

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Essential Question: What are the different kinds of maps and the components of each?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.2.1 Define relative location.</p> <p>G.1.2.2 Locate the county in which the student lives on an Arkansas map.</p> <p>G.1.2.3 Locate the capital of Arkansas</p> <p>G.1.2.4 Identify and locate countries bordering the United States.</p> <p>G.1.2.5 Locate and define the North and South Poles and the Equator on a map of globe.</p> <p>G.1.2.6 Locate the seven continents using a map or globe.</p> <p>G.1.2.7 Name and locate the four major oceans.</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Practice Book world map p. 2, 9; grid map p.4; state map p.11; and map scale p.32; ACTAAP Practice Book p. 18-21; Social Studies Solutions for Arkansas Standards p. 2-3; Parts of globe Transparency 4; Map Scale Transparency 13 - atlas;• Literature: <u>On the Town: A Community Adventure</u> by Judith Caseley; <u>Home To Me: Poems Across America</u> by Lee Hopkins; <u>From Here to There</u> by Margery Cuyler; <u>Across America I Love You</u> by Christian Loomis• Technology resources: Neighborhood Map Machine 2.0; Odyssey• Other: Arkansas Activity Book provided by the Secretary of State's office. <p>Key Vocabulary</p> <ul style="list-style-type: none">• relative location,• local government, county, capital, Little Rock, country, border,• North Pole, South Pole, equator, continent, Pacific Ocean, Atlantic Ocean, Indian Ocean and Arctic Ocean <p>Instructional Strategies</p> <ul style="list-style-type: none">• Use a variety of maps to define relative location• Locate/Name - county in which student lives, capital of Arkansas; countries bordering the United States, North and South Pole, equator, seven continents and four oceans. <p>MCO</p> <ul style="list-style-type: none">• Have students work with partners to identify locations on a variety of maps.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments-Teacher Observations

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding that each season has its own type of weather.

Essential Question: How does the climate change with the seasons?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G.1.2.8 Describe how climate changes with the seasons.	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin Practice Book p. 12, Graphic Organizer 2 in Teacher’s Manual, Resources for Reaching All Learners p. 7, Primary Sources Plus p. 4• Literature: <u>The Reason for the Seasons</u> by Gail Gibbons; <u>Four Seasons Make a Year</u> by Anne Rockwell and Megan Halsey• Other: Science textbook - Weather unit <p>Key Vocabulary</p> <ul style="list-style-type: none">• climate• seasons• <p>Instructional Strategies</p> <ul style="list-style-type: none">• Name four seasons• Define season/climate• Use writing to describe how climate changes with the seasons. <p>MCO</p> <ul style="list-style-type: none">• Houghton Mifflin - Readers Theater on a <u>Big Storm Coming</u> p. 88-91

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments-Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Essential Question: What are the different kinds of maps and the components of each?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.2.9 Distinguish between different types of maps:</p> <ul style="list-style-type: none">• physical• political• historical <p>G.1.2.10 Understand the purpose of map components:</p> <ul style="list-style-type: none">• title• compass rose• key/legend• map scale <p>G.1.2.11 Describe relative location of places using cardinal directions</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Bringing Social Studies Alive Book p. 19 “Make a Map”• Other: Atlas; maps; globe; blueprints; Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• physical, political, historical• title, compass rose, key/legend, map scale,• cardinal direction , relative location <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define/identify and categorize types of maps.• Describe the relative location of places using cardinal directions.• Construct maps of a familiar place such as classrooms, bedrooms, playgrounds, and fictional places. <p>MCO</p> <ul style="list-style-type: none">• Students work in cooperative groups to draw a map of the playground.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments-Teacher Observations

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Essential Question: What are the different kinds of maps and the components of each?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.1.2.12 Identify and locate physical features on maps and globes:</p> <ul style="list-style-type: none">• rivers• lakes• oceans• mountains• islands• deserts• coasts	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Big Idea Transparency 2; Skill builder Transparency 1; Bringing Social Studies Alive Book pg. 16; Globe Game; Practice book p. 10, 13• Literature: <u>Mountains</u> by Claire Llewellyn; <u>Desert Town</u> by Bonnie Geisert; <u>River</u> by Debby Atwell• Other: atlas; maps; globe <p>Key Vocabulary</p> <ul style="list-style-type: none">• rivers, lakes, oceans,• mountains, islands, deserts, coasts <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define/name/identify physical features on maps and globe. <p>MCO</p> <ul style="list-style-type: none">• Students work in pairs to play the Globe Game• Work in groups to create an artistic landform map to share with class• Students share background knowledge about types of lands and water in their community.

