

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade: People Working Together

History	People in Societies	Geography	Economics	Government	Citizenship Rights and Responsibilities	Study Skills and Methods
artifacts biographies chronological order communication diaries explorers heritage inventors political leader scientists social leader technology time line transportation *MEPCV	architects artisans culture cultural heritage cultural practices diverse *MEPCV	bodies of water: • creeks • ponds • lakes • oceans continents landforms: • hills • islands • mountains • plateaus • valleys map key map title physical environment rural suburban symbols urban 3-D models *MEPCV	buyers earn a living forms of money money = medium of exchange sellers work *MEPCV	authority figures disputes elected leaders enforcing laws following rules government governor landmarks mayor president memorial monument (presidents) violating rules *MEPCV	accountability benefits of cooperation citizenship traits: • honesty • patriotism • persistence • respect • self-assurance conflict courtesy responsibility *MEPCV	decision making distinguish the difference fact and fiction gather information identify a problem obtain information problem solving *MEPCV
<u>Must Introduce</u> 1-3. change (continuity) 4. history	<u>Must Introduce</u> 1. customs	<u>Must Introduce</u> 1-4. cardinal direction compass rose direction indicator natural physical features	<u>Must Introduce</u> 1. resource usage (alternative uses)	<u>Must Introduce</u> 2d. problems 3. symbols of gov't.	<u>Must Introduce</u> 3. goals	See the extensive number of Thinking Processes and Skills on the next page.

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous Content Vocabulary is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the previous Content Vocabulary found in your district's social studies standards-based course of study (e.g., Economics: **goods and services** - would have been previously mastered, and it is now maintained or enhanced at 2nd Grade.)

Introduce: The vocabulary is introduced and discussed with students. Teachers are to provide students with models.

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade: People Working Together

Stated Thinking Processes and Skills from the Indicators	“Attributes” Impact a Student’s Success	Identify the Problem										
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in nearly ALL of the following:</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>distinguish: to identify as different from others; to clearly recognize common/critical attributes</p> <p>identify: to show or prove the sameness of</p> <p>interpret: a student must 1st analyze and then make an inference; this is more subjective than an evaluation</p> <p>recognize: to examine closely and identify the common and critical attributes</p> <p>place (sequence): to follow one thing after another; to order in succession* (prior skills: observe, common critical attributes, compare)</p> <p>Other Stated Verbs in the Indicators:</p> <table border="0"> <tr> <td>communicate</td> <td>name</td> </tr> <tr> <td>construct</td> <td>obtain</td> </tr> <tr> <td>list</td> <td>predict</td> </tr> <tr> <td>locate</td> <td>read</td> </tr> <tr> <td>measure</td> <td>use</td> </tr> </table>	communicate	name	construct	obtain	list	predict	locate	read	measure	use	<p>Common attribute: the special characteristic that is shared by <u>all</u> of the objects in the set.</p> <p>Critical attribute: the special characteristic that makes this object <u>different</u> from all other objects in the set.</p> <p>The critical thinking skill of attributing is needed in order to:</p> <ul style="list-style-type: none"> • sequence • compare - contrast, and • classify a set of ideas or objects. (categorize, group, sort) <p>Explain means to:</p> <ul style="list-style-type: none"> • make plain or clear; understandable • give reasons for. <p>Their responses must include sufficient quality information and proof. This frequently involves providing evidence about relationships.</p> <p>Explain requires more details than describe.</p> <p>Technique: Use the term explain but follow the statement with “Give Details.” Their responses must include sufficient quality information and proof.</p> <p>Explain is the most frequently stated verb at 2nd grade: 10 of 36 indicators.</p>	<p>Activate students' prior knowledge by asking them if they ever have had a problem to solve. Call on several students to share their thoughts.</p> <p>Next, introduce a chart with four columns and headings: Somebody---Wanted --- But --- So</p> <p>Explain to students that many problems and solutions can be illustrated by filling in the graphic organizer.</p> <ul style="list-style-type: none"> • Somebody is a person who wants or needs something. • Wanted is the thing that person wants or needs. • But is the problem that is getting in the way of what the person wants or needs. • So is the solution to the problem. <p>See the graphic organizer page 2nd – 5.</p> <p><small>Adapted from: Karen Garcia, Parkview Elementary, Opa-locka, Florida</small></p> <p align="center">Problem Solving Sequence</p> <ol style="list-style-type: none"> 1. Name the Problem. 2. List different choices. 3. Decide what is the best choice. 4. What are your reasons? 5. Try the best choice. 6. Did it work? Why or Why not? <p>Daily apply these problem solving steps such as a shortage of art resources, behavior on the playground, an event in the newspaper, etc. See the graphic organizer page 2nd - 15.</p>
communicate	name											
construct	obtain											
list	predict											
locate	read											
measure	use											

