**Title of planned course:** Horizons: About My Community

**Subject Area:** Social Studies

**Grade Level:** 2nd Grade

**Course Description:**

**Unit 1:** Explore different groups and communities by examining changes that can take place to people and places.

**Unit 3:** Explore different landscapes and the ways in which people have adapted and changed their surroundings. Focus on management and use of resources. Learn how to use maps and find directions.

**Unit 6:** Explore goods and services and the people who provide them. Distinguish between producers and consumers as well as the study of economics.

**Time/Credit for this Course:** 15 weeks

**Curriculum Writing Committee:** Robin Lanni and Elise Johnson
Curriculum Map

**Week 1 – 4:** Living in a Community

**Weeks 5 – 10:** Looking at the Earth

**Weeks 11 – 16:** People at Work
Wilson Area School District
Planned Course Materials

**Course Title:** Social Studies Second Grade

**Textbook:** Horizons

**Teacher Resources:**
- Teacher Manual
- Internet Websites
- Activity Book
- Vocabulary Cards
Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 2

**Unit:** Living in a Community

**Time frame:** 4 weeks

**State Standards:** 5.1.2.A, B, C, E; 5.2.2.A, B, C, D

**Essential content/objectives:** At end of the unit, students will be able to:
- Describe how things can be grouped
- Recognize that people live, work, and play together
- Define community
- Explain the need for rules
- Recognize the responsibility of citizens to the community
- Describe the roles people play in their family, school, and community
- Distinguish between the roles of a child and adult
- Give examples of tasks that are best done alone or in a group
- Recognize the need for cooperation in a group
- Follow steps for working together in a group
- Describe a neighborhood
- Compare an aerial photograph and a map of a neighborhood
- Locate communities, states, The United States, and selected countries on maps and globes.
- Compare cities, suburbs, and rural areas
- Use symbols to find locations on maps
- Draw maps to show places and routes
- Identify ways people and places change
- Compare photographs of places taken at different times.
- Identify people’s basic needs
- Distinguish between needs and wants
- Explore how a community expresses its history and diversity through art

**Core Activities:** Students will complete/participate in the following
- Visual learning by looking at pictures which correlate with a vocabulary word.
- Use of a poem to introduce community
- Read and respond
- Make connections
- Read Maps
**Extensions:**
- Create mural of community lived in
- Make a list of family members and their responsibilities in the community
- Rule Puzzle
- Create a book about school rules
- Mural of Rules
- Task Detectives
- How to Guide
- Neighborhood Collage
- Garden Map
- Find your way home map
- Scenes Around the Country
- Past and Present T-Chart
- Changes Chain

**Remediation:**
- Day Chart Listing Responsibilities
- Sentence Strips Role and Responsibility
- Make a “I’m a Citizen of…” flip book
- Work with partners to read a map key
- Make a timeline showing personal changes
- List things used to meet needs

**Instructional Methods:**
- Use a visual to predict content
- Use graphic organizer to compare
- Whole group
- Small groups and partners
- Read and respond
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world

**Materials & Resources:**
- Text book
- Word cards
- Activity book
- Internet Resources
- Activity Patterns
- Transparencies
- Trade Books

**Assessments:**
- Lesson Review Questions
- Activity book pages
- Unit test
Curriculum Scope & Sequence

**Planned Course:** Social Studies Grade 2

**Unit:** Looking at the Earth

**Time frame:** 5 weeks

**State Standards:** 7.1.2.A, B; 7.2.2.A; 7.3.2.A

**Essential content/objectives:** At end of the unit, students will be able to:
- Recognize that the geography on Earth varies from place to place
- Identify different type of land and bodies of water
- Identify and describe the physical characteristics of various land forms
- Compare features of different kinds of land
- Distinguish regions of The United States
- Identify and describe the physical characteristics of various bodies of water
- Compare the features of different bodies of waters
- Name the major bodies of water
- Use symbols, colors, and labels on maps
- Use maps to describe land and bodies of water
- Identify major landforms and bodies of water including continents and oceans on maps and globes
- Compare maps and globes
- Use a globe to find the poles, the cardinal directions, and the equator
- Find locations and determine directions on maps and globes
- Use maps to show places and routes
- Explain how people depend on the physical environment and its natural resources to satisfy their basic needs
- List natural resources and give examples of their use
- Describe how natural resources affect activities
- Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns
- Identify ways in which people have modified the physical environment such as building roads, clearing land, and mining coal
- Recognize interaction between people and their physical environment
- Recognize that maps can be different sizes
- Identify different ways people can conserve and replenish natural resources
- Explore ways to recycle
- Define pollution
- Recognize the importance of caring for resources
Core Activities: Students will complete/participate in the following:
- List natural resources and give examples of their use
- Find locations and determine directions on maps and globes
- Draw maps to show places and routes
- Use map skills to interpret maps