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STRAND: Geography

CONTENT STANDARD 1 (PERMANENT UNDERSTANDING): Physical and Spatial

Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Essential Question: What are the different kinds of maps and the components of each?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G.1.2.13 Construct maps of a familiar place with a title, compass rose, legend/key	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Bringing Social Studies Alive Book p. 19 “Make a Map”• Other: Atlas; maps; globe; blueprints; Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• physical, political, historical• title, compass rose, key/legend, map scale,• cardinal direction , relative location <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define/identify and categorize types of maps.• Describe the relative location of places using cardinal directions.• Construct maps of a familiar place such as classrooms, bedrooms, playgrounds, and fictional places. <p>MCO</p> <ul style="list-style-type: none">• Students work in cooperative groups to draw a map of the playground.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments-Teacher Observations

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD(PERMANENT UNDERSTANDING): Culture and Diversity

Students shall understand that our country was formed by people from different cultures.

Essential Question: How is my culture different from other cultures?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G.2.2.1 Compare customs of other cultures to one's own.	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Transparency 14 - Identify Cause/Effect; Mayflower Routes; Practice Book p. 16; Grade Level Vocabulary cards p. 7-10; Reaching All Learners p. 11; Unit Video "A Land of Many People"; Practice book p. 17 "Timeline"• Literature: <u>Grandfather's Journey</u> by Allen Say; <u>How I Celebrate</u> by Pam Robson;• Other: Shiloh Museum website http://www.springdaleark.org/Shiloh/ <p>Key Vocabulary</p> <ul style="list-style-type: none">• custom• culture <p>Instructional Strategies</p> <ul style="list-style-type: none">• Venn Diagram - compare/contrast culture of the student with another culture. <p>MCO</p> <ul style="list-style-type: none">• Readers Theater – On the Mayflower

Multicultural Concepts

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD(PERMANENT UNDERSTANDING): Culture and Diversity

Students shall develop an understanding that each state has its own identity.

Essential Question: How are Arkansans different from other people in the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.2.2.2 Compare the lifestyle, dress and occupations of Arkansans to those of people in other parts of the world.</p> <p>G2.2.3 Compare and contrast how people in rural and urban areas live and work.</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Practice book p. 5; Big Idea Transparency 1; Transparency 10; ACTAAP Practice Book p. 10-11; Reaching All Learners book p. 3• Literature: <u>The Relatives Came</u> by Cynthia Rylant <p>Key Vocabulary</p> <ul style="list-style-type: none">• rural area• urban area• suburbs• lifestyle• occupations <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define/name lifestyles, dress, and occupations of people from Arkansas and other parts of the world.• Compare Arkansans to people in other parts of the world.• Explain rural and urban areas.• Compare and contrast how people in rural and urban areas live and work. <p>MCO</p> <ul style="list-style-type: none">• Career Day – Parents of students come to class and share their occupation.

Multicultural Concepts

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Classroom assessments-Teacher Observations

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 3 (PERMANENT UNDERSTANDING): Interaction of People and the Environment

Students shall develop an understanding that over time changes affect us and our communities.

Essential Question: How has Arkansas changed over time?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
G3.2.1 Identify the various types of transportation and communication linked between communities.	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Practice book p. 36, 40 and 42; Big Idea Transparency 5 Change;• Literature: <u>Communication Then and Now</u> by Robin Nelson; <u>Life in a Colonial Town</u> by Sally Senzell Isaacs; <u>Travel in the Early Days</u> by Bobbie Kalman; <u>Sarah Plain and Tall</u> by Patricia Maclachlan; Daily Life in the Pilgrim Colony <u>1636</u> by Paul Erickson; <u>The Great Horse-less Carriage Race</u> by Michael Dooling;• Other: Field trip to the Arkansas Museum History; Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• transportation• communication links• communities <p>Instructional Strategies</p> <ul style="list-style-type: none">• Identify types of transportation and communication. <p>MCO</p> <ul style="list-style-type: none">• Students make posters of different types of transportation and communication and then form a timeline with posters.

Multicultural Concepts

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Classroom assessments-Teacher Observations

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Geography

CONTENT STANDARD 3 (PERMANENT UNDERSTANDING): Interaction of People and the Environment

Students shall understand that a good citizen has the responsibility to take care of the environment.

