

Grade: Second
Subject: Social Studies

Curriculum Map

Months Concepts Introduced	Content (Unit of Study)	Skills	Assessment (F=formative, S=summative)	Instructional Practices/Strategies	Resources / Differentiated Instruction (D.I.) Options
August/September	A. Communities: School and Home	A1. Develop and identify classroom rules and procedures A2. Recognize the importance of developing a classroom community A3. Role play designated classroom responsibilities A4. Recite the three positive district wide behavioral targets: be responsible, be respectful, be peaceful A5. Locate essential places of the classroom school and home communities A6. Create a replica of the community with vital points and locations.	A1-5 Observation and anecdotal Notes (F) Self-assessment to determine understanding and application of classroom rules and procedures A4. Generate a list of classroom rules and explain why they are important (S) A5. Conduct a scavenger hunt or tour to identify key people and places in your school (F) A5. Create or illustrate a visual of the neighborhood where you live(F)	<u>Instructional Framework</u> <ul style="list-style-type: none"> • Visual supports and posters • Verbal and nonverbal cues as reminders of classroom expectations • Behavior management plan • Goal setting activities • Modeling correct and incorrect behaviors and procedures • Partner with parents through newsletters, contracts, conferences, emails, etc. to develop and extend school/home connection • Promote school wide positive behavior and academic incentives • Cooperative learning • Integrate social studies content throughout the curriculum • Project based learning • Opportunities for students to read and share their written work 	Harcourt Storytown Connections: <ul style="list-style-type: none"> • Arthur's Reading Race (A) • Frog and Toad (A) • Henry and Mudge (A) • Neighborhood News (A , B) • Jamaica Louise (B) • The Great Ball Game (A) • A Trip to the Fire Station (A) • Big Bushy Mustache (C , E) • George Washington Carver (C , E , H) Harcourt Math Connections: <ul style="list-style-type: none"> • Coins (1)
October	B. Maps and Globes	B1. Identify and describe landforms, directions, hemispheres, equator, continents, oceans, key on a map B2. Distinguish among the concepts of world, continent, country, state, county, city B3. Apply the use of basic directions to locate a given point on a map B4. Distinguish the cardinal directions and be able to apply them in correlation with a map. B5. In extension to Columbus Day study, research, and define other important explores' routes. (Example: Leif Erickson)	B1-3 Application of skills through paper and pencil tasks (F) B2. Observation and anecdotal notes (F) B1-3. Point out or locate specific features of a map (F) B4. Label 4 main oceans and 7 continents on a blank map. B5. Write an information paragraph about an important explorer.		Harcourt Social Studies Teacher created materials United Streaming Leveled libraries Children's magazines Music Videos Websites Maps/Globes Presenters and fieldtrips School library Manipulatives
November	C. Heroes	C1. Define the characteristics of a hero C2. Write about your personal hero	C1-2. Write about your personal hero (F)		
	D. Thanksgiving	D1. Investigate America's history of Thanksgiving D2. Study Native American tribes specific to different regions of the United States D3. Trace the voyage of the Pilgrims to Plymouth Rock	D1. Discussion and observation (F) D2. Complete a venn diagram comparing different Native American tribes		

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December	E. Holiday Customs and Traditions	E1. In extension to the first grade curriculum, research additional countries and their holiday customs and traditions. (example: Middle Eastern countries or African nations) E2. Prepare an oral presentation of a chosen country's customs and traditions	E1-2 Written, oral and visual presentation of a country(S)	<u>Instructional Framework</u> <ul style="list-style-type: none"> • Visual supports and posters • Verbal and nonverbal cues as reminders of classroom expectations • Behavior management plan • Goal setting activities • Modeling correct and incorrect behaviors and procedures • Partner with parents through newsletters, contracts, conferences, emails, etc. to develop and extend school/home connection • Promote school wide positive behavior and academic incentives • Cooperative learning • Integrate social studies content throughout the curriculum • Project based learning • Opportunities for students to read and share their written work 	Harcourt Storytown Connections: <ul style="list-style-type: none"> • Gus and Grandpa (G) • Click, Clack, Moo (K) • At Play: Long Ago and Today (G) • George Washington Carver (C, E, H) • Serious Farm (J, K) • A Chair for My Mother (J) • Rainforest Babies (L) • Watching in the Wild (L)
January	F. Martin Luther King, Jr. G. Long Ago	F1. Resolve conflict in a peaceful manner F2. Discuss ways to solve problems peacefully G1. Compare recreation of long ago to recreation today G2. Create a timeline to illustrate the history of one's life	F1. Write your dream and plan for how to achieve it F2. Observation and group activities (F) G1. Create a T chart illustrating the similarities and differences in recreation long ago and today (F) G2. Create a timeline to illustrate the history of one's life (F)	Harcourt Math Connections: <ul style="list-style-type: none"> • Coins Teacher created materials United Streaming Leveled libraries Children's magazines Music Videos Websites Maps/Globes Presenters and fieldtrips School library Manipulatives	
February	H. Black History Month I. Presidents	H1. Locate facts about various influential African American role models H2. Write an informational paragraph about a chosen African American role model H3. Discuss read aloud biographies about influential African Americans I1. Read about presidents and relate character traits that make a good leader I2. Prepare a campaign for class president I3. Plan and implement a mock election I4. Relate presidents to specific coins and currency	H1-2. Create a book about an influential African American role model (F) I1-2 Write a persuasive paragraph to convince fellow classmates of your presidential qualifications (F) I4. Match presidents to coins and currency (F) I5. Complete a presidential vocabulary assessment		

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March	J. Goods and Services	J1. Recognize how we depend on people who make goods and provide services J2. Discuss the importance of saving money J3. Apply concepts of money to save for and "purchase" items	J1. Complete a pictograph representing services provided in your community (F) J2-3. "Purchase" items using a given amount of money (F)	<u>Instructional Framework</u> <ul style="list-style-type: none"> • Visual supports and posters • Verbal and nonverbal cues as reminders of classroom expectations • Behavior management plan • Goal setting activities • Modeling correct and incorrect behaviors and procedures • Partner with parents through newsletters, contracts, conferences, emails, etc. to develop and extend school/home connection • Promote school wide positive behavior and academic incentives • Cooperative learning • Integrate social studies content throughout the curriculum • Project based learning • Opportunities for students to read and share their written work 	Harcourt Storytown Connections: <ul style="list-style-type: none"> • Rainforest Babies (L) • Watching in the Wild (L) Pearson Science Connections: <ul style="list-style-type: none"> • Rain Forest Babies • Animals
April	K. Urban and Rural	K1. Compare the differences between urban and rural settings K2. Describe where you would like to live and explain your thinking K3. Relate differences in goods and services to urban and rural settings K4. Revisit map skills	K1-2 Illustrate an urban or rural setting and explain your picture(F) K3. Complete a venn diagram with urban and rural goods and services	(Continued from previous row)	Harcourt Social Studies Teacher created materials United Streaming Leveled libraries Children's magazines Music Videos Websites Maps/Globes Presenters and fieldtrips School library Manipulatives
May	L. Careers	L1. Research career options and consider job qualifications and characteristics L2. Role play to represent a career of your Choice L3. Research and identify key community workers.	L1. Written, oral and visual presentation of careers (F)	(Continued from previous rows)	(Continued from previous rows)