

**2<sup>nd</sup> Grade: People Working Together**

**Suggested Units and Pacing Guide**

**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.

**Unit 1: Citizenship Rights and Responsibilities**

**20+ Days**

**End by**

Students learn rights and responsibilities of citizenship in order to understand our community life and government. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.

**Unit 2: Government**

**20+ Days**

**End by**

Students understand that governments provide order, maintain stability and promote general welfare. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to government.

**Unit 3: Economics**

**20+ days**

**End by**

Students learn economics reasoning skills to make informed choices in an interdependent world. As part of the unit, students will use the predetermined children's literature selection. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to local historical events.

**Unit 4: Geography**

**20+ Days**

**End by**

Students explore geographic locations and physical features and how they influence human activity. Students will apply the Problem Solving Steps and identify Patterns and Relationships to geography.

**Unit 5: People in Societies**

**35+ Days**

**End by**

Students will identify the commonalities and diversities within local national, regional and global cultures. Students will apply the Problem Solving Steps and identify Patterns and Relationships to cultural groups.

**Unit 6: History**

**35+ Days**

**End by**

Students use materials to explore the diverse human experience in Ohio, the United States and the world. Students will recognize individuals who have contributed to the heritage of the United States of America. Students will apply the Problem Solving Steps and identify Patterns and Relationships to historical events.

**1<sup>st</sup> Grading**

**2<sup>nd</sup> Grading**

**3<sup>rd</sup> Grading**

**4<sup>th</sup> Grading**

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

**2<sup>nd</sup> Grade Benchmarks: (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)**

**History**

- A. Use a calendar to determine the day, week, month & year. (ID: 1, 2)
- B. Place events in correct order on a time line. (ID: 3)
- 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. (ID: 4, 5, 6) **(ONLY 1-2)**
- 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. (ID: 7)

**People In Societies**

- A. Identify practices and products of diverse cultures. (ID: 1)
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage. (ID: 2, 3, 4)

**Geography**

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. (ID: 1, 2, 3)
- B. Identify physical and human features of places. (ID: 4)
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment. (ID: 5, 6)

**Economics**

- A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. (ID: 1)
- B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. (ID: 2, 3, 4)
- C. Explain ways that people may obtain goods and services. (ID: 5) **(ONLY 1-2)**

**Government**

- A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. (ID: 1, 2)
- B. Recognize and explain the importance of symbols and landmarks of the United States. (ID: 3)
- C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules. (ID: 4, 5)

**Citizenship Rights & Responsibilities**

- A. Describe the results of cooperation in group settings and demonstrate the necessary skills. (ID: 1)
- B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions. (ID: 2, 3)

**Study Skills & Methods**

- A. Obtain information from oral, visual, print and electronic sources. (ID: 1, 2)
- B. Predict outcomes based on factual information. (ID: 3, 4)
- C. Communicate information orally, visually or in writing. (ID: 5)
- D. Identify a problem and work in groups to solve it. (ID: 6)

**Continually check your alignment between the Indicators and the Benchmarks.**

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

**2<sup>nd</sup> Grade: Unit 1 Citizenship Rights & Responsibilities Classroom Days: 15-20 End Units 1 & 2 by 1<sup>st</sup> Grading Period**