Essential Question: How does a good citizen take care of the environment?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>G.3.2.2 Explore the roles of responsible citizens in preserving the environment:</p> <ul style="list-style-type: none">• recycling• planting trees• conserving energy <p>G3.2.3 Examine ways in which people affect the physical environment.</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Graphic Organizer 1 “Cause/Effect• Literature: <u>The Lorax</u> by Dr. Suess• Other: Science Unit on Natural Resources <p>Key Vocabulary</p> <ul style="list-style-type: none">• recycling, preserve, conserving• citizen• environment, physical environment• energy• affect <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define/identify products that are recycled.• Explain the importance of planting trees and conserving energy.• Make class lists of ways people can conserve energy. <p>MCO</p> <ul style="list-style-type: none">• Students bring products from home that have been made out of recycled materials• Use calendars to indicate when recycling trucks come to your house/school for pick up.

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Grade/Subject: Second Grade Social Studies	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	
STRAND: Civics	
CONTENT STANDARD 4 (PERMANENT UNDERSTANDING): Government	
Students shall develop an understanding that democratic systems are formed by people to protect the rights of individuals and to help guide group decision making.	
Essential Question: What is the purpose of a democratic government?	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
C4.2.1 Explain the basic purposes of government at the local level (see also C4.2.4)	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Skill builder Transparency 9 “Making Decisions”; Practice book p. 43; Reaching All Learners, p. 29; Unit Video: The American Government and Community Rules and Laws, Weston Woods. • Literature: <u>What Does a Governor Do?</u> by Melissa Blackwell Burke; <u>We The Kids</u> by David Catrow; <u>Vote</u> by Eileen Christelow • Other: Weekly Reader website; www.eduplace.com/kids/hmss/; School House Rock Video on Making Laws <p>Key Vocabulary</p> <ul style="list-style-type: none"> • purposes • government • local government • democracy <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Define government/local government. • Name/explain basic purpose of government at the local level. • Define democracy. <p>MCO</p> <ul style="list-style-type: none"> • Invite mayor or other local government representative to discuss job duties • Houghton Mifflin: Teacher’s Guide p. 277H - personal narratives about citizenship and responsibility

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Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 4 (PERMANENT UNDERSTANDING): Government

Students shall develop an understanding that democratic systems are formed by people to protect the rights of individuals and to help guide group decision making.

Essential Question: What are the roles of various people in a democratic society?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C4.2.2 Identify various people and groups who make, apply and enforce rules and laws for others.</p> <p>C4.2.3 Identify local government officials. (e.g. mayor, city manager, judge, sheriff)</p> <p>(see also C5.2.2 and C5.2.3)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Practice book p. 44, 45, 47; Resolve a Conflict Transparency 18; How to Conduct An Interview Transparency 8• Literature: <u>Vote!</u> By Eileen Christelow• Other: Unitedstreaming; www.eduplace.com/ss/hmss05 <p>Key Vocabulary</p> <ul style="list-style-type: none">• rules, laws, enforce• mayor, city manager, county judge, sheriff, citizen, voter• community, rights, responsibilities, democratic process, <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define rules, laws, enforce, community, citizen, rights, responsibilities, voter, democratic process.• Identify groups of people that make, apply and enforce rules for others.• Describe local government positions.• List the rights and responsibilities that citizens have in a community.• Explain the voter's role in the democratic process. <p>MCO</p> <ul style="list-style-type: none">• KWL chart on the voting process• Houghton Mifflin: p. 296-299 Readers Theater on Solving Problems• Interview a policeman about helping others follow laws.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

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Classroom assessments-Teacher Observations

<p>Grade/Subject: Second Grade Social Studies</p> <p style="text-align: center;">PULASKI COUNTY SPECIAL SCHOOL DISTRICT</p> <p>STRAND: Civics CONTENT STANDARD 4 (PERMANENT UNDERSTANDING): Government Students shall develop an understanding that democratic systems are formed by people to protect the rights of individuals and to help guide group decision making. Essential Question: What is the purpose of a democratic government?</p>	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C4.2.4 Define democracy</p> <p>(see also C.4.2.1)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Skill builder Transparency 9 “Making Decisions”; Practice book p. 43; Reaching All Learners, p. 29; Unit Video: The American Government and Community Rules and Laws, Weston Woods. • Literature: <u>What Does a Governor Do?</u> by Melissa Blackwell Burke; <u>We The Kids</u> by David Catrow; <u>Vote</u> by Eileen Christelow • Other: Weekly Reader website; www.eduplace.com/kids/hmss/; School House Rock Video on Making Laws <p>Key Vocabulary</p> <ul style="list-style-type: none"> • purposes • government • local government • democracy <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Define government/local government. • Name/explain basic purpose of government at the local level. • Define democracy. <p>MCO</p> <ul style="list-style-type: none"> • Invite mayor or other local government representative to discuss job duties <p>Houghton Mifflin: Teacher’s Guide p. 277H - personal narratives about citizenship and responsibility</p>