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Second Grade Scope & Sequence - People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Second Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Use a calendar to determine the day, week, month and year.</p> <p>B. Place events in correct order on a time line.</p>	<p><u>Chronology</u></p> <ol style="list-style-type: none"> 1. Measure calendar time by days, weeks, months and years. (<i>Units: 1, 5</i>) 2. List the days of the week and months of the year in order. (<i>Units: 1, 5</i>) <p><u>Chronology</u></p> <ol style="list-style-type: none"> 3. Place a series of related events in chronological order on a time line. (<i>Units: 5, 6</i>) <p align="center">- - - - -</p> <p>Note: Suggested ESC Units & Pacing Guide The <i>italicized number</i> at the end of each Indicator aligns to the corresponding unit. See pages 2nd – 16 to 23.</p>	<p>1-2. Daily calendar activities (related to math standards)</p> <p>2. Language Arts – spelling – integrated</p> <p>2. Apply Study Skills Indicator: 5</p> <p>3. After character talks, put the famous person’s “born date” on a class time line</p> <p>1-3. <u>Vocabulary Must Introduce:</u> change (continuity)</p> <p>3. Apply Math Data Analysis Indicator: read and construct simple time lines to sequence events.</p> <p>Literature Connections:</p> <ol style="list-style-type: none"> 1. <u>If You Lived in Colonial Times</u> - Ann McGovern <u>If You Sailed on the Mayflower in 1620</u> - Ann McGovern 3. <u>Red, White and Blue: The Story of the American Flag</u> - John Herman <u>The Trail of Tears</u> - Joseph Bruchac <u>Who Came Down That Road?</u> - George Ella Lyon

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Second Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.</p>	<p><u>Daily Life</u></p> <p>4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past. <i>(Units: 5, 6)</i></p> <p>5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. <i>(Units: 4, 5, 6)</i></p> <p>6. Identify and describe examples of how science and technology have changed the daily lives of people and compare: <i>(Units: 4, 5, 6)</i></p> <p style="padding-left: 40px;">a. forms of communication from the past and present;</p> <p style="padding-left: 40px;">b. forms of transportation from the past and present.</p>	<p>4. Use = apply gathered data from each source</p> <p>4. Sort pictures of artifacts: classify such as indoor/outdoor items</p> <p>4. Students create 5W questions about each artifact.</p> <p>4. Gransparents Day: bring a favorite toy or artifact that has changed through the years</p> <p>4. <u>Vocabulary Must Introduce</u>: history</p> <p>5. List trades from the past (miller, town crier) and tell how needs have changed (grocery store, TV news). (compare-contrast)</p> <p>5. Apply Lang. Arts Indicator: Summarize text by recalling main ideas and some supporting knowledge.</p> <p>6. Classify: start with concrete pictures of such time eras as: a wagon train, car, and spaceship travel. Venn diagram</p> <p>6. Apply Study Skills Indicator: 1, 6</p>
	<p align="center">-----</p> <p>Resource: United Streaming Videos There are many stories available to facilitate students listening for information at: http://www.unitedstreaming.com .</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p>	<p>See Addendum B pages for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. The posters are provided.</p> <p>Literature Connections: Kate Waters series</p> <p>4. <u>If You Lived 100 Years Ago</u> – Ann McGovern <u>Samuel Eaton’s Day: A Day in the Life of a Pilgrim Boy</u> <u>Sarah Morton’s Day: A Day in the Life of a Pilgrim Girl</u> <u>On the Mayflower: Voyage of the Ship’s Apprentice & a Passenger Girl</u> <u>Tapenum’s Day: A Wampanoag Indian Boy in Pilgrim Times</u> <u>Oh, What a Thanksgiving</u> – Steven Kroll</p> <p>Resources: Big Books by Newbridge 1-800-867-0307</p> <p>5. <u>Work Around the Clock</u> 5-6. <u>Then and Now</u></p> <p>5. Long Ago and Today Series: <u>A Farm Album</u>, <u>A Home Album</u> – Heinemann Times Change Series: <u>At Work</u>, <u>At School</u>, <u>Going Shopping</u> – Heinneman Compare and contract past to present job responsibilities.</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>City, Suburb, and Rural Communities</u> (VO2440)</p>

