's Gift; City Green; Samuel Eaton's Day;  
Three Days on a River in a Red Canoe

**GEO 8****TG:**

- Unit 1 Lessons 2, 4;
- Unit 5 Lesson 3;
- Unit 6 Lessons 2, 4

**A:** Pages 30-31, 35, 37, 39-45

**LL:** Alejandro's Gift; Boundless Grace; Samuel Eaton's  
Day; Sitti's Secret

**GEO 9****TG:**

- Unit 1 Lesson 4;
- Unit 5 Lesson 3;
- Unit 6 Lesson 4

**A:** Pages 35, 37, 39-45

**LL:** Boundless Grace; Samuel Eaton's Day; Sitti's Secret

**ECO 14****TG:**

- Unit 3 Lesson 2;
- Unit 4 Lesson 2

**A:** Pages 32 – 33

**LL:** Alejandro's Gift; City Green; Three Days on a River in a Red Canoe

**WEEKLY STUDIES: Week 2,12,13,14**

Performance Task Cont.

**GEO 8**

3. Have students look at pictures of various kinds of shelters and determine what they used from the physical environment to construct them.

**GEO 9**

1. Bring guest speakers from various cultures into the classroom to talk about their way of life. The teacher can work with students prior to the visit to draft questions for the speaker.
2. Use take-out menus that reflect different cultures to have students compare the different foods. Have students illustrate their favorite foods on a paper plate. Talk with students about the idea that you do not have to be of that culture to like that food. Also, have students brainstorm ways their families learn about foods from different culture

**ECO 14**

1. Use a graphic organizer to illustrate all of the ways a specific resource can be used.
2. Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees, used for

**Academic Vocabulary**

atlas, country, earth, map, model, globe, urban, rural, farm, community, city, town, hill, island, gulf, town, sea, coastline, boundary, map key, birds-eye view, north, east, south, west, ocean, mountain, river, culture, ancestor

**Academic Connections**

MATH: OA.3 ,OA.4; ELA: SL 2.1, SL 2.2, W 2.7 - Sara Cynthia Sylvia Stout by Shel Silverstein The Life of Rice: From Seedling to Supper By Richard Sobol (Candlewick Press, 2010), 40 pp. Reading Grade Level: K and up. Lexile: 1200. This volume in the Traveling Photographer series contains beautiful color photographs of the rice fields of Thailand, chronicling the significant role that this grain plays in the cultural and economic lives of the people. Rice Facts, Glossary, Rice Holidays, Some Thai Rice Dishes. Themes: Culture; People, Places, and Environments; Production, Distribution, and Consumption. Speaking & Listening – Grade 2 – Comprehension and Collaboration SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Quarter 3****STRAND: HISTORY**

*Topic: Historical Thinking and Skills*

**HIS 2.** Change over time can be shown with artifacts, maps, and photographs.

- **Expectations for Learning:** Use artifacts, maps, and photographs to describe how daily life has changed over time. Topic: Heritage

**HIS 3.** Science and technology have changed daily life.

- **Expectations for Learning:** Describe how science and technology have changed daily life.

*Topic: Heritage*

**HIS 4.** Biographies can show how peoples' actions have shaped the world in which we live.

- **Expectations for Learning:** Use information from a biography to describe how the actions of individuals have impacted the world today.

**Ongoing Emphasis: HIS 1**

**Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)**

**HIS 2**

**TG:**

- Unit 1 Lesson 4;
- Unit 5 Lesson 3

**A:** Pages 30-31

**LL:** The House on Maple Street; Look to the North; My Brother Martin; Samuel Eaton's Day

**HIS 3**

**TG:**

- Unit 1 Lesson 4;
- Unit 4 Lesson 2;
- Unit 5 Lesson 3

**A:** Pages 30-31

**LL:** The House on Maple Street; My Brother Martin; Samuel Eaton's Day

**HIS 4**

**TG:**

- Unit 5 Lessons 3, 4

**LL:** My Brother Martin; Samuel Eaton's Day

**WEEKLY STUDIES**

**Weeks 5,7,8,9,10,11,20**

**Performance Tasks**

**HIS 2:**

1. Organize scrapbooks of photos related to activities in daily life and representing past and present time periods in different places. Assist students in making inferences about the ways in which daily life has changed from past to present.
2. Students create a classroom museum of artifacts that reflect change over time regarding a certain topic. Examples could focus on transportation (e.g., from the Model T car to present-day hybrids), technology (e.g., typewriters to computers) or clothing.

**HIS 3:**

1. Create a multimedia presentation that describes how science and technology have changed communication and travel over time (e.g., wall-mounted and rotary telephones to cell phones, books to Kindles, radios to iPods).

**HIS 4:**

Students can role play the subject of a biography. Have the class interview this person, asking questions about the individual's actions and significant contributions. Create a baseball card about a historic person and have students include a picture and "stats."