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Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 5 (PERMANENT UNDERSTANDING): Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

Essential Question: What is the significance of national symbols in a democratic society?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C5.2.1 Understand the significance of national symbols (e.g. National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, United States Constitution.</p> <p>(see also C5.2.4)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Citizenship Handbook p. R2-R7.• Other: Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• significance• national symbols• etiquette <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explain the significance of national symbols.• Identify rules of etiquette for the American flag.• Teacher Model the correct way to handle the American Flag <p>MCO</p> <ul style="list-style-type: none">• Have a military parent demonstrate how to fold the American Flag.

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Grade/Subject: Second Grade Social Studies	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	
STRAND: Civics	
CONTENT STANDARD 5 (PERMANENT UNDERSTANDING): Citizenship	
Students shall develop an understanding of the rights and responsibilities of citizens.	
Essential Question: What are the roles of various people in a democratic society?	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>C5.2.2 Examine rights and responsibilities that citizens have in a community. (e.g. obey laws, voting, and elections)</p> <p>C5.2.3 Explain the voter’s role in the democratic process.</p> <p>(see also C.4.2.2 and C.4.2.3)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Practice book p. 44, 45, 47; Resolve a Conflict Transparency 18; How to Conduct An Interview Transparency 8 • Literature: <u>Vote!</u> By Eileen Christelow • Other: Unitedstreaming; www.eduplace.com/ss/hmss05 <p>Key Vocabulary</p> <ul style="list-style-type: none"> • rules, laws, enforce • mayor, city manager, county judge, sheriff, citizen, voter • community, rights, responsibilities, democratic process, <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Define rules, laws, enforce, community, citizen, rights, responsibilities, voter, democratic process. • Identify groups of people that make, apply and enforce rules for others. • Describe local government positions. • List the rights and responsibilities that citizens have in a community. • Explain the voter’s role in the democratic process. <p>MCO</p> <ul style="list-style-type: none"> • KWL chart on the voting process • Houghton Mifflin: p. 296-299 Readers Theater on Solving Problems • Interview a policeman about helping others follow laws.

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Civics

CONTENT STANDARD 5 (PERMANENT UNDERSTANDING): Citizenship

Students shall develop an understanding of the rights and responsibilities of citizens.

Essential Question: What is the significance of national symbols in a democratic society?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
C5.2.4 Identify rules of etiquette for the American flag. (see also C.5.2.1)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Citizenship Handbook p. R2-R7.• Other: Unitedstreaming <p>Key Vocabulary</p> <ul style="list-style-type: none">• significance• national symbols• etiquette <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explain the significance of national symbols.• Identify rules of etiquette for the American flag.• Teacher Model the correct way to handle the American Flag <p>MCO</p> <ul style="list-style-type: none">• Have a military parent demonstrate how to fold the American Flag.

Multicultural Concepts

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Essential Question: Why do we celebrate holidays?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.1 Explain the purpose in celebrating national holidays:</p> <ul style="list-style-type: none">• Labor Day• Veteran’s Day• Thanksgiving• Columbus Day• Martin Luther King, Jr. Day• Independence Day• Constitution Day <p>(see also H.6.2.4)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 3, Lesson 4; Unit 6 Holiday Lesson; Practice Book p. 21; Unit 6 p. 314-315; Bringing Social Studies Alive p. 32, Readers Theater – <u>One Night at Mount Rushmore</u> p. 314-315 <p>Key Vocabulary</p> <ul style="list-style-type: none">• purpose• religious holiday• national holiday• conflict• resolve <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explain the purpose of holidays and discuss the way students celebrate various holidays using president report, poem, speech, journal entry, etc.• Role play conflicts and steps to resolve conflicts <p>MCO</p> <ul style="list-style-type: none">• Literature: <u>Martin’s Big Words</u> by Doreen Rappaport; <u>The American Wei</u> by Marion Hess Pomeranc.• Have students write a dream that they believe is good for everyone.• Houghton Mifflin: <u>Bringing Social Studies Alive</u> p. 31 - <u>Make a Class Quilt of Holidays</u>