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Second Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades K-2</p> <p>D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.</p> <p>7. Universal Graphic Organizer:</p>	<p>Grade-Level Indicators</p> <p>Heritage</p> <p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: (<i>Unit: 6</i>)</p> <p>a. social and political leaders in the United States such as, George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.;</p> <p>b. explorers, inventors and scientists such as, George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson, and Neil Armstrong.</p>	<p>Vocabulary/Strategies</p> <p>7. Apply History Indicator 3: Post the dates for leaders, explorers, inventors, etc. on a class time line</p> <p>7. Explain = effects</p> <p>7. Apply People in Societies Indicator: 4 Apply Study Skills Indicators: 1, 2, 4</p> <p>7. Apply the Problem Solving Steps to situations faced by the historical figures: (See Study Skills and Methods 6)</p> <ul style="list-style-type: none"> - Name the Problem - List different choices - Decide: What is the best choice? - What are your reasons? - Try the best choice - Did it work? Why or Why not? <p>To introduce the graphic organizer use <u>Henry and Mudge First Book</u> by Cynthia Rylant</p> <p>Literature Connections:</p> <p>4. <u>Mr. Lincoln's Whiskers</u> - Karen Winnick</p> <p><u>A Colonial Town: Williamsburg (Historic Communities Series)</u> - Bobbie Kalman</p> <p>5. <u>Grandpa's Corner Store</u> – Dyanne Disalvo-Ryan</p> <p><u>Aurora Means Dawn</u> or <u>Warm as Wool</u> - Scott Russell Sanders</p> <p><u>Here Comes the Mystery Man</u> - Scott Russell Sanders</p> <p>7. Childhood of Famous American Series: <u>Thomas A. Edison: Young Inventor</u> Sue Guthridge</p> <p><u>Abraham Lincoln: The Great Emancipator</u> - Augusta Stevenson</p> <p><u>Keep on Sewing, Betsy Ross? A fun Song About the First Flag</u></p> <p><u>American Flag</u> – Michael Dahl</p> <p><u>What a Great Idea! Inventions that Changed the World</u> - Stephen M. Tomecek</p> <p>7. Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>Presidents' Day: Washington and Lincoln</u> (VO2442) <u>Martin Luther King Jr. Day</u> (VO2441) or purchase them from 100% Educational Videos (1-800-483-3383)</p>
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Problem Solving: Somebody-Wanted-But-So

Somebody	Wanted	But	So
Who has the problem?	What is the thing wanted?	What problem / hurdle is in the way of the want?	What is the answer or solution to the problem?

- Somebody _____

- Wanted _____

- But _____

- So _____

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Identify practices and products of diverse cultures.</p> <p>B. Identify ways that different cultures within the United States and the world have shaped our national heritage.</p>	<p>Grade-Level Indicators</p> <p><u>Cultures</u></p> <p>1. Describe the cultural practices and products of people on different continents. <i>(Units: 3, 5)</i></p> <p><u>Diffusion</u></p> <p>2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. <i>(Units: 3, 5)</i></p> <p>3. Explain how contributions of different cultures within the United States have influenced our common national heritage. <i>(Units: 3, 5)</i></p> <p>4. Describe the contribution of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States. <i>(Units: 3, 5)</i></p>	<p>Vocabulary/Strategies</p> <p>1. Write about a famous person from a given country.</p> <p>1. <u>Vocabulary Must Introduce</u>: customs</p> <p>2. Integrate with music curriculum</p> <p>2. cultural practices: a pattern of behavior accepted by a society.</p> <p>2. culture: learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as, food, clothing, buildings, tools and machines. (state definition for teachers)</p> <p>3. Speakers, International Fair</p> <p>3. Gather information from people, printed materials and electronic sources for the International Fair.</p> <p>3. Explain = analyze</p> <p>1,3. Apply Study Skills Indicator: 2</p> <p>4. Various biographies or a field trip to an art museum</p> <p>Literature Connections:</p> <p>1. <u>Masai and I</u> – Virginia Kroll <u>Kenya (Countries of the World) –Kinds of Children</u> – Norma Simon 1, 3. <u>Christmas Around the World</u> - Mary D. Lankford 1, 4. <u>Postcards from (Mexico, Israel, Kenya) Series</u> – Helen Arnold</p> <p>2. <u>Families are Different</u> – Nina Pellegrini <u>A Country Far Away</u> – Nigel Gray</p> <p>3. <u>This is the Way We Go To School: A Book About Children Around the World</u> – Edith Baer</p> <p>Resources: Reserve the Summit County Cultural Boxes at 330-945-5600, ext. 1271. (China, Japan, North Africa)</p> <p>Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>Communities Around the World</u> (VO2443)</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade — Geography Standard

