

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Social Studies, Second Grade

Focus for Grade-Level Expectations: One’s town to expand knowledge of geography, history, human interdependence, etc. Include comparisons with another town or city in Connecticut.

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
UNIT ONE: Litchfield Past and Present (9 weeks)	Standard 1--Content Knowledge Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world. 1.1 Students will be able to explain the purpose, structures and functions of government and law at the local, state, national and international levels. 1.2 Students will be able to describe the interactions between citizens and their government in the making and implementation of laws. 1.4 Students will demonstrate an understanding of geographical space and place.	<ul style="list-style-type: none"> • Explain the contributions of historical figures (e.g., those who made a significant contribution to Litchfield and the development of Democracy in the nation). • Explain the roles that significant events and people play in shaping town/city history. • Identify and explain the significance of local historical sites. • Compare and contrast man-made and physical characteristics in one’s town (e.g., rivers, lakes, town hall, high school). • Identify one’s town on a state map. • Explain the effects of local and regional changes humans have made and how they affect the environment. 	Teacher observations of student responses and discourse. Rights, Responsibilities, and Our Local Community Written Assessment	Professional Resources: Litchfield Historical Society <u>The Best of Mailbox Social Studies Grades 2-3</u> Literary Resources: <u>Visiting a Village</u> by Bobbie Kalman <u>Uniquely CT</u> By Phylis Goldson Web Resources: Google Earth BRAINPOP, JR movies: “Landforms” Professional Resources: <u>The Best of Mailbox Social Studies Grades 2-3</u> <u>Exploring Our World Neighborhoods and Communities</u> By Kathleen Hollenbeck

