

Grade 2	Unit 1: Government		Suggested Length: 4 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are the roles and responsibilities of a leader in a democratic government?</p> <p>2. What are the responsibilities of the three branches of government?</p> <p>3. What responsibility does a citizen have to vote?</p> <p>4. What are some important people and symbols of our country?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, maintain roads and snow removal, garbage pick-up), and identify how they pay for these services (taxes). ❑ SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2 ❑ SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky. ❑ SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today. ❑ SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating foods/supplies) and explain why civic engagement in the community is important. DOK 2 <p><u>Program of Studies</u></p>	<ul style="list-style-type: none"> ❑ Government ❑ Govern ❑ Democratic ❑ Leader ❑ Constitution ❑ Bill of Rights ❑ Citizen 	<ul style="list-style-type: none"> ❑ Simulate process of making, enforcing, and interpreting rules at school. Demonstrate election process and roles of each branch in cooperative groups. SS-EP-1.1.2 DOK 2 & GC2 DOK 2 ❑ Create a list of qualities, traits, and characteristics of a leader. SS-EP-1.2.1 DOK 2 ❑ Compose questions to ask the principal and the Mayor about their roles and responsibilities as leaders. SS-EP-1.2.1 DOK 2 ❑ Describe a picture they draw demonstrating one of Mrs. Hopper’s roles as principal. They will do this after listening to Mrs. Hopper discuss these roles. SS-EP-1.2.1 DOK 2 ❑ Solve a community problem through discussion and planning in cooperative groups. Present their ideas to the Mayor during a classroom visit. SS-EP-1.2.1 DOK 1 ❑ Construct a Venn diagram comparing the roles of the principal and the mayor. SS-EP-1.2.1 DOK 2 ❑ Compose a letter to the President of the US clearly stating a realistic situation, which includes how they would like to see it changed and giving persuasive reasons why. WP SS-EP-1.2.1 DOK 2 ❑ Utilize information from 3 branches of Local Government graphic organizer to demonstrate understanding.

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	<ul style="list-style-type: none"> <input type="checkbox"/> GC2 Understand and begin to apply rights and responsibilities in relation to the community. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> 3 branches: <ul style="list-style-type: none"> <input type="checkbox"/> Judicial, <input type="checkbox"/> Legislative, <input type="checkbox"/> Executive 	

Grade 2	Unit 2: Culture, Society, and History		Suggested Length: On-Going
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How does cultural diversity influence a society? 2. How are human needs met through social groups? 3. How and why has the way we live changed over time? 	<p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1 <input type="checkbox"/> SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community. <input type="checkbox"/> SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home 	<ul style="list-style-type: none"> <input type="checkbox"/> Patriotic <input type="checkbox"/> Motto <input type="checkbox"/> Tradition <input type="checkbox"/> Custom <input type="checkbox"/> Belief <input type="checkbox"/> Culture <input type="checkbox"/> Institution <input type="checkbox"/> Compromise 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to identify and distinguish specific characteristics of various holidays. SS-EP-2.1.1 DOK 1, SS-EP 5.2.1 DOK 2, & CS1 DOK 1 <input type="checkbox"/> Work in cooperative groups to research a specific Native American culture. Produce a presentation, which includes a model of their shelter and representations of their language, tools, food, clothing, etc. SS-EP-2.1.1 DOK 1, SS-EP-5.2.1 DOK 2, CS1 DOK 1, & CS3 DOK 1 <input type="checkbox"/> Videos and Filmstrips: Make a wish, Molly, Stories for the holidays, A Multicultural Christmas, National Observances, Martin Luther King Day. SS-EP-2.1.1 DOK 1, SS-EP-5.2.1 DOK 2, CS1 DOK 1 & CS3 DOK 1. <input type="checkbox"/> CD Rom: People behind the holidays. SS-EP-2.1.1 DOK 1, SS-EP-5.2.1 DOK 2, CS1 DOK 1 & CS3 DOK 1