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Essential Question: What are some of the state symbols that represent aspects of Arkansas's heritage?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.2 Identify state symbols of Arkansas:</p> <ul style="list-style-type: none">• Gem• Mineral• Rock• Mammal• Anthem	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Social Studies Solutions for Arkansas Standards book p. 9, Unit 5, Lesson 1,• Other: Arkansas Activity Booklet; http://www.arkansaskids.com; http://www.soskids.arkansas.gov/er-classroom.html <p>Key Vocabulary</p> <ul style="list-style-type: none">• symbol• gem-diamond• mineral-Bauxite• rock-Quartz• mammal-deer• anthem <p>Instructional Strategies</p> <ul style="list-style-type: none">• Name the state symbols of Arkansas• Use Arkansas Activity Booklet to illustrate the symbols <p>MCO</p> <ul style="list-style-type: none">• Have students work in pairs/groups to illustrate various verses of the song "Arkansas You Run Deep In Me"

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Essential Question: How are Arkansans different from other people in the world?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
H.6.2.3 Discuss historical people of Arkansas (e.g. Bill Clinton, Daisy Bates, Sequoia) (see also H.6.2.5 and H.6.2.6)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin Unit 3 Skill builder, Social Studies Solutions for Arkansas Standards book p 8, 18-19• Other: http://www.soskids.arkansas.gov/er-classroom.html; Arkansas Activity Booklet <p>Key Vocabulary</p> <ul style="list-style-type: none">• historical• data• timeline <p>Instructional Strategies</p> <ul style="list-style-type: none">• Name and describe historical people of Arkansas.• Students create a timeline of their life. <p>MCO</p> <ul style="list-style-type: none">• Houghton Mifflin: Social Studies Solutions for Arkansas Standards p. 19 - Interview a grandparent, discuss life in the past, and bring artifacts from their childhood; p. 18 - Create a hall of fame of famous Arkansans.

Multicultural Concepts

Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

Assessments

Classroom assessments-Teacher Observations

Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Essential Question: Why do we celebrate holidays?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
H.6.2.4 Define conflict (see also H.6.2.1)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 3, Lesson 4; Unit 6 Holiday Lesson; Practice Book p. 21; Unit 6 p. 314-315; Bringing Social Studies Alive p. 32, Readers Theater – <u>One Night at Mount Rushmore</u> p. 314-315 <p>Key Vocabulary</p> <ul style="list-style-type: none">• purpose• religious holiday• national holiday• conflict• resolve <p>Instructional Strategies</p> <ul style="list-style-type: none">• Explain the purpose of holidays and discuss the way students celebrate various holidays using president report, poem, speech, journal entry, etc.• Role play conflicts and steps to resolve conflicts <p>MCO</p> <ul style="list-style-type: none">• Literature: <u>Martin’s Big Words</u> by Doreen Rappaport; <u>The American Wei</u> by Marion Hess Pomeranc.• Have students write a dream that they believe is good for everyone.• Houghton Mifflin: Bringing Social Studies Alive p. 31 - <u>Make a Class Quilt of Holidays</u>

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Ethnicity/Culture – Immigration/Migration – Intercultural Competence – Socialization – Racism/Discrimination

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<p>Grade/Subject: Second Grade Social Studies</p> <p style="text-align: center;">PULASKI COUNTY SPECIAL SCHOOL DISTRICT</p> <p>STRAND: History CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time. Essential Question: How are Arkansans different from other people in the world?</p>	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.5 Determine the data to be included on a personal timeline</p> <p>H.6.2.6 Determine how photos and documents are used to gather information about the past</p> <p>(see also H.6.2.3)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin Unit 3 Skill builder, Social Studies Solutions for Arkansas Standards book p 8, 18-19 • Other: http://www.soskids.arkansas.gov/er-classroom.html; Arkansas Activity Booklet <p>Key Vocabulary</p> <ul style="list-style-type: none"> • historical • data • timeline <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Name and describe historical people of Arkansas. • Students create a timeline of their life. <p>MCO</p> <ul style="list-style-type: none"> • Houghton Mifflin: Social Studies Solutions for Arkansas Standards p. 19 - Interview a grandparent, discuss life in the past, and bring artifacts from their childhood; p. 18 - Create a hall of fame of famous Arkansans.