History	Geography	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p><u>Chronology</u> <b>A</b></p> <p>1. Measure calendar time by days, weeks, months and years.</p> <p>2. List the days of the week and months of the year in order.</p>	<p>None</p>	<p><u>Rules and Laws</u> <b>C</b></p> <p>4. Explain the purpose of rules in the workplace.</p> <p>5. Predict the consequences of <b>following rules</b> or <b>violating rules</b> in different settings.</p>	<p><u>Participation</u> <b>A</b></p> <p>1. Demonstrate skills and explain the <b>benefits of cooperation</b> when working in group settings:</p> <p>a. manage <b>conflict</b> peacefully;</p> <p>b. display <b>courtesy</b>;</p> <p>c. respect others.</p> <p><u>Rights and Responsibilities</u> <b>B</b></p> <p>2. Demonstrate self-direction in tasks within the school community such as, classroom, cafeteria and playground.</p> <p>3. Demonstrate <b>citizenship traits</b> <u>including</u>:</p> <p>a. <b>honesty</b>;</p> <p>b. <b>self-assurance</b>;</p> <p>c. <b>respect</b> for the rights of others;</p> <p>d. <b>persistence</b>;</p> <p>e. <b>patriotism</b>.</p> <p><b>Note:</b> <u>Must Introduce: CR &amp; R Voc.</u> 3. goals</p>	<p><u>Thinking and Organizing</u> <b>B</b></p> <p>4. Distinguish <b>the difference</b> between <b>fact and fiction</b> in oral, visual and print materials.</p> <p><u>Communicating Information</u> <b>C</b></p> <p>5. Communicate information in writing.</p> <p><u>Problem Solving</u> <b>D</b></p> <p>6. Use problem-solving/<b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently and in groups.</p>
<p><b>People in Societies</b></p> <p>None</p>	<p><b>Economics</b></p> <p>None</p>			
<p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 2<sup>nd</sup> – 17..</p> <p><b>Note: Strategies &amp; Resources:</b> See page 2<sup>nd</sup> – 13 for teaching ideas and materials.</p>				

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

**2<sup>nd</sup> Grade: Unit 2**

**Government**

**Classroom Days: 15-20**

**End Units 1 & 2 by 1<sup>st</sup> Grading Periods**

History	Government	Study Skills and Methods
None	<p><u>Role of Government</u> <b>A</b></p> <p>1. Identify leaders such as, <b>mayor, governor</b> and <b>president</b>, and explain that they are elected by the people.</p>	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain <b>information</b> from oral, visual and print sources.</p>
<p align="center"><b>People in Societies</b></p> <p>None</p>	<p>2. Explain how a system of <b>government</b> provides order to a group such as a school or community and why government is necessary <u>including</u>:</p> <p>a. making and <b>enforcing laws</b>;</p> <p>b. providing leadership;</p> <p>c. providing services;</p> <p>d. resolving <b>disputes</b>.</p>	<p>2. Identify sources used to <b>gather information</b>:</p> <p>a. people;</p> <p>b. printed materials;</p> <p>c. electronic sources.</p>
<p align="center"><b>Geography</b></p> <p>None</p>	<p><u>Role of Government</u> <b>B</b></p> <p>3. Explain the importance of <b>landmarks</b> in the United States and the ideals that they represent <u>including</u>:</p> <p>a. the Washington <b>Monument</b>;</p> <p>b. the Jefferson <b>Memorial</b>;</p> <p>c. the Lincoln Memorial.</p>	<p><u>Problem Solving</u> <b>D</b></p> <p>6. Use problem-solving/<b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently and in groups.</p>
<p align="center"><b>Economics</b></p> <p>None</p>	<p><u>Rules and Laws</u> <b>C</b></p> <p>4. Explain the purpose of rules in the workplace.</p> <p>5. Predict the consequences of <b>following rules</b> or <b>violating rules</b> in different settings.</p>	<p><b>Note:</b></p> <p>Utilize the graphic organizer page 2<sup>nd</sup> – 15 for class discussions.)</p>
<p><b>Note:</b></p> <p>Apply the Problem Solving Steps and identify Patterns and Relationships related to government..</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 2<sup>nd</sup> – 17.</p>	<p><b>Note:</b></p> <p><b>Must Introduce:</b></p> <p><b>Government Vocabulary</b></p> <p>2d. problems</p> <p>3. symbols of gov't.</p> <p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p>None</p>	<p><b>Note: Strategies &amp; Resources:</b></p> <p>See pages 2<sup>nd</sup> – 11 &amp; 12 and 2<sup>nd</sup> – 14 &amp; 15 for teaching ideas and materials.</p>

