



## 2<sup>nd</sup> Grade Social Studies

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# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## **Curriculum Overview**

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: 2<sup>nd</sup> Grade Social Studies

GRADE LEVEL: 2<sup>nd</sup> Grade

CONTENT AREA: Social Studies

### Course Description

Theme: Regions

In Grade 2, students engage in the study of Geography as it relates to the cultural, economic, and political characteristics of the regions of both Missouri and the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore various regions through the disciplines of history, civics, and economics. The study of geography requires that students generate and research compelling questions in each unit of study.

(Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

### Course Rationale

Social studies creates students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

### Course Scope and Sequence

Unit 1:	Unit 2:	Unit 3:	Unit 4:
How do we describe our World?	What does it mean to act as a responsible citizen and leader in our community and nation?	How have people and inventions changed over time?	How are community wants and needs met?
40 class periods	40 class periods	40 class periods	40 class periods

### Course Materials and Resources

- Pearson, MyWorld Interactive Social Studies, 2<sup>nd</sup> Grade, © 2019

## Unit Objectives

### Unit 1:

Students will be able to:

1. Read and construct maps with title and key.
2. Identify the properties and differentiate types of maps for a variety of purposes.
3. Name and locate the regions in your community.
4. Name, locate and analyze regions of the world.
5. Label, describe and analyze physical characteristics of the world.
6. Label, describe and analyze physical characteristics of the student's region in Missouri
7. Discuss and describe human characteristics of the student's region in Missouri
8. Define the concept of regions as places and distinguish political, physical, or cultural characteristics.
9. Distinguish characteristics of different regions in Missouri.
10. Describe why people of different groups settle more in one place or region than another
11. Explain how geography affects the way people live today.
12. Compare and contrast the cultural characteristics of regions in the state.
13. Discuss types of sources that would be helpful in exploring social studies questions.

### Unit 2:

Students will be able to:

1. Explain and give examples of how laws and rules are made and changed within a community.
2. Examine how individual rights are protected within a community.
3. Analyze how being an active and informed citizen makes a difference in your community.
4. Discuss and list the consequences of citizens not actively participating in their communities.
5. Demonstrate a peaceful resolution to a dispute
6. Describe, analyze, investigate and discuss the importance and historical significance of the Pledge of Allegiance.
7. Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.
8. Identify, explain, compare and contrast the concept of branches and functions of government.
9. Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.
10. Describe a process to answer those questions.
11. Develop supporting questions about social studies topics, with assistance.

### Unit 3:

Students will be able to:

1. Compare and contrast the changing habitats, resources, art and daily lives of Native American people in regions of the U.S.
2. Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.
3. Compare the culture and people in our community across multiple time periods.
4. Describe how regions commemorate cultural heritage.
5. Analyze primary and secondary social studies' sources in classroom discussion with guidance and support.
6. Select and analyze artifacts to share information on social studies' topics.
7. Create a presentation using visual tools and informational texts.
8. Investigate and describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.
9. Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.

10. Describe different types of communication and transportation and identify their advantages and disadvantages.
11. Discuss and describe how transportation and communication systems have facilitated the movement of people, products, and ideas
12. Share research about a social studies' topic.
13. Differentiate the difference between fact and opinion in social studies' topics.
14. Analyze the concept of point of view in social studies' topics.

**Unit 4:**

Students will be able to:

1. Research and explain consumption and production and the relationship to goods and services within your region.
2. Demonstrate and explain how people use money to buy and sell goods and services.
3. Demonstrate and explain how people barter to exchange goods and services.
4. Explain the relationship of income, labor, and wages.
5. Describe and create a personal cost-benefit situation.

## Essential Terminology/Vocabulary

### **Unit 1:**

City, community, compass rose, continents, country, desert, globe, key, landform, landmarks, legend, mountain, ocean, region, river, rural, state, suburban, title, tundra, urban, valley

### **Unit 2:**

Active, allegiance, amend, Bill of Rights, branch, cabinet, citizen, conflict resolution, congress, disagreement, enforces, executive, fair, governor, house, inactive, indivisible, informed, interprets, judicial, justice, law, legislative, legislator, liberty, local, makes laws, mayor, nation, national, pledge, power, president, representatives, republic, rule, senate, state, supreme court, unfair, United States of America

### **Unit 3:**

Folktale, habitat, invention, legend, oral tradition, pioneer, regions, resources

### **Unit 4:**

Barter, business, consumer, cost benefit analysis, earn, good, government, income, labor, money, opportunity cost, production, save, service, wages