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Grade/Subject: Second Grade Social Studies	
PULASKI COUNTY SPECIAL SCHOOL DISTRICT	
STRAND: History	
CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History	
Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.	
Essential Question: How has Arkansas changed over time?	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
H.6.2.7 Define technology and list examples	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Unit 5, lesson 6 • Other: Historic Arkansas Museum, Arkansas Grand Prairie Museum, Shiloh Museum - http://www.springdaleark.org/shiloh/, Plantation Agricultural Museum - http://www.arkansasstateparks.com/plantationagriculturemuseum <p>Key Vocabulary</p> <ul style="list-style-type: none"> • community • transportation • communication • technology <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Venn diagram – compare/contrast communities of the past and present • Research, list and compare past and present means of transportation and communication in Arkansas. <p>MCO</p> <ul style="list-style-type: none"> • Invite parents/grandparents to share ways Arkansas has changed in their lives. • Have students work in pairs to find or draw pictures of to illustrate the words for a transportation collage.
H.6.2.8 Describe the ways in which communities have changed over time	
(see also H.6.2.12)	

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Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ESSENTIAL QUESTION: How did the Pilgrims and Indians contribute to early American society?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.9 Identify reasons Pilgrims came to the New World</p> <ul style="list-style-type: none">• religious freedom• Political freedom <p>H.6.2.10 Discuss the characteristics of a colony</p> <p>H.6.2.11 Recognize American Indian tribes of Arkansas:</p> <ul style="list-style-type: none">• Osage• Quapaw• Caddo <p>(see also H.6.2.15)</p>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 5, Lesson 3; Unit 6 p. 333• Other: Video - <u>The Mouse and the Mayflower</u> <p>Key Vocabulary</p> <ul style="list-style-type: none">• religious freedom, political freedom• colony, harvest, feast• pilgrim, American Indians• Thanksgiving <p>Instructional Strategies</p> <ul style="list-style-type: none">• Read Thanksgiving books.• Compare and contrast life today with life of the pilgrims (how they established their communities, crops raised, homes they built, and how they defended themselves). <p>MCO</p> <ul style="list-style-type: none">• Houghton Mifflin: Readers' Theater – <u>The Mayflower Crossing</u> p.234; Social Studies Solutions for Arkansas Standards p. 17.• Compare your Thanksgiving meal with the traditional Thanksgiving.

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<p>Grade/Subject: Second Grade Social Studies</p> <p style="text-align: center;">PULASKI COUNTY SPECIAL SCHOOL DISTRICT</p> <p>STRAND: History CONTENT STANDARD 6 (PERMANENT UNDERSTANDING): History Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time. Essential Question: How has Arkansas changed over time?</p>	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.12 Compare past and present means of transportation and communication in Arkansas</p> <p>(see also H.6.2.7 and H.6.2.8)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Unit 5, lesson 6 • Other: Historic Arkansas Museum, Arkansas Grand Prairie Museum, Shiloh Museum - http://www.springdaleark.org/shiloh/, Plantation Agricultural Museum - http://www.arkansasstateparks.com/plantationagriculturemuseum <p>Key Vocabulary</p> <ul style="list-style-type: none"> • community • transportation • communication • technology <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Venn diagram – compare/contrast communities of the past and present • Research, list and compare past and present means of transportation and communication in Arkansas. <p>MCO</p> <ul style="list-style-type: none"> • Invite parents/grandparents to share ways Arkansas has changed in their lives. • Have students work in pairs to find or draw pictures of to illustrate the words for a transportation collage.

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Grade/Subject: Second Grade Social Studies

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: History

CONTENT STANDARD(PERMANENT UNDERSTANDING): History

Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Essential Question: Why did Columbus come to America?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>H.6.2.13 Identify areas settled as a result of Christopher Columbus' voyages to America.</p> <p>H.6.2.14 Identify Ferdinand and Isabella and their purpose in supporting Columbus:</p> <ul style="list-style-type: none">• gold• silk• spices	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 5, Lesson 2 maps of Christopher Columbus' voyages <p>Key Vocabulary</p> <ul style="list-style-type: none">• explorer• journey• Ferdinand• Isabella• gold• silk• spices <p>Instructional Strategies</p> <ul style="list-style-type: none">• Locate on a map areas settled as a result of Christopher Columbus' voyages to America.• Read stories about Christopher Columbus. <p>MCO</p> <ul style="list-style-type: none">• Journal entry: What is a place that you would like to explore and discover?

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 7 (PERMANENT UNDERSTANDING): Choices

Students shall analyze the cost and benefits of making economic choices.