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>and at school. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). ❑ SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., <i>The Star-Spangled Banner</i>, the Underground Railroad, Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2 ❑ SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. DOK 2 ❑ SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>CS1 Recognize language, music, art, dress, food, literature, and folktales as elements of culture. DOK 1</i> ❑ <i>CS4 Understand how human needs are met through social groups and institutions.</i> ❑ <i>CS3 Recognize the roles individuals have in various groups .DOK 1</i> ❑ <i>H1 Distinguish among past, present, and future and describe change over time. DOK 1</i> 		<ul style="list-style-type: none"> ❑ Literature Link: <u>Who Came Down That Road?</u> ❑ Develop a class book retelling the story of the history of a road through pictures. SS-EP-5.2.3 DOK 2 & CS4 DOK 1 ❑ Literature Links: <u>What Kind of family do you have? How my family lives in America, Indians of the Northwest, Indians of the Great Plains, Indians of the Southwest, Indians of the Northeast, Happy Birthday to you!, Visiting a Village, Celebration: the story of American holidays, Kentucky in words and pictures,</u> ❑ Create a display of construction paper balloons listing our birthday traditions. SS-EP-2.1.1 DOK 1, SS-EP-5.2.1 DOK 2, CS1 DOK 1, & CS3 DOK 1 ❑ Create a comparison chart of changes over time in areas of: communication, inventions, homes, transportation, recreation, traditions, and education. SS-EP-5.2.4 DOK 2 & H1 DOK 1 ❑ Organize a timeline showing important holidays and events. These will be recorded at the corresponding time of the year. SS-EP-5.2.4 DOK 2 & H1 DOK 1 ❑ <u>Christopher Columbus, What people wore during the westward expansion.</u> SS-EP-5.2.3 DOK 2 & CS4 DOK 1

Grade 2	Unit 3: Economics		Suggested Length: 3-4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How do we satisfy wants and needs?</p> <p>2. How do we make choices about what we want and need?</p> <p>3. How do we produce and sell goods to make a profit?</p>	<p><u>Core Content</u></p> <p><input type="checkbox"/> SS-EP-3.1.1 Students will describe basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2</p> <p><input type="checkbox"/> SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today’s market economy.</p> <p><input type="checkbox"/> SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and</p>	<p><input type="checkbox"/> Consumer</p> <p><input type="checkbox"/> Scarcity</p> <p><input type="checkbox"/> Goods</p> <p><input type="checkbox"/> Supply</p> <p><input type="checkbox"/> Demand</p> <p><input type="checkbox"/> Available</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Profit</p> <p><input type="checkbox"/> Free Enterprise</p> <p><input type="checkbox"/> Revenue</p> <p><input type="checkbox"/> System</p> <p><input type="checkbox"/> Wants</p> <p><input type="checkbox"/> Needs</p> <p><input type="checkbox"/> Consumption</p> <p><input type="checkbox"/> Distribution</p> <p><input type="checkbox"/> Production</p>	<p><input type="checkbox"/> Literature Link- <u>If You Give A Mouse A Cookie</u> SS-EP-3.1.1 DOK 1, SS-EP-3.3.1 DOK 1, SS-EP-3.4.2 DOK 1, & E2 DOK 1</p> <p><input type="checkbox"/> Create a class book of goods and services following the same repetitive story pattern. SS-EP-3.1.1 DOK 1, SS-EP-3.3.1 DOK 1, SS-EP-3.4.2 DOK 1, & E2 DOK 1</p> <p><input type="checkbox"/> Literature Link- <u>Amelia Bedelia Goes Camping, Just Me and My Dad</u> SS-EP-3.1.1 DOK 1, SS-EP-3.3.1 DOK 1, SS-EP-3.4.2 DOK 1, & E2 DOK 1</p> <p><input type="checkbox"/> Design a mobile of needs and wants or goods and services. SS-EP-3.1.1 DOK 1, SS-EP-3.3.1 DOK 1, SS-EP-3.4.2 DOK 1, & E2 DOK 1</p> <p><input type="checkbox"/> Brainstorm list of ways to persuade parents to buy them a pair of jeans. Compose a persuasive letter. (WP)SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Take part in an experiment to identify choices societies make as a result of scarcity of resources. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Literature Link- <u>A Chair For My Mother</u>. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Design and produce a piggy bank from materials found at home. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Develop questions to ask employees during a tour of the bank. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Identify route money takes from consumer to banks, etc. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Construct a booklet to reinforce economic terms- consumer, wants, needs, goods, services, and income. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p> <p><input type="checkbox"/> Generate a list of wants and needs for a camping trip. SS-EP-3.2.1 DOK 1 & E1 DOK 1</p>