	<p>1.5. Students will describe the interaction of humans and the environment.</p> <p>1.7 Students will explain the purpose, structures and functions of government and law at the local, state, national and international levels.</p> <p>1.8 Students will describe the interactions between citizens and their governments in the making and implementation of laws.</p> <p>1.9 Students will be able to understand the rights and responsibilities of citizens.</p> <p>1.13 Students will be able to understand the characteristics of and interactions among culture, social systems and institutions.</p> <p>Standard 2: History/Social Studies Literacy Competence in literacy, inquiry and research skills is</p>	<ul style="list-style-type: none"> • Explain how physical systems (weather and climate) affect people and their lives. • Explain how rules and laws help to establish order and ensure safety in one’s town. • Engage in appropriate participatory citizenship in the classroom by illustrating problem solving/conflict resolution skills and demonstrating respect for the rights of others. • Explain how people elect a government by voting. • Experience the democratic process through personal participation. • Identify the important ideals of a democracy: cooperation, compromise and consensus, justice, equality, freedom, common good, diversity, liberty, and the pursuit of happiness and apply them to everyday situations. • Analyze when an individual’s rights must be limited to ensure safety. • Identify social institutions (e.g., Scouts, service organizations, sports teams) and explain how they contribute to the well-being of the Litchfield community. 		<p>Literary Resources:</p> <p><u>What are the Citizens’ Basic Rights?</u> By William David Thomas</p> <p><u>What are the Parts of Government?</u> By William David Thomas</p> <p><u>So You Want to be President</u> By Judith St. George</p> <p><u>I Pledge Allegiance</u> By Bill Martin Jr.</p> <p><u>Red, White, Blue, and Uncle Who?</u> By Teresa Bateman</p> <p><u>Woodrow, the White House Mouse</u> By Peter Barnes</p> <p><u>House Mouse, Senate Mouse</u> By Peter Barnes</p> <p>Media Resources: Election Collection School House Rock!</p> <p>Communities and How They Work</p> <p>Web Resources: BRAINPOP, JR movies: “Branches of Government” “Rights and Responsibilities” “Presiden”t “Local and State Government”</p> <p>Ben’s Guide: <u>Government</u></p>
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	<p>necessary to analyze, evaluate and present history and social studies information.</p> <p>2.1 Students will be able to access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.2 Students will be able to interpret information from a variety of primary and secondary sources, including electronic media (e.g., maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Students will be able to create various forms of written work (e.g., journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Students will be able to demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p>	<ul style="list-style-type: none"> • Gather information with teacher support using reference materials and electronic media. • Identify and explain symbols on a map of Litchfield (scale, title, intermediate directions, etc.). • Present basic information about past or present events, people and/or places throughout Litchfield. • Ask for clarification and explanation on social studies topics. • Create visual presentations on social studies topics (e.g., poster, chart, picture, timeline). • Identify a local contemporary issue and participate in a class or school-wide resolution of the identified issue (e.g., recycling, nutrition, safety). • Communicate effectively, to work cooperatively, and to demonstrate respect by participating successfully in cooperative groups. • Identify and use key words and concepts when searching within information sources. • Read, comprehend, evaluate information and formulate questions based on a variety of sources of information. 		<p>Professional Resources:</p> <p><u>The Best of Mailbox Social Studies Grades 2-3</u></p> <p><u>Exploring Our World Neighborhoods and Communities</u> By Kathleen Hollenbeck</p> <p>Literary Resources:</p> <p><u>The Giving Book</u> By Ellen Sabin</p> <p><u>If Maps Could Talk Using Symbols and Keys</u> By Erika L. Shores</p> <p>Web Resources:</p> <p>BRAINPOP, JR movies: “Reading Maps”</p>
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	<p>2.5 Students will be able to create and present relevant social studies materials using both print and electronic media (e.g., maps, charts, models, displays).</p> <p>Standard 3: Application</p> <p>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</p> <p>3.1 Students will be able to use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Students will analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p> <p>3.3 Students will be able to apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluation solution to contemporary problems.</p>	<ul style="list-style-type: none"> • Listen to and distinguish between different points of view. 		
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<p>UNIT TWO:</p> <p>City and Country Friends</p> <p>9 weeks</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.3 Students will demonstrate an understanding of significant events and themes in world history and international studies.</p> <p>1.6 Students will describe patterns of human movement across time and place.</p> <p>1.13 Students will be able to understand the characteristics of and interactions among culture, social systems and institutions.</p> <p>Standard 2: History/Social Studies Literacy</p> <p>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>	<ul style="list-style-type: none"> • Identify a local contemporary issue and participate in a class or school-wide resolution of the identified issue (e.g., recycling, nutrition, safety). • Explain why there are different points of view of an event. • Predict how another person might feel in a historical and/or contemporary situation. • Analyze how a situation affects the way a person will feel. • Display and interpret the geographic movement patterns of one’s extended family. • Identify the characteristics of rural, suburban and urban environments from an economic, social and geographical perspective e.g., Hartford vs. Litchfield). • Compare and contrast the differences among rural, suburban and urban areas, and explain why people might move from one area to another. • Identify and discuss how norms and values vary across cultures, (e.g., compare the family structure, everyday life, traditions, foods of a student in Hartford and one from Litchfield). 	<p>Teacher observations of student responses and discourse.</p> <p>Communities: Written Assessment</p> <p>Types of Communities Open Ended Response, rubric scored</p> <p>Geographic Movement Country Project & Presentation</p>	<p>Professional Resources/Websites:</p> <p><u>The Best of Mailbox Social Studies Grades 2-3</u></p> <p>Literary Resources:</p> <p><u>The City Kid, and the Suburb Kid</u> by Deb Pilutti</p> <p><u>Little House</u> by Virginia Lee Burton</p> <p>Web Resources:</p> <p>BRAINPOP, JR movies: “Rural, Urban, and Suburban”</p> <p>Google Earth</p> <p>www.micitizenshipcurriculum.org</p>
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<p>UNIT THREE:</p> <p>Our Working World</p> <p>9 weeks</p>	<p>Standard 1--Content Knowledge</p> <p>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>1.10 Students will explain how limited resources influence economic decisions.</p> <p>1.11 Students will know how different economic systems organize resources.</p> <p>1.12 Students will understand the interdependence of local, national and global economics.</p> <p>Standard 2: History/Social Studies Literacy</p> <p>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>	<ul style="list-style-type: none"> • Identify the resources needed to fulfill wants and needs. • Compare and contrast resources that are made, learned, built or grown. • Identify the resources of Litchfield. • Compare and contrast producers and consumers. • Identify and differentiate between goods and services. • Categorize goods and services, the people who provide them and how they are paid for. • Understand that economic interdependence is the reliance upon others in mutually beneficial interactions and exchanges. • Discuss how a variety of goods are produced. • Explain how different occupations contribute to a marketplace (jobs that produce goods vs. jobs that provide services). • Understand that the government provides goods and services and pays for them with taxes. • Explain the role currency plays in the exchange of goods and services. 	<p>Teacher observations of student responses and discourse.</p> <p>Goods and Services Partner Project: student choice of presentation method, rubric scored</p> <p>Occupations Non-Fiction Writing Piece, rubric scored</p>	<p>Professional Resources/Websites:</p> <p><u>The Best of Mailbox Social Studies Grades 2-3</u></p> <p><u>Exploring Our World Neighborhoods and Communities</u> By Kathleen Hollenbeck</p> <p>www.econedlink.org</p> <p>Junior Achievement (JA in a Day)</p> <p>NYSTROM economics worksheets</p> <p>Literary Resources:</p> <p><u>Money Madness</u> by David A. Adler</p> <p>Web Resources:</p> <p>Economics PPT presentation found at: saalem.K12.va.us/staff/hroutt/powerpoints/Economics</p> <p>Economics PPT presentation found at: Chalk.richmond.edu/education/projects/webquests/.../economics.ppt</p>
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