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

**2<sup>nd</sup> Grade: Unit 3**

**Economics**

**Classroom Days: 20-25**

**Units 3 & 4 End by the Semester**

History	Economics	Government
None	<p><u>Scarcity and Resource Allocation</u> <b>A</b></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.</p>	None
<p align="center"><b>People in Societies</b></p> <p><u>Cultures</u> <b>A</b></p> <p>1. Describe the <b>cultural practices</b> and products of people on different continents.</p> <p><u>Diffusion</u> <b>B</b></p> <p>2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of <b>culture</b> and influence the behavior of people living in a particular culture.</p> <p>3. Explain how contributions of different cultures within the United States have influenced our common national heritage.</p> <p>4. Describe the contribution of significant individuals, <u>including artisans</u>, inventors, scientists, <b>architects</b>, explorers and political leaders to the <b>cultural heritage</b> of the United States.</p>	<p><u>Production, Distribution and Consumption</u> <b>B</b></p> <p>2. Explain how people are both <b>buyers</b> and <b>sellers</b> of goods and services.</p> <p>3. Recognize that most people <b>work</b> in jobs in which they produce a few special goods or services.</p> <p>4. Explain why people in different parts of the world <b>earn a living</b> in a variety of ways.</p> <p><u>Markets</u> <b>C</b></p> <p>5. Recognize that <b>money</b> is a generally accepted <b>medium of exchange</b> for goods and services and that different countries use different <b>forms of money</b>.</p> <p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to making economic decisions.</p> <p><b>Notes:</b> <b><u>Must Introduce: Economics Voc.</u></b></p> <p>1. resource usage (alternative uses)</p>	<p align="center"><b>Citizenship Rights and Responsibilities</b></p> <p>None</p>
None	<p>Use the Somebody-Wanted-But-So graphic organizer pg. 2<sup>nd</sup> - 5.</p> <p>As part of the unit, use the district's predetermined children's literature selection for teaching Economic Indicators.</p>	<p align="center"><b>Study Skills and Methods</b></p> <p><u>Problem Solving</u> <b>D</b></p> <p>6. Use problem-solving/ <b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently and in groups.</p> <p><b>Note:</b> Utilize the graphic organizer for class discussions page 2<sup>nd</sup> – 15.</p> <p><b>Note: Strategies &amp; Resources:</b> See pages 2<sup>nd</sup> – 6 and 2<sup>nd</sup> – 9 &amp; 10 for teaching ideas and materials</p>

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

**2<sup>nd</sup> Grade: Unit 4**

**Geography**

**Classroom Days: 20-25**

**Units 3 & 4 End by the Semester**

History	Geography	Economics	
<p><u>Daily Life</u> <b>C</b></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.</p> <p>6. Identify and describe examples of how science and <b>technology</b> have changed the daily lives of people and compare:</p> <p>a. forms of <b>communication</b> from the past and present;</p> <p>b. forms of <b>transportation</b> from the past and present.</p>	<p><u>Location</u> <b>A</b></p> <p>1. Read and interpret a variety of maps.</p> <p>2. Construct a map that includes a <b>map title</b> and <b>key</b> that explains all <b>symbols</b> that are used.</p> <p>3. Name and locate the <b>continents</b> &amp; oceans.</p> <p><u>Places and Regions</u> <b>B</b></p> <p>4. Describe and locate <b>landforms</b> including <b>plateaus, islands, hills, mountains, valleys</b> and <b>bodies of water</b>, including <b>creeks, ponds, lakes, oceans</b> in photographs, maps and <b>3-D models</b>.</p> <p><u>Human Environmental Interaction</u> <b>C</b></p> <p>5. Compare how land is used in <b>urban, suburban</b>, and <b>rural</b> environments.</p> <p>6. Identify ways in which people have responded to and modified the <b>physical environment</b> such as, building roads and clearing land for urban development.</p> <p><b>Note:</b> <b><u>Must Introduce: Geog. Voc.</u></b> 1-4. cardinal direction compass rose direction indicator natural physical features</p> <p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to geography.</p>	None	
		<b>Government</b>	None
		<b>Citizenship Rights &amp; Responsibilities</b>	None
		<b>Study Skills and Methods</b>	<p><u>Obtaining Information</u> <b>A</b></p> <p>1. Obtain <b>information</b> from oral, visual and print sources.</p> <p>2. Identify sources used to <b>gather information</b>:</p> <p>a. people;</p> <p>b. printed materials;</p> <p>c. electronic sources.</p> <p><u>Thinking and Organizing</u> <b>B</b></p> <p>3. Predict the next event in a sequence.</p> <p><u>Communicating Information</u> <b>C</b></p> <p>5. Communicate information in writing.</p> <p><u>Problem Solving</u> <b>D</b></p> <p>6. Use problem-solving/ <b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently and in groups.</p>
<b>People in Societies</b>			
None			
<p><b>Note: Strategies &amp; Resources:</b> See pages 2<sup>nd</sup> – 7 &amp; 8 for teaching ideas and materials.</p> <p><b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 2<sup>nd</sup> – 17.</p>			