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	<p>needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising). DOK 2</p> <ul style="list-style-type: none"> ❑ SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money). ❑ SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). DOK 2 ❑ SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world. ❑ SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>E1 Recognize fundamental economic concepts (e.g. wants and needs, making choices, money as a means of exchange). DOK 1</i> ❑ <i>E2 Recognize fundamental economic concepts. DOK 1</i> ❑ <i>E4 Understand that consumer wants influence the production and consumption of goods and services. DOK 1</i> 		<ul style="list-style-type: none"> ❑ Assemble water cycle bracelets in an assembly line and sell to other students for a profit. SS-EP-3.4.1 DOK 2 & E4 DOK 1 ❑ Support the bracelet sale by making posters and producing a commercial to show on closed circuit TV. SS-EP-3.4.1 DOK 2 & E4 DOK 1 ❑ Literature Link- <u>Follow the Money</u>. SS-EP-3.4.1 DOK 2 & E4 DOK 1 ❑ Arrange labels on a map to demonstrate where certain products are made. SS-EP-3.4.1 DOK 2 & E4 DOK 1 ❑ Describe something they produce at home in a personal narrative (WP). SS-EP-3.4.1 DOK 2 & E4 DOK 1

Grade 2	Unit 4: Geography		Suggested Length: 4 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Why do we need maps?</p> <p>2. How do we use maps?</p> <p>3. What are landforms?</p> <p>4. How do we adapt to or change our environment?</p>	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community. ❑ SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location. ❑ SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community. ❑ SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water). ❑ SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface. ❑ SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world. ❑ SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1 	<ul style="list-style-type: none"> ❑ Political maps ❑ Physical maps ❑ Fertile ❑ Geography ❑ Latitude ❑ Longitude ❑ Relative location ❑ Thematic maps ❑ Absolute location ❑ Physical characteristics ❑ Population ❑ Adapt ❑ Perspective 	<ul style="list-style-type: none"> ❑ Construct a map of the classroom. Compose questions about their map and have another classmate utilize the map to answer the questions. ❑ Arrange cardinal directions on grid paper to create a mystery design ❑ Design individual directions for another student to follow to create a mystery design ❑ Construct individual maps to show routes from the school to their house displaying important landmarks ❑ Literature Link: <u>As the Crow Flies</u> ❑ Examine a map showing latitude and longitude, in cooperative groups find a specific spot on the map and create a drawing of the location in a particular season ❑ Use nonstandard forms of measurement to show relationships between actual distance and scale distance and convert the nonstandard to scale distance ❑ Identify landforms on a large map of the United States ❑ Create a landform map displaying at least 3 different landforms including a map key ❑ Organize landforms with label, picture, and definition into Marzano note-taking form ❑ Compare a fiction and nonfiction story about floods using a Venn diagram ❑ Work in cooperative groups to complete a section of a comparison chart. As a whole group, put all of the information together to compare U.S., Canada, and Nepal. Summarize results in 2 or 3 sentences. ❑ Literature Link: <u>House on Maple Street</u> & <u>The Little House</u> ❑ Create a timeline of the little house from the story by illustrating the house at different periods of time. Work in cooperative groups. ❑ Design a brochure that recommends and attempts to influence the consumer to select a particular vacation spot. WP

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	<p><input type="checkbox"/> SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.</p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> G2 Visualize where things (e.g., schools, neighborhoods) are located.</p> <p><input type="checkbox"/> G3 Recognize physical and human characteristics of places and regions.</p> <p><input type="checkbox"/> G4 Recognize that people depend on, adapt to, or modify the environment to meet basic needs.</p> <p><input type="checkbox"/> G5 Recognize factors that influence human movement and settlement.</p>		<p><input type="checkbox"/> Utilize a modified Twister game mat to practice coordinates using the whole body</p> <p><input type="checkbox"/> <u>Assessment- Recall various concepts learned throughout this unit by answering multiple choice and open response questions</u></p>