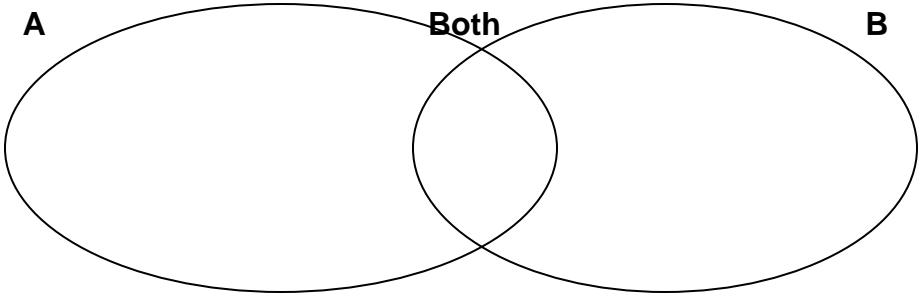
Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.</p> <p>B. Identify physical and human features of places.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> 1. Read and interpret a variety of maps. <i>(Units: 4, 5)</i> 2. Construct a map that includes a map title and key that explains all symbols that are used. <i>(Units: 4, 5)</i> 3. Name and locate the continents and oceans. <i>(Units: 4, 5)</i> <p><u>Places and Regions</u></p> <ol style="list-style-type: none"> 4. Describe and locate landforms including plateaus, islands, hills, mountains, valleys and bodies of water, including creeks, ponds, lakes, oceans in photographs, maps and 3-D models. <i>(Units: 4, 5)</i> 	<ol style="list-style-type: none"> 2. Salt dough maps with landforms, title, key 2. Atlas books, CD's, Internet or Form-a-Globe by Nystrom 2. Explain = show relationships (compare / analyze) 2. Mapping My Special Place at School from NCTM lessons http://illuminations.nctm.org/lessonplans/prek-2/traveling_along/lesson5.html 3-4. Play 'spin the globe' <u>daily</u> – one student closes his/her eyes, one student spins, other student points. Discuss land/water, mountains, country, oceans, etc. 3-4. Use pictures and maps to illustrate 3-4. Take a field trip to find local examples of hills, valleys, lakes, streams, buildings, streets, etc. 3-4. Create three-dimensional forms using salt dough maps. 4. physical feature: a natural aspect or quality of the Earth's surface that includes land formations and vegetation zones. 4. Introduce: North & South Poles, equator, sphere, hemisphere and relate these to math Indicators for geometry <p><u>Vocabulary Must Introduce:</u> cardinal direction, compass rose, direction indicator, natural physical features</p> <p>Literature Connection: <u>Argyle Turkey Goes to Sea</u> – Bill Martin (Language Arts related – rhyme, rhythm & repetition)</p> <p>Resources: 4. <u>Map It!</u> - Big Book by Newbridge at 1-800-867-0307 Nystrom Primary Social Studies Skills, Levels A, B, C National Geographic Social Studies Set A such as <u>Our Town</u></p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade — Geography Standard (continued)