Essential Question: What influences the economic decisions we make?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.7.2.1 Describe an event of situation in daily life in which a trade off is made E.7.2.2 Discuss that because of scarcity people must make choices and incur opportunity costs E.7.2.3 Discuss making choices based on incentives/rewards	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 4, lesson 5 and 6• Literature: <u>Make a Trade, Charlie Brown</u>, by Charles Schultz; <u>Scarcity: First Facts</u>, by Janeen Adil <p>Key Vocabulary</p> <ul style="list-style-type: none">• barter• trade• scarcity• opportunity costs• incentives• rewards <p>Instructional Strategies</p> <ul style="list-style-type: none">• Have students shop for family members using sale ads and discuss making wise economic choices with their money. <p>MCO Journal entry- write about a time you traded with someone else</p>

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 8 (PERMANENT UNDERSTANDING): Resources

Students shall evaluate the use and allocation of human, natural, capital resources.

Essential Question: What are some jobs and companies in our local community that produce goods for consumers?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.8.2.1 Distinguish between consumers and producers in a local community E.8.2.2 Research the skills and education needed for specific jobs	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 4, lesson 2 p. 166-171; Big Idea transparency 4; Resources for Reaching All Learners p. 16• Odyssey: Social Studies Level 2 “Work in Society” <p>Key Vocabulary</p> <ul style="list-style-type: none">• consumer• producer• income <p>Instructional Strategies</p> <ul style="list-style-type: none">• Research skills and education needed for specific jobs in the local community.• Have students create a class book of jobs by writing reports on different careers in the community. <p>MCO</p> <ul style="list-style-type: none">• Invite local community workers to come and speak

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 8 (PERMANENT UNDERSTANDING): Resources

Students shall evaluate the use and allocation of human, natural, capital resources.

Essential Question: What decisions do people make based on the resources available to them?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.8.2.3 Discuss the availability of natural resources E.8.2.4 Give examples of <i>capital resources</i> (see also E.9.2.4)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 2, lesson 5 p. 100-103; Unit 4, lesson 5 p. 188-191; Social Studies Solutions for Arkansas Standards p. 11 “Three Kinds of Resources” <p>Key Vocabulary</p> <ul style="list-style-type: none">• natural resources• human resources• capital resources• environment <p>Instructional Strategies</p> <ul style="list-style-type: none">• Read <u>Pancake Pancake</u> by Eric Carle - use illustrations from book to explain how Jack used natural, capital and human resources to get his pancake breakfast.• Make a chart of resources and label each resource as natural, human or capital. <p>MCO</p> <ul style="list-style-type: none">• Using pictures from magazines, create a poster of examples of each type of resource.

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall develop an understanding about the exchange of goods and services and the roles of governments, businesses and individuals in the market place.

Essential Question: What is the difference between bartering and using money when exchanging goods and services?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.2.1 Identify items that have been used as currency (e.g. shells, beads, pelts) E9.2.2 Understand the use of money facilitates exchange. (see also E.9.2.6)	Resources <ul style="list-style-type: none">• Houghton Mifflin: Unit 4. Lessons 2, 3, 4 and 6• Literature: <u>Kid’s Money Book</u> by Neale S. Godfrey; <u>Mystery Coin</u> by Deborah Levy; <u>Beatrice’s Goat</u> by Page McBrier; <u>Follow the Money</u> by Loreeen Leedy; <u>Money</u> by Margaret Hall; <u>Berenstain Bears Trouble With Money</u> by Stan Berenstain• Odyssey: “Wants and Needs”; Math Lesson: Modeling Money;• Other: Videos - <u>Learning About Money</u>, Rainbow Educational Media; <u>Piggy Banks to Money Markets</u>, Media Basics; Heifer Project Key Vocabulary <ul style="list-style-type: none">• currency• exchange• financial institution• monetary• bartar Instructional Strategies <ul style="list-style-type: none">• Define currency, exchange and financial institution; Identify items that have been used as currency; Explain the use of money as an exchange.• Discuss a variety of services financial institutions provide. MCO <ul style="list-style-type: none">• Houghton Mifflin: “Spend Your Dollar Activity” Teacher’s Guide p. 184-5

