

Young Scholars of Western Pennsylvania Charter School

2nd Grade Social Studies

- Unit

Our Community

Chapter

1. Living in a Community
2. From City to Country
3. Changing Communities
4. Getting Along
5. A Story About a Community

Big Idea(s)

1. Learn that people live in communities.
Recognize that community members work together for the common good.
2. Recognize the characteristics of cities, suburbs, and rural areas.
Identify the significance of community landmarks.
3. Identify changes in communication and transportation.
Explore ways that these changes have affected people's lives.
4. Identify the qualities of good citizenship.
Recognize the way rules and laws help communities.

5. Identify how present day El Paso compares to the El Paso of the past.

Recognize the significance of a legend about a local cultural heritage.

Essential Question(s)

What is a community?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

5.2.2.A: Identify and explain the importance of responsibilities at school at home and the community.

5.2.2.B: Identify a problem and probable solution.

5.2.2.C: Identify community projects/activities that support leadership and public service.

5.2.2.D: Explain responsible community behavior.

5.1.2.A: Explain the purposes of rules and their consequences in the classroom and school community.

5.1.2.B: Explain the importance of rules in the classroom and school community.

5.1.2.C: Define fairness in working with others.

7.2.2.A: Identify the physical characteristics of **places**.

Vocabulary

neighbor, museum, problem, solve, urban area, suburb, rural area, compass rose, transportation, communication, law, citizen, calendar, interview, legend

Related Resources

Practice and Activity Book pages 6-15 and 62

Interdisciplinary Connections

Geography: Using a compass rose.

Study Skills: Using a calendar.

Language Arts: Reviewing a Biography, Celebrating Communities with a Poem

Assessment(s)

Assessment Book pg. 1-8

Duration

10 days

- Unit

All About Earth

Chapter

1. Where We Live

2. Land and Water

3. Earth's Seasons

4. Earth's Resources

5. People Changing Earth

6. Protecting Earth

Big Idea(s)

1. Identify the United States and its neighbors on a map and a globe.

Identify the oceans and seven continents on a map and a globe.

2. Recognize different kinds of land and water found on Earth.

Identify major landforms and bodies of water.

3. Recognize the difference between weather and seasons.

Find out how weather patterns affect people's activities.

4. Explain what natural resources are.

Explain how people depend on natural resources to satisfy their basic needs.

5. Learn why people change Earth.

Identify ways in which people change Earth.

6. Identify ways of protecting Earth.

Recognize ways people can conserve and replenish natural resources.

Essential Question(s)

How does geography help me?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

7.1.2.A: Identify how basic **geographic tools** are used to organize information.

7.1.2.B: Describe regions in geographic reference using physical features.

7.2.2.A: Identify the physical characteristics of **places**.

4.5.2.A: Identify the natural resources used to make various products.

4.5.2.C: Identify how people can reduce pollution.

4.5.2.D: Describe how people can help the environment by reducing, reusing, recycling and composting.

Vocabulary

capital, landform, island, peninsula, hill, mountain, valley, plain, lake, river, season, natural resources, recycle

Related Resources

Practice and Activity Book pg. 16-26

Interdisciplinary Connections

Math: Using a Bar Graph

Language Arts: Sequencing

Assessment(s)

Assessment Book pages 9-16

Duration

10 days

- Unit

Our Past

Chapter

1. America's First People
2. The Spanish Come to America
3. The Pilgrims Arrive
4. From Colonies to States
5. Our Country at War
6. From Sea to Sea
7. A Community's History

Big Idea(s)

1. Identify Native Americans as the first people to live in North America.
Explain Native American traditions.
2. Learn about early explorers to America.

Identify historic figures who love individualism and inventiveness.

3. Recognize how the Pilgrims overcame hardship, and showed love of individualism.

4. Explain how the original 13 colonies became the United States.

Identify contributions of historical figures who have influenced the nation.

5. Explain why the Civil War was fought.

Identify how Harriet Tubman, Frederick Douglass, and Abraham Lincoln have influenced our country's history.

6. Describe how the United States grew over time.

Understand the concepts of time and chronology.

7. Describe some of the history of Dayton, Ohio.

Describe sequence by using *ancient times* and *modern times*.

Essential Question(s)

How do I learn about history?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

8.1.2.A: Read and interpret information on simple timelines.

8.1.2.B: Identify documents relating to an event.