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

<p>Ohio Benchmarks Grades K-2</p> <p>C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.</p>	<p>Grade-Level Indicators</p> <p><u>Human Environmental Interaction</u></p> <p>5. Compare how land is used in urban, suburban, and rural environments. (Units: 4, 5)</p> <p>6. Identify ways in which people have responded to and modified the physical environment such as, building roads and clearing land for urban development. (Units: 4, 5)</p>	<p>Vocabulary/Strategies</p> <p>5. Explore the impact of floods, snowstorms, droughts.</p> <p>5. Students draw settings or scenes from each environment – share and compare by using a Venn or H diagrams</p> <div data-bbox="1192 522 1978 857" style="border: 1px solid black; padding: 5px;"> <p>Block Venn</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">A</th> <th style="width: 33%;">Both A & B</th> <th style="width: 33%;">B</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td style="background-color: #cccccc;">_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td style="background-color: #cccccc;">_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td style="background-color: #cccccc;">_____</td> <td>_____</td> </tr> </tbody> </table> <p>The Big Idea is: (It is essential for students to complete this final conclusion from their diagram.)</p> </div>	A	Both A & B	B	_____	_____	_____	_____	_____	_____	_____	_____	_____
A	Both A & B	B												
_____	_____	_____												
_____	_____	_____												
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<div data-bbox="117 880 1121 1383" style="border: 1px solid black; padding: 10px;"> <p>Venn</p>  <p>The Big Idea is: (It is essential for students to complete this final conclusion from their diagram.)</p> </div>		<p>5. Read, interpret and make comparisons from data presented in pictographs and bar graphs about the three types of land use.</p> <p>5. Apply Addendum B for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. Posters are provided.</p> <p>5. Apply Study Skills Indicator: 5 Apply Math Data Analysis Indicator: 2</p> <p>5. <u>What is a Community?</u> by Newbridge – Big Book</p> <p>6. Where is a good place to play baseball or sell newspapers?</p> <p>6. Where is a good place to put a traffic light, school, or gas station?</p> <p>5-6. Apply Study Skills Indicators: 1, 2, 6</p> <p>Literature Connection: <u>Bringing the Rain to Kapiti Plain: A Nandi Tale</u> - Verna Aardema</p>												