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

**2<sup>nd</sup> Grade: Unit 5**

**People in Societies**

**Classroom Days: 30-35**

**End the 3<sup>rd</sup> Grading Period**

History	People in Societies	Geography	Economics	Study Skills and Methods
<p><u>Chronology</u> <b>A</b> 1. Measure calendar time by days, weeks, months and years.</p> <p>2. List the days of the week and months of the year in order.</p> <p><u>Chronology</u> <b>B</b> 3. Place a series of related events in <b>chronological order</b> on a <b>time line</b>.</p> <p><u>Daily Life</u> <b>C</b> 4. Use historical <b>artifacts</b>, photographs, <b>biographies</b>, maps, <b>diaries</b> and folklore to answer questions about daily life in the past.</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.</p> <p>6. Identify and describe examples of how science and <b>technology</b> have changed the daily lives of people and compare: a. forms of <b>communication</b> from the past and present; b. forms of <b>transportation</b> from the past and present.</p>	<p><u>Cultures</u> <b>A</b> 1. Describe the <b>cultural practices</b> and products of people on different continents.</p> <p><u>Diffusion</u> <b>B</b> 2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of <b>culture</b> and influence the behavior of people living in a particular culture.</p> <p>3. Explain how contributions of different cultures within the United States have influenced our common national heritage.</p> <p>4. Describe the contribution of significant individuals, <u>including</u> <b>artisans</b>, inventors, scientists, <b>architects</b>, explorers and political leaders to the <b>cultural heritage</b> of the United States.</p> <p><b>Note:</b> <u><b>Must Introduce: PS Voc.</b></u> 1. customs</p>	<p><u>Location</u> <b>A</b> 1. Read and interpret a variety of maps.</p> <p>2. Construct a map that includes a <b>map title</b> and <b>key</b> that explains all <b>symbols</b> that are used.</p> <p>3. Name and locate the <b>continents</b> and oceans.</p> <p><u>Places and Regions</u> <b>B</b> 4. Describe and locate <b>landforms including plateaus, islands, hills, mountains, valleys</b> and <b>bodies of water, including creeks, ponds, lakes, oceans</b> in photographs, maps and <b>3-D models</b>.</p> <p><u>Human Environmental Interaction</u> <b>C</b> 5. Compare how land is used in <b>urban, suburban, and rural</b> environments.</p> <p>6. Identify ways in which people have responded to and modified the <b>physical environment</b> such as, building roads and clearing land for urban development.</p> <p><b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related cultural groups.</p>	<p><u>Production, Distribution and Consumption</u> <b>B</b> 3. Recognize that most people <b>work</b> in jobs in which they produce a few special goods or services.</p> <p>4. Explain why people in different parts of the world <b>earn a living</b> in a variety of ways.</p> <p><u>Markets</u> <b>C</b> 5. Recognize that <b>money</b> is a generally accepted <b>medium of exchange</b> for goods and services and that different countries use different <b>forms of money</b>.</p> <p align="center"><b>Government</b></p> <p align="center">None</p> <p align="center"><b>Citizenship Rights &amp; Responsibilities</b></p> <p align="center">None</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain <b>information</b> from oral, visual and print sources.</p> <p>2. Identify sources used to <b>gather information</b>: a. people; b. printed materials; c. electronic sources.</p> <p><u>Thinking and Organizing</u> <b>B</b> 3. Predict the next event in a sequence.</p> <p>4. Distinguish <b>the difference</b> between <b>fact and fiction</b> in oral, visual and print materials.</p> <p><u>Communicating Information</u> <b>C</b> 5. Communicate information in writing.</p> <p><u>Problem Solving</u> <b>D</b> 6. Use problem-solving/<b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently and in groups.</p> <p><b>Note:</b> <b>Strategies &amp; Resources:</b> See pages 2<sup>nd</sup> – 4 &amp; 6 for teaching ideas and materials.</p>

