

Wilson Area School District Planned Course Guide

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

State Standards: 6.1.2.A, B, C; 6.2.2.A, C, G

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