

2nd Grade Social Studies Curriculum Map Self, School, Community

Some of the strategies used here, along with other ideas, can be seen on a video or are described here:
<http://jhatjr.wikispaces.com/Strategies>

Time Frame	Utah State Core Standard	Expected Student Outcome (Objective)	Essential Academic Vocabulary	Summative Assessments	Instructional Learning Activities
				<p>These assessments should only be done AFTER instruction from teachers</p>	
<p>Any of the 4 standards could be taught at any time throughout the year. Each one could take a full quarter to teach. The suggestions given here are just suggestions.</p> <p>Quarter 1</p>	<p>Standard 1 Culture</p> <p>Students will recognize and describe how people within their community, state, and nation are both similar and different.</p>	<p>I can tell how people in my community, in Utah, and in America are the same and different.</p>	<p>community tradition custom immigrant celebration contribution culture nation place compare contrast</p>	<p style="color: red;"><i>Note: These assessment ideas are ONLY SUGGESTIONS and teachers may design their own assessments.</i></p> <p>Put the names of specific people and cultural heritage groups on pieces of paper. In partners, each child draws on one piece of paper, and each child tells the other about the name/group he/she got. Then the two students do a simple Venn diagram comparing and contrasting the two. Include things in your list like:</p> <ul style="list-style-type: none"> our principal our teacher our custodian people that live in Utah people that live in Alaska people that live in Florida people who are 8 years old people who are 86 years old 	<ul style="list-style-type: none"> a. Explain the various cultural heritages within their community. b. Explain ways people respect and pass on their traditions and customs. c. Give examples of how families in the community borrow customs or traditions from other cultures.

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				<p>people who are Hispanic people who are American Indian people who are African American people who are Asian names of students from your class</p>	
	<p>Students will recognize and describe how people within their community, state, and nation are both similar and different.</p>	<p>I can explain some good things done in Utah and America by people from several cultural groups.</p>		<p>Put a large piece of butcher paper up on your wall or on the wall in the hall. Each student draws something that illustrates good things that cultural groups have done for Utah.</p> <p>Or</p> <p>Each student will draw a collage including at least 2 things which illustrate good things that cultural groups have done for Utah.</p>	<p>a. Identify various cultural groups within the state and the nation.</p> <p>b. Describe contributions of cultural groups to our state and nation.</p> <p>c. Explain ways American Indians and immigrants have shaped both Utah's and America's culture (names of places, food, customs, and celebrations).</p> <p>d. Compare and contrast elements of two or more cultures within the state and nation (language, food, clothing, shelter, traditions, and celebrations).</p>

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Quarter 2	<p>Standard 2 Citizenship</p> <p>Students will recognize and practice civic responsibility in the community, state, and nation.</p>	I can tell and demonstrate how to be a good citizen.	vote election recycle holiday respect community Memorial Day Independence Day Thanksgiving city hall courthouse state capitol Utah State Constitution flag Declaration of Independence U.S. Constitution national capitol national monu- ments citizen civic	<p>Each student individually comes up with a list of several ideas of how 2nd graders can be good citizens.</p> <p>Share each student's top answer and make a class list. Post in your classroom, and refer to it as much as possible, reminding students to always try to do their best to be good citizens.</p>	<p>a. Describe characteristics of being a good citizen through the examples of historic figures and ordinary citizens.</p> <p>b. Explain the benefits of being a U.S. citizen (responsibilities, freedoms, opportunities, and the importance of voting in free elections).</p> <p>c. Identify and participate in a local civic activity (community clean-up, recycling, walkathons, voting).</p> <p>d. Identify state and national activities (voting, Pledge of Allegiance, holidays).</p>
	<p>Students will recognize and practice civic responsibility in the community, state, and nation.</p>	I can tell how symbols represent our nation and how these can help us be		Students will draw a picture of one symbol of our nation and write one sentence telling why that symbol reminds them to be a good citizen.	<p>a. Explain the significance of various community, state, and national celebrations (Memorial Day, Independence Day, and Thanksgiving).</p>