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

**2<sup>nd</sup> Grade: Unit 6**

**History**

**Classroom Days: 30-35**

**End the 4<sup>th</sup> Grading Period**

<b>History</b>	<b>People in Societies</b>	<b>Economics</b>	<b>CR &amp; R</b>	<b>Study Skills and Methods</b>
<p><u>Chronology</u> <b>B</b> 3. Place a series of related events in <b>chronological order</b> on a <b>time line</b>.</p> <p><u>Daily Life</u> <b>C</b> 4. Use historical <b>artifacts</b>, photographs, <b>biographies</b>, maps, <b>diaries</b> and folklore to answer questions about daily life in the past.</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.</p> <p>6. Identify and describe examples of how science and <b>technology</b> have changed the daily lives of people and compare: a. forms of <b>communication</b> from the past &amp; present; b. forms of <b>transportation</b> from the past &amp; present.</p> <p><u>Heritage</u> <b>D</b> 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: a. <b>social</b> and <b>political leaders</b> 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.; b. <b>explorers, inventors</b> and <b>scientists</b> such as, George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson, and Neil Armstrong.</p> <p><b>Note:</b> <b>Must Introduce: History</b> 1-3. change (continuity) 4. history</p>	None	None	<p><u>Rights &amp; Responsibilities</u> <b>B</b> 2. Demonstrate self-direction in tasks within the school community such as, classroom, cafeteria and playground.</p> <p>3. Demonstrate <b>citizenship traits</b> including: a. <b>honesty</b>; b. <b>self-assurance</b>; c. <b>respect</b> for the rights of others; d. <b>persistence</b>; e. <b>patriotism</b>.</p> <p><b>Note:</b> These traits are shown by historical figures in History Indicator 7.</p>	<p><u>Obtaining Information</u> <b>A</b> 1. Obtain <b>information</b> from oral, visual and print sources.</p> <p>2. Identify sources used to <b>gather information</b>: a. people; b. printed materials; c. electronic sources.</p> <p><u>Thinking and Organizing</u> <b>B</b> 3. Predict the next event in a sequence.</p> <p>4. Distinguish <b>the difference</b> between <b>fact and fiction</b> in oral, visual and print materials.</p> <p><u>Communicating Information</u> <b>C</b> 5. Communicate information in writing.</p> <p><u>Problem Solving</u> <b>D</b> 6. Use problem-solving/ <b>decision-making</b> skills to <b>identify a problem</b> and gather information while working independently</p> <p><b>Note:</b> Utilize the graphic organizer for class discussions page 2<sup>nd</sup> – 15.</p>
	<b>Geography</b>	<b>Government</b>		
	None	None		
	<b>Note:</b> Apply the Problem Solving Steps and identify Patterns and Relationships related to historical events.	<b>Note: Strategies and Resources:</b> See pages 2 <sup>nd</sup> – 3 to 5 and 2 <sup>nd</sup> – 14 & 15 for teaching ideas and materials.		
	<b>Note:</b> The <b>bolded letter</b> at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 2 <sup>nd</sup> – 17.			