8.1.2.C: Apply sources of historical information.

8.2.2.A: Identify historical figures in the local community.

8.4.2.A: Explain why **cultures** have commemorations and remembrances.

Vocabulary

Native American, tradition, sorting, explorer, colony, colonist, independence, President, slavery, pioneer, immigrant, time line, ancient times, modern times

Related Resources

Practice and Activity Book pgs 27-37

Interdisciplinary Connections

Reading and Thinking Skills: Sorting into Groups, Comparing Sources, Biography Study

History: Time Lines

Assessment(s)

Assessment Handbook pgs. 17-24

Duration

11 Days

- Unit

All About Work

Chapter

1. Many Jobs
2. Our Needs and Wants
3. Goods and Services
4. Producers and Consumers
5. From Farm to Factory
6. Trading with Other Countries
7. New Ways to Meet Needs

Big Idea(s)

1. Understand that people work to earn money and help others.

Explain the choices people make about earning money.

2. Identify needs and wants.

Explain the choices people make about spending and saving.

3. Distinguish between goods and services.

Recognize the choices people in the U.S. can make about saving and spending their money.

4. Learn what producers and consumers are.

Distinguish between producing and consuming.

5. Learn how paper towels are made from trees.

Trace a product from a natural resource to finished goods.

6. Understand trade.

Explain the choices people can make in a free enterprise system.

7. Identify ways in which science and technology have affected communication, transportation, and recreation.

Essential Question(s)

Why do people work?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

6.1.2.B: Identify community **wants** and needs.

6.2.2.A: Identify goods, **services**, consumers, and producers in the local community.

6.4.2.C: Identify products that come from many different countries.

6.4.2.D: Identify buyers and sellers and how their **wants** and needs are addressed.

6.5.2.D: Describe money saving behaviors.

6.5.2.A: Explain how money earned by individuals is used to meet needs and **wants**.

6.5.2.B: Different how different job skills impact earnings.

5.1.2.E: Describe **citizens'** responsibilities to the **state** of Pennsylvania and the nation.

Vocabulary

earn, tax, volunteer, needs, shelter, wants, goods, services, table of contents, index, keyword, producer, consumer, factory, route, trade, prediction, technology

Related Resources

Practice and Activity Book pages 39-50

Interdisciplinary Connections

Geography Skills: Following routes on a map

Reading/Language Arts: Making Predictions, Biography Study, Locating information

Assessment(s)

Assessment Book pages 25-28 and 32

Duration

10 Days

- Unit

Our Government

Chapter

1. Our Country's Government

2. Solving Community Problems

3. Our Country's Capital

4. America's Symbols

5. American Heroes

Big Idea(s)

1. Compare the roles of public officials, including mayor, governor and President.

Identify ways that public officials are selected, including election and appointment to office.

2. Discover how communities solve problems and pay for the solutions they reach.

Describe how governments establish order, provide security, and manage conflict.

3. Identify buildings and monuments in Washington, D.C.

Identify and explain the significance of various national landmarks.

4. Understand some of our nation's symbols.

Identify selected symbols, such as state and national birds and flowers, and patriotic symbols, such as the U.S. and state flags.

5. Identify several American heroes.

Identify contributions of historical figures who have influenced the nation.

Essential Question(s)

How does our government work?

PA Eligible Content

N/A

Common Core State Standards/OCDEL

5.3.2.A: Identify the role **government** plays in the community (education, transportation).

5.3.2.B: Identify local **government** leaders.

5.3.2.C: Identify other types of services provided by local **government**.

5.3.2.E: Describe situations in the **state** or nation when having an elected official represent the people is beneficial.

5.1.2.F: Identify **state** symbols.

5.2.2.B: Identify a problem and probable solution.

8.3.2.A: Identify groups and organizations and their contributions to the United States.

8.2.2.A: Identify historical figures in the local community.

8.2.2.B: Identify important buildings, statutes, and monuments associated with the state's history.

Vocabulary

mayor, governor, election, court, flow chart, monument, Capitol, White House, grid map, main idea, hero

Related Resources

Practice and Activity Book pages 51-60 and 66

Interdisciplinary Connections

Language Arts: Biography Study, Flow Charts, Main Idea

Geography Skills: Using grid maps

Assessment(s)

Assessment Handbook pages 33-40

Duration

9 days