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		good citizens.			<p>b. Identify community and state symbols, documents, and landmarks (city hall, county courthouse, state capitol, Utah State Constitution, flags, holidays).</p> <p>c. Identify and explain the significance of various national symbols, documents, and landmarks (Declaration of Independence, U.S. Constitution, flags, Pledge of Allegiance, national monuments, national capitol building).</p>
	Students will recognize and practice civic responsibility in the community, state, and nation.	I can identify people in my school and my community and tell how they have done good things to help us.		The teacher will hold up pictures of school and community helpers and students will tell how they help us or do good things for us. Include photos of school principal, lunch ladies, librarian, custodian, and teacher.	<p>a. Identify the roles that people have in the school and explain the importance of each member.</p> <p>b. Demonstrate respect for the school and the school community.</p>

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Quarter 3	Standard 3 Geography Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.	I can tell about symbols and other things in our community and how they can help us.	traffic sign modify environment map key map legend continent ocean North Pole South Pole equator origin river mountain desert grid Utah United States latitude longitude	If possible, get photos of places in your <u>own</u> community, or generic pictures, (library, city hall, fire or police station, a restaurant all kids would know, park, churches or synagogues, traffic signs) Pass each child one picture and they will tell the class what their picture is and how it helps us.	a. Identify community traffic signs and symbols, and know their meanings (stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs). b. Describe how geographic aspects of the area affect a community and influence culture (river, mountain, and desert). c. Describe ways in which people have modified the physical environment in a community (building roads, clearing land for homes, and mining).
	Students will use geographic tools and skills to locate and describe places on earth.			Give each student an atlas, a map or a globe. As the teacher gives a prompt the students will point to it. Include: map key or legend latitude lines longitude lines compass rose	a. Identify and use information on a map and on a globe (map key or legend, simple grid systems, physical features, compass rose).

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				<p>your city (You might have to give them another map to find this one.) Utah United States</p> <p>the seven continents (name them one-by-one) the five oceans (name them one-by-one) the North Pole the South Pole equator</p>	<p>b. Compare and contrast the difference between maps and globes.</p> <p>c. Locate your city, the State of Utah, and the United States on a variety of maps or on a globe.</p> <p>d. Locate and label the following on a map or a globe: the seven continents, the five oceans, the poles, and the equator.</p> <p>e. Using a map or a globe, link cultures or nationalities within your community to their place of origin.</p>
Quarter 4	<p>Standard 4 Financial Literacy</p> <p>Students will explain how the economy meets human needs through the interaction of</p>	I can describe how our economy helps us live a good life.	<p>produce consume supply technology business government goods services cash</p>	<p>Each student will write his/ her top 3 favorite things that he/she has because they have money to buy it.</p> <p>As a class, have students share out ideas.</p> <p>Have a few students talk about what would happen if they didn't have</p>	<p>a. Define and explain the difference between producing and consuming.</p> <p>b. Explain ways in which people can be both consumers and</p>

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	producers and consumers.		credit card debit card check income purchase savings account checking account	money to buy food or have a home or clothes.	<p>producers of goods and services</p> <p>c. Recognize that people supply goods and services based on what people want.</p> <p>d. Identify examples of technology that people use (automobiles, computers, iPads, iPhones, and fax).</p> <p>e. Identify how technology affects the way people live, work and play.</p>
		I can describe the choices people make in using goods and services.		<p>Tell students they have an imaginary amount of money. Put some pictures up of things that they might want to buy including a price tag for each. Make some frivolous and some not.</p> <p>Students need to choose which things they would buy. They will write what their choices are and why.</p>	<p>a. Explain the goods and services that businesses provide.</p> <p>b. Explain the services that government provides.</p> <p>c. Explain different ways to pay for goods and services (cash, check, and credit and debit cards).</p>

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					<p>d. Explain how work provides income to purchase goods and services.</p> <p>e. Explain reasons and ways to save money to buy a bicycle or MP3 player (piggy bank, bank, credit union, savings account).</p>

Social studies vocabulary that teachers should know and use: civic responsibility, culture, customs, democracy, patriotism, republic, traditions, tribal leaders (American Indian). Go to [Utah Education Network](#) to see more detail on these words and this curriculum.