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.</p> <p>B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain how resources can be used in various ways such as, a bushel of corn could be fed to cows, used to make sweetener or converted to fuel. <i>(Unit: 3)</i></p> <p><u>Production, Distribution and Consumption</u></p> <p>2. Explain how people are both buyers and sellers of goods and services. <i>(Unit: 3)</i></p> <p>3. Recognize that most people work in jobs in which they produce a few special goods or services. <i>(Units: 3, 5)</i></p> <p>4. Explain why people in different parts of the world earn a living in a variety of ways. <i>(Units: 3, 5)</i></p> <p align="center">- - - - -</p> <p>Note: goods: Objects that are capable of satisfying people's wants. services: Actions that are capable of satisfying people's wants.</p>	<p>Vocabulary/Strategies</p> <p>1. Apply Study Skills Indicator: 6</p> <p>1. <u>Vocabulary Must Introduce:</u> alternative uses = resource usage</p> <p>1-2. Explain = analyze</p> <p>2. Cooperative groups – brainstorm buyers & sellers</p> <p>2. Apply Study Skills Indicator: 1</p> <p>2-3. Create a company in your classroom and sell something (popcorn, candy).</p> <p>2-4. Field trip to a grocery store</p> <p>3. Guest speakers in various occupations including school staff</p> <p>3. Apply Study Skills Indicator: 2</p> <p>4. Explain = cause and effect relationships</p> <p>4. Apply Study Skills Indicator: 1</p> <p>Literature Connections:</p> <p>1-4. <u>How the Second Grade Got \$8,205.05 to Visit the Statue of Liberty</u> - Nathan Zimelman</p> <p>1. <u>How to Make an Apple Pie and See the World</u> – Marjorie Priceman</p> <p>2. <u>Alexander Who Used to be Rich Last Sunday</u> – Judith Viorst</p> <p><u>The Berenstain Bears' Trouble With Money</u> – Stan Berenstain</p> <p><u>Charlie Needs a Cloak</u> - Tomie DePaola (1st grade)</p> <p><u>A New Coat for Anna</u> - Harriet Ziefert New Kit by George F. Cram Co., Discovering Pathways to Social Studies: <u>This for That</u>. 440-526-5988.</p> <p>3. <u>Crayons From Start to Finish (Made in the U.S.A.)</u> - Samuel G. Woods</p> <p>Resources:</p> <p>Big Books by Newbridge at 1-800-867-0307</p> <p>1-2. <u>Work Around the Clock</u></p> <p>1 & 3. <u>All About Wood</u></p> <p>2-3. <u>What Do We Pay For?</u></p> <p>3. <u>From the Factory; Made by Hand; Roads</u></p>
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Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Explain ways that people may obtain goods and services.</p>	<p><u>Markets</u> 5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money. (Units: 3, 5)</p>	<p>5. Show and tell of money from around the world.</p> <p>Resources: 1-4. <u>Discovering Pathways to Social Studies: This for That</u> – George F. Cram Company 440-526-5988 (Video and lesson including <u>A New Coat for Anna</u>)</p> <p>Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>Service Workers</u> (VO2435)</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p> <p>B. Recognize and explain the importance of symbols and landmarks of the United States.</p>	<p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Identify leaders such as, mayor, governor and president, and explain that they are elected by the people. <i>(Unit: 2)</i> 2. Explain how a system of government provides order to a group such as a school or community and why government is necessary <u>including</u>: <i>(Unit: 2)</i> <ol style="list-style-type: none"> a. making and enforcing laws; b. providing leadership; c. providing services; d. resolving disputes. <p><u>Role of Government</u></p> <ol style="list-style-type: none"> 3. Explain the importance of landmarks in the United States and the ideals that they represent <u>including</u>: <i>(Unit: 2)</i> <ol style="list-style-type: none"> a. the Washington Monument; b. the Jefferson Memorial; c. the Lincoln Memorial. 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> 1. Hold a mock election or invite a mayor to visit. 1. What are the common/critical attributes for the leaders? 1. <u>Vocabulary Must Introduce</u>: ballot, candidate, vote 2. Classroom jobs to help the school or community – planned by the students with teacher guidance 2. Classroom rules 2. Construct democratic routines within the classroom “community” such as, respect the rights of others, student choice in what and how to learn. 2d. <u>Vocabulary Must Introduce</u>: problem 2. Explain = cause and effect 2. Apply Study Skills Indicators: 3-4 3. Begin with students identifying school landmarks: gym, flagpole, playground, etc. Class project: design a class flag, make a monument, write a song, make a pledge, etc. 3. Explain = evaluate 3. Apply Study Skills Indicators: 1, 2, 6 3. <u>Vocabulary Must Introduce</u>: problems, symbols of government <p>Literature Connections:</p> <ol style="list-style-type: none"> 1. <u>Arthur Meets the President</u> – Marc Brown 3. <u>Liberty</u> – Lynn Curlee <u>The Story of the White House</u> – Kate Waters <u>This Land Is Your Land</u> – Woody Guthrie

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Explain the purposes of rules in different settings and the results of adherence to, or violation, of the rules.</p>	<p><u>Rules and Laws</u></p> <p>4. Explain the purpose of rules in the workplace. <i>(Units: 1, 2)</i></p> <p>5. Predict the consequences of following rules or violating rules in different settings. <i>(Units: 1, 2)</i></p>	<p>4. Student-teacher derived classroom rules</p> <p>4. Explain: involves a judgment</p> <p>5. Apply Study Skills Indicator: 3</p> <p>5. Predict: Needed Preskills - Ability to compare/contrast - Recognize types of patterns, (such as, number progressions, space patterns, time, etc.)</p> <p>4-5. Classroom rules</p> <p>4-5. Check with your guidance counselor for a Conflict/ Resolution Program</p> <p>Resources: Symbols of Freedom Series by Heinemann: <u>The Washington Monument – The Lincoln Memorial</u></p> <p>Big Books by Newbridge at 1-800-867-0307 2. <u>From Here to There</u> 2 & 6. <u>Signals</u></p> <p>Tom Snyder Productions 1-800-342-0236 <u>Choices, Choices: Taking Responsibility</u> (Designed for a one-computer classroom)</p>

