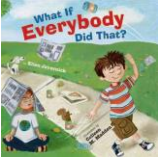
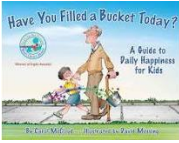



Quarter 1
Social Studies–Second Grade

Unit 1: Week 1

Module 1–Government & Citizenship

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	What makes a good citizenship?	<ul style="list-style-type: none"> CHAMPS Capturing Kids Hearts 	<ul style="list-style-type: none"> Review CHAMPS procedures What If Everybody Did That? By Colleen M. Madden  Julia Cook character education books (ex: Making Friends is an Art) 	Identify characteristics of good citizenship.	Class discussion
2	Staying on task	<ul style="list-style-type: none"> CHAMPS Capturing Kids Hearts Bully Blockers Tough Kids Toolbox 	<ul style="list-style-type: none"> Review CHAMPS procedures Social Contract Learning about Bullying Part 1 On Task video (should be at your school site) 	Identify characteristics of good citizenship.	Quick checks for being on task
3	Bucket Filling	<ul style="list-style-type: none"> Stop and Think Bucket Filling 	<ul style="list-style-type: none"> Stop and Think 10 Core Social Skills Have You Filled a Bucket Today? By Carol McCloud  	Analyze characteristics of good citizenship.	Class discussion on what makes a good citizenship

4	Bullying	<ul style="list-style-type: none"> Stop and Think Bucket Filling 	<ul style="list-style-type: none"> Bully Blockers videos Way to Be! Manners series by Carrie Finn Other Bucket Filling books 	Analyze characteristics of good citizenship.	Make a Frayer Model of "Responsibility" 
5	Good Classmate	<ul style="list-style-type: none"> Learn 360 (email Brett.Hill@mtsuk12.us for access) 		Analyze characteristics of good citizenship.	Need a sample of Make a Frayer model of "Good Classmate"

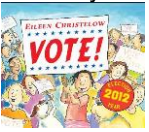

State Standard(s)

2.GC.1

Unit 1: Week 2

Module 2—Social Responsibility & Participation

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Classroom & School Community	<ul style="list-style-type: none"> Brain Pop Jr. 	<ul style="list-style-type: none"> School Community video 	Recognize ways to show social responsibility and participation within the classroom and community.	Discussion about class jobs
2	Rights & Responsibilities	<ul style="list-style-type: none"> Brain Pop Jr. 	<ul style="list-style-type: none"> Rights & Responsibilities video Respect and Take Care of Things By Cheri J. Meiners  	Explore the importance of social responsibility and participation.	Class discussion

3	Voting	<ul style="list-style-type: none"> PBS kids 	<ul style="list-style-type: none"> One Vote Matters online activity Vote! By Eileen Christelow  	Explore the importance of social responsibility and participation.	Teacher observations
4	Digital Citizenship	<ul style="list-style-type: none"> Brain Pop Jr. Common Sense Media 	<ul style="list-style-type: none"> Internet Safety video Online Neighborhood video PDF Lesson Plan 	Explore the importance of social responsibility and participation.	Teacher observations
5	My Responsibilities wrap-up		<ul style="list-style-type: none"> Use resources from the week to review social responsibilities and participation within the classroom and community. Materials for students to make charts. 	Demonstrate social responsibility and participation within the classroom and community.	Make a “My Responsibilities” charts 

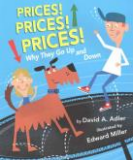
State Standard(s)

2.GC.2

Unit 1: Week 1

Module 3—Local Community

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Who are community workers and helpers	<ul style="list-style-type: none"> Brain Pop Jr. 	<ul style="list-style-type: none"> Community Helpers Graphic Organizers Community Helpers video 	Identify the various community workers and helpers.	Discussion about class jobs helpers
2	What do community workers and helpers do? Why are they important?		<ul style="list-style-type: none"> Community Helpers Research book 	Analyze the roles and importance of community workers and helpers.	Class discussion

State Standard(s)					
2.GC.3					
3	Consumers & Producers	<ul style="list-style-type: none"> Brain Pop Jr. 	<ul style="list-style-type: none"> Needs and Wants video Consumer or Producer Sorting game Internet Scavenger Hunt Consumer Foldable 	Define and explain the difference between producing and consuming.	Teacher observations
4	Paying for goods and services		<ul style="list-style-type: none"> Discuss history of money Bartering video 	Explain different ways to pay for goods and services.	Teacher observations
5	Supply and Demand	<ul style="list-style-type: none"> David A. Adler 	<ul style="list-style-type: none"> Supply and Demand Sort Prices! Prices! Prices!: Why They Go Up and Down By David A. Adler 	Recognize that people supply goods and services based on what people want. Analyze the effect of consumer choices.	Teacher observations Class discussion
State Standard(s)					
2.GC.4					
Unit 3: Week 1					
Module 1—Historical Figures					
Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Community Historical Figures	<ul style="list-style-type: none"> Alaska's Kid Corner 		Identify the historical figures in local community, state, national and world.	<ul style="list-style-type: none"> Teacher observations Class discussion
2	State Historical Figures	<ul style="list-style-type: none"> Alaska's Kid Corner 		Identify the historical figures in local community, state, national and world.	<ul style="list-style-type: none"> Teacher observations Class discussion