Extensions:
- See America Book
- Country Collage
- Post Cards to Home
- “What am I” Landform activity
- Land diorama
- Map Collage
- 3 Column T-Chart→Defining and illustrating bodies of water
- Land and Water Booklet
- Making a Map of Continents and Oceans
- Matching Game
- Story Board
- Before and After Illustrated T-Chart
- Something Old Something New (Recycling)
- Save the Animals Poster

Remediation:
- Draw landforms
- Make a Table of Bodies of Water
- T-Chart Natural Resources
- Graphic Organizer

Instructional Methods:
- Use a visual to predict content
- Use a visual to predict word meanings
- Teach map and globe skills
- Use graphic organizer to compare
- Whole group
- Small groups and partners
- Read and respond
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world
**Materials & Resources:**
- Text book
- Word cards
- Activity book
- Internet Resources
- Activity Patterns
- Transparencies
- Trade Books:

**Assessments:**
- Lesson Review Questions
- Activity book pages
- Unit test
Curriculum Scope & Sequence

Planned Course: Social Studies Grade 2

Unit: People at Work

Time frame: 6 weeks


Essential content/objectives: At end of the unit, students will be able to:

- Distinguish between goods and services
- Identify people who provide goods and services to the community
- Distinguish between producing and consuming
- Identify ways people are both producers and consumers
- Identify three kinds of resources needed to produce goods
- Describe the jobs of factory workers
- Recognize that technology affects the way people work
- Explain how work provides income to purchase goods and services
- Explain the choices people in the United States free enterprise system make about spending and saving money
- Use a decision-making process to identify a situation that requires a decision
- Recognize that scarcity and demand affect the cost
- Explain the opportunity costs and trade-offs of spending money
- Discuss modern methods of payment
- Distinguish volunteers from other kinds of workers
- Identify community volunteers
- Explain that people around the world depend on one another through trade
- Describe how science and technology have changed transportation
- Identify historic figures who have exhibited inventiveness
- Compare information from different sources about places and regions
- Use symbols to find products on a map
- Recognize jobs associated with resources in a place
- Explain the basic steps in a manufacturing process
- Identify natural resources used in making a product
- Sequence and categorize information
Core Activities: Students will complete/participate in the following:

- Visual learning by looking at pictures which correlate with a vocabulary word.
- Use of poem to introduce jobs and workers to students
- Read and respond
- Make connections
- Provide examples and read flow charts
- Analyze purchasing decisions
- Read Product Map

Extensions:

- Career Day - family members present to the class their job.
- Job Mural - make three part mural illustrating job, the service it provides, and how people are affected by the job.
- Book Report - students read and present about a non-fiction book they read pertaining to jobs or working.
- Build a 3-D community
- Goods and Services Game (vocabulary)
- Create a business
- Make an advertisement
- Interview workers
- Create a factory
- Organize neighborhood garage sale
- Flip Book Flow Chart
- Create book about making money
- Idea Box about saving money
- Read Newspaper Articles
- Product table

Remediation:

- Picture Sort
- Guessing Game
- Create flow chart to outline lesson
- Graphic Organizer
- Draw pictures

Instructional Methods:

- Whole group
- Read and respond
- Class discussions
- Explicit vocabulary instruction
- Making connections to real world
- Working in small groups/partners
**Materials & Resources:**
- Text book
- Word cards
- Activity book
- Internet Resources
- Activity Patterns
- Transparencies
- Trade Books

**Assessments:**
- Lesson Review Questions
- Activity book pages
- Unit test