**Academic Vocabulary**

natural feature, natural resources, cultural resources, landmark, monument, symbol

**Academic Connections**

- MATH: NBT 7; MD 10, SCIENCE: Connect to the Science Academic Content Standards by starting a project in the fall and documenting the changes over time (e.g., growing plants).
- ELA: RL 1, RI 3, RI 5, SL 4 - *The Extraordinary Mark Twain (According to Susy)* By Barbara Kerley, illustrations by Edwin Fotheringham (Scholastic Press, New York, 2010), 48 pp. Reading Gr. Level: 3 and up. Lexile: 1090. Twain's daughter Susy began penning a biography of him when she was 13 years old to "set the record straight." Fotheringham's exuberant, oversized illustrations match the life of Twain through America's and Susy's eyes perfectly. Author's Note, Selected Timeline, Sources. Themes: People, Places, and Environments; Individual Development and Identity.
- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. *Summer Birds: The Butterflies of Maria Merian* By Margarita Engle, illustrations by Julie Paschkis (Henry Holt Books for Young Readers, 2010), 32 pp. Reading Gr. Level: K and up. Lexile: Unavailable. This simple, elegant book is about 13-year-old Maria Merian, who is fascinated by the transformative nature of caterpillars, moths, butterflies, and common amphibians. Young Maria questions the prevailing theory of her time: that "summer birds," the medieval name for butterflies and moths, are born of mud. She uses her keen observation skills to prove otherwise. Colorful, whimsical illustrations add to this amazing biographical sketch of young Maria. Author's Note. Themes: Science, Technology, and Society.
- SL.2.1. Participate in collaborative conversations with diverse partners about gr 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions; b. Build on others' talk in conversations by linking their comments to the remarks of others; c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

**Field Experiences**

- Local historical societies may be able to provide speakers, photographs and maps of your area's growth over time. (late 3rd quarter)

**Additional Resources**

- *A Street Through Time* by Dr. Anne Millard and Steve Noon; and *A City Through Time* by Steve Noon

**Quarter 4****STRAND: ECONOMICS**

*Topic: Economic Decision Making and Skills*

**ECO 13.** Information displayed on bar graphs can be used to compare quantities.

- **Expectations for Learning:** Construct a bar graph to compare quantities.

*Topic: Scarcity*

**ECO 14.** Resources can be used in various ways

- **Expectations for Learning:** Describe various uses for a resource Topic: Production and Consumption

**ECO 15.** Most people around the world work in jobs in which they produce specific goods and services.

- **Expectations for Learning:** Explain why most people work in jobs where specific goods and services are produced.

*Topic: Markets*

**ECO 16.** People use money to buy and sell goods and services.

- **Expectations for Learning:** Explain how people buy and sell goods using money.

*Topic: Financial Literacy*

**ECO 17.** People Earn income by working.

- **Expectations for Learning:** Explain how people earn income.

**Ongoing Emphasis: HIS 1, HIS 2, HIS 4**

**Resources**

**Textbook / Resource** Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

**ECO 13****TG:**

- Unit 3 Lesson 2;

**A:** Pages 32-33

**LL:** Alejandro's Gift; City Green; Three Days on a River in a Red Canoe

**ECO 14****TG:**

- Unit 3 Lesson 2;
- Unit 4 Lesson 2

**A:** Pages 32-33

**LL:** Alejandro's Gift; City Green; Three Days on a River in a Red Canoe

**ECO 15****TG:**

- Unit 1 Lesson 3
- Unit 2 Lessons 2-3

**A:** Pages 12-17, 35, 37, 39-42, 44

**LL:** Wax to crayon; How the 2nd grade got \$8,205.50 to visit the Statue of Liberty; Samuel Eaton's Day

**ECO 16****TG:**

- Unit 2 Lessons 2-4;
- Unit 6 Lesson 4

**A:** Pages 16-17, 35, 37, 39-40, 42

**LL:** Boundless grace; How the 2nd grade got \$8,205.50 to visit the Statue of Liberty; Samuel Eaton's Day

**Performance Tasks****ECO 13:**

1. Create human bar graphs and compare lengths of lines. For example, ask students to line up on the right if they are a cat lover and to line up on the left if they are a dog lover. Other topics could include favorite colors or favorite books.
2. Create bar graphs based on the questions and responses in a student-designed survey.

**ECO 14:**

1. Use a graphic organizer to illustrate all of the ways a specific resource can be used. Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees, used for houses, fuel, paper, pencils or furniture).

**ECO 15:**

1. As an introduction to goods and services, have students participate in a classroom goods and services market. Some students can provide goods located on Good Street while others provide services located on Service Avenue. Activities could include buying a pencil, candy, etc., or providing a service like reading to a student, painting nails or helping with mathematics.

**ECO 16:**

1. Role play situations where students use play money to purchase goods and services they want.

**ECO 17:**

Host a Career Day and invite community members to talk about how they earn money in the work that they do. Focus the day on a variety of careers.

**Resources Cont.****ECO 17****TG:**

- Unit 2 Lessons 2-4

**A:** Pages 12-15, 35, 37, 39-42, 44

**LL:** From wax to Crayon; How the 2nd grade got \$8205.50 to visit the Statue of Liberty; Lesson 5 working in the community

**WEEKLY STUDIES****Week 21,22,23,24****Academic Vocabulary**

time, timeline, present, future, calendar, artifacts, photographs, maps, technology, science, biography, symbol, map key, language, religion, population, farming, fertile soil, shipbuilding, dams, flooding, recreation, habitats, shelter, culture, custom, choice, responsibility, community, courtesy, behavior, bar graph, resource, goods, services, money, income,

**Academic Connections**

- MATH: MD.8, MD.10;
- ELA: RI 2.8, W 2.8, RI 2.5