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Second Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Describe the results of cooperation in group settings and demonstrate the necessary skills.</p> <p>B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.</p>	<p><u>Participation</u></p> <p>1. Demonstrate skills and explain the benefits of cooperation when working in group settings: <i>(Unit: 1)</i></p> <p style="margin-left: 20px;">a. manage conflict peacefully;</p> <p style="margin-left: 20px;">b. display courtesy;</p> <p style="margin-left: 20px;">c. respect others.</p> <p><u>Rights and Responsibilities</u></p> <p>2. Demonstrate self-direction in tasks within the school community such as, classroom, cafeteria and playground. <i>(Units: 1, 6)</i></p> <p>3. Demonstrate citizenship traits including: <i>(Units: 1, 6)</i></p> <p style="margin-left: 20px;">a. honesty;</p> <p style="margin-left: 20px;">b. self-assurance;</p> <p style="margin-left: 20px;">c. respect for the rights of others;</p> <p style="margin-left: 20px;">d. persistence;</p> <p style="margin-left: 20px;">e. patriotism.</p>	<p>Vocabulary/Strategies</p> <p>1. Check with school counselor – Kelso Program</p> <p>1. Explain = give the reasons for your evaluation</p> <p>1-3. Classroom rules & environment reinforce <u>all</u> of this. Behavior chart/plan</p> <p>1, 3. “Random Acts of Kindness” Program</p> <p>2. Terrific Kid, Student of the Week, Me Posters</p> <p>3a. Show, by example, why honesty is a trait for good citizenship</p> <p>3b. Self-assurance = confidence</p> <p>3e. Say the pledge, sing patriotic songs</p> <p>3. Apply Government Indicator: 3 (in conjunction with national landmarks)</p> <p>3. <u>Vocabulary Introduce</u>: goals</p> <p>Literature Connections:</p> <p>1-3. <u>Miss Nelson Is Missing!</u> - Harry Allard (There are consequence for one’s actions.)</p> <p>1. <u>Swimmy</u> - Leo Lionni</p> <p>1a. <u>The Elves & the Shoemaker</u> – Paul Galdone</p> <p>2. <u>A Chair for my Mother</u> – Vera B. Williams</p> <p>3e. <u>Veteran’s Day</u> – Mir Tamim Ansary</p> <p>Resources:</p> <p>VHS tape at SCESSC: call 330-945-5600</p> <p><u>The Story of the National Anthem</u> (VO1866)</p> <p>3. <u>Kids for Character</u> - video from Amazon.com</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

Second Grade – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

<p>Ohio Benchmarks Grades K-2</p> <p>B. Predict outcomes based on factual information. (continued)</p> <p>C. Communicate information orally, visually or in writing.</p> <p>D. Identify a problem and work in groups to solve it.</p>	<p>Grade-Level Indicators</p> <p><u>Thinking and Organizing</u> 4. Distinguish the difference between fact and fiction in oral, visual and print materials. <i>(Units: 1, 4, 6)</i></p> <p><u>Communicating Information</u> 5. Communicate information in writing. <i>(Units: 1, 4, 5, 6)</i></p> <p><u>Problem Solving</u> 6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups. <i>(Units: 1, 2, 3, 4, 5, 6)</i></p>	<p>Vocabulary/Strategies</p> <p>4. Fact: a truth known by actual experience or observation; a large amount of evidence supports the statement.</p> <p>4. Opinion: a belief that rests on statements that lack sufficient evidence to prove certainty. Any statement that deals with the future is an opinion.</p> <p>4. Distinguish = Compare/Contrast and the Needed Preskills: observe, common/critical attributes</p> <p>4. Apply to History Indicator: 7 Apply to Government Indicator: 2</p> <p>4. Questioning the Author (speaker) (QTA) - What is the author (speaker) trying to say? - What is the author's (speaker's) message? - Why is the author (speaker) telling us that?</p> <p>5. Apply to History Indicator: 2 Apply to Geography Indicator: 5</p> <p>5. Apply Lang. Arts Indicator: organize writing with a developed beginning, middle, and end.</p> <p>6. Apply the Problem Solving Sequence & Organizer - Name the Problem. - List different choices. (Students fail to realize choices.) - Decide: What is the best choice? - What are your reasons? (Students need criteria.) - Try the best choice. (Prioritize the choices.) - Did it work? Tell Why or Tell Why not?</p> <p>6. Apply to History Indicator: 6, 7 Apply to Geography Indicators: 5, 6 Apply to Economic Indicator: 1 Apply to Government Indicator: 3</p>																		
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