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<p>Grade/Subject: Second Grade Social Studies</p> <p style="text-align: center;">PULASKI COUNTY SPECIAL SCHOOL DISTRICT</p> <p>STRAND: Economics CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets Students shall develop an understanding about the exchange of goods and services and the roles of governments, businesses and individuals in the market place. ESSENTIAL QUESTION: What decisions do people make based on the resources available to them?</p>	
ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
<p>E.9.2.4 Classify <i>productive resources</i> into the following categories:</p> <ul style="list-style-type: none"> • <i>natural resources</i> • <i>human resources</i> • <i>capital resources</i> <p>(see also E.8.2.3 and E.8.2.4)</p>	<p>Resources</p> <ul style="list-style-type: none"> • Houghton Mifflin: Unit 2, lesson 5 p. 100-103; Unit 4, lesson 5 p. 188-191; Social Studies Solutions for Arkansas Standards p. 11 “Three Kinds of Resources” <p>Key Vocabulary</p> <ul style="list-style-type: none"> • natural resources • human resources • capital resources • environment <p>Instructional Strategies</p> <ul style="list-style-type: none"> • Read <u>Pancake Pancake</u> by Eric Carle - use illustrations from book to explain how Jack used natural, capital and human resources to get his pancake breakfast. • Make a chart of resources and label each resource as natural, human or capital. <p>MCO</p> <ul style="list-style-type: none"> • Using pictures from magazines, create a poster of examples of each type of resource.

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall develop an understanding about the exchange of goods and services and the roles of governments, businesses and individuals in the market place.

Essential Question: What goods and services are available in my community?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.2.5 Investigate <i>goods</i> and <i>services</i> provided by <i>markets</i> in the local community (see also E.9.2.3)	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 4, Lesson 5• Literature: <u>To Market To Market</u> by Anne Miranda and Janet Stevens <p>Key Vocabulary</p> <ul style="list-style-type: none">• financial institution• goods• services <p>Instructional Strategies</p> <ul style="list-style-type: none">• Define financial institution, goods and services.• List/discuss services financial provide.• List/investigate goods and services provided by markets and the local community. <p>MCO</p> <ul style="list-style-type: none">• Field trip to the Farmer's Market or a grocery store. <p>•</p>

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall develop an understanding about the exchange of goods and services and the roles of governments, businesses and individuals in the market place.

ESSENTIAL QUESTION: What is the difference between bartering and using money when exchanging goods and services?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.2.6 Identify exchanges made: <ul style="list-style-type: none">• Monetary• <i>Barter</i> (see also E.9.2.1 and E.9.2.2)	Resources <ul style="list-style-type: none">• Houghton Mifflin: Unit 4. Lessons 2, 3, 4 and 6• Literature: <u>Kid’s Money Book</u> by Neale S. Godfrey; <u>Mystery Coin</u> by Deborah Levy; <u>Beatrice’s Goat</u> by Page McBrier; <u>Follow the Money</u> by Loreeen Leedy; <u>Money</u> by Margaret Hall; <u>Berenstain Bears Trouble With Money</u> by Stan Berenstain• Odyssey: “Wants and Needs”; Math Lesson: Modeling Money;• Other: Videos - <u>Learning About Money</u>, Rainbow Educational Media; <u>Piggy Banks to Money Markets</u>, Media Basics; Heifer Project Key Vocabulary <ul style="list-style-type: none">• currency• exchange• financial institution• monetary• barter Instructional Strategies <ul style="list-style-type: none">• Define currency, exchange and financial institution; Identify items that have been used as currency; Explain the use of money as an exchange.• Discuss a variety of services financial institutions provide. MCO <ul style="list-style-type: none">• Houghton Mifflin: “Spend Your Dollar Activity” Teacher’s Guide p. 184-5

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PULASKI COUNTY SPECIAL SCHOOL DISTRICT

STRAND: Economics

CONTENT STANDARD 9 (PERMANENT UNDERSTANDING): Markets

Students shall develop an understanding about the exchange of goods and services and the roles of governments, businesses and individuals in the market place.

ESSENTIAL QUESTION: What influences economic decisions we make?

ESSENTIAL LEARNING (STUDENT LEARNING EXPECTATION)	COMPONENTS
E.9.2.7 Define <i>specialization</i> and <i>interdependence</i>	<p>Resources</p> <ul style="list-style-type: none">• Houghton Mifflin: Unit 4, Lesson 5; T-charts; unit video “Growing Our Food” <p>Key Vocabulary</p> <ul style="list-style-type: none">• specialization• interdependence <p>Instructional Strategies</p> <ul style="list-style-type: none">• Use a T-chart to compare/contrast specialization and interdependence. <p>MCO</p> <ul style="list-style-type: none">• Students share T-charts with class.

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