3	Nation & World Historical Figures	<ul style="list-style-type: none"> Brain Pop Jr. 	<ul style="list-style-type: none"> Historical Figures videos American Historical Figures Book Biographies for Kids 	Identify the historical figures in local community, state, national and world.	<ul style="list-style-type: none"> Teacher observations Class discussion
4	What makes someone important to our history?		<ul style="list-style-type: none"> Class discussion about what the historical figures have in common 	Analyze why these people are important to our history.	<ul style="list-style-type: none"> Teacher observations Class discussion
5	Research and present on why historical figures are important?		<ul style="list-style-type: none"> Class discussion about what the historical figures have in common 	Analyze why these people are important to our history.	<ul style="list-style-type: none"> Individual or group presentation

State Standard(s)

2.H.2

Unit 3: Week 1

Module 3—Timelines

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Putting events in order		<ul style="list-style-type: none"> Brain Pop Jr. Sequencing video 	Identify the historical figures in local community, state, national and world.	
2	Putting events in order		<ul style="list-style-type: none"> Abraham Lincoln Timeline 	Identify the historical figures in local community, state, national and world.	
3	Important events vs. everyday events		<ul style="list-style-type: none"> Class discussion about significant versus everyday events 	Identify the historical figures in local community, state, national and world.	
4	Practice making a timeline of a famous person		<ul style="list-style-type: none"> Timeline Printables Biographies for Kids 	Create a timeline	

5	Practice making a timeline of a famous person		<ul style="list-style-type: none"> • Timeline Printables • Biographies for Kids 	Create a timeline	
State Standard(s)					
2.H.1					
Unit 3: Week 1					
Module 3—Timelines					
Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	What goes on a personal timeline?		<ul style="list-style-type: none"> • Teacher expectations for personal timeline • Timeline letter home example • Example timeline project 	Identify the historical figures in local community, state, national and world.	Timeline
2	Start making personal timeline		<ul style="list-style-type: none"> • Materials for making timelines (ex: markers, poster boards, digital tools) 	Identify the historical figures in local community, state, national and world.	Timeline
3	Finish personal timeline		<ul style="list-style-type: none"> • Materials for making timelines (ex: markers, poster boards, digital tools) 	Identify the historical figures in local community, state, national and world.	Timeline Presentation
4	Start local timeline		<ul style="list-style-type: none"> • Teacher expectations for local (school, local community) timeline • History of Wasilla • Research tools (online or in print) • Materials for making timelines (ex: markers, poster boards, digital tools) 	Create a timeline	Timeline
5	Finish local timeline		<ul style="list-style-type: none"> • Research tools (online or in print) • Materials for making timelines (ex: markers, poster boards, digital tools) 	Create a timeline	Timeline
State Standard(s)					
2.H.1					

Quarter 2
Social Studies–Second Grade

Unit 2: Geography–Maps and Geographic Features of Local Community

Module 1–Use maps and globes to understand and demonstrate physical features of the local community

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Intro global maps and continents. Review Compass Rose and Legends/Key/Scale.		<ul style="list-style-type: none"> • Brain Pop Jr. • Moby Max-The Land Around Us • “Using Maps” • Social Studies Skills and Practice • “Map and Globe Skills” • Continent Map 	Students will understand that maps and globes model physical features of the local community.	Formal or informal formative assessment
2	Introduce in depth North America- countries vs. states in USA.		<ul style="list-style-type: none"> • Moby Max - Government “One World Many Nations” • North America Map 	Demonstrate ability to read a map.	
3	State of Alaska map- identify Mat-Su Borough: find your city.		<ul style="list-style-type: none"> • Use map of local community and discuss or highlight local landforms and landmarks. • Compare and contrast different areas of the community as shown on a map. • Moby Max–The Land Around Us “Cities, States and Countries” • Alaska Map with Boroughs 	Differentiate between rural, urban, and suburban areas.	
4	Create a city map of where you live.		<ul style="list-style-type: none"> • Palmer, Wasilla, Sutton, Glacier View, Willow and Takeetna city maps 	Create a map of local community using symbols, legends and directions.	
5	Me on the Map		<ul style="list-style-type: none"> • Me on the Map 	Create a timeline	

State Standard(s)

2.G.1

Quarter 3
Social Studies–Second Grade

Unit 2: Geography–Use maps and globes to understand and demonstrate physical features of the local community

Module 2–Describe how geographic aspects of the area affect a community and influence culture

Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	Introduce geography and landforms.	<ul style="list-style-type: none"> • Landform Word Wall Cards Free Sample • Learning the Landforms Song 	Landforms <ul style="list-style-type: none"> • Landform Flip Book • My Little Book of Landforms Videos <ul style="list-style-type: none"> • Learn360 • Moby Max - Social Studies Skills and Practice “Geography” 	Students will identify various regions and their physical traits.	Formal or informal formative assessment
2	Identify landforms and how they can shape a community.		<ul style="list-style-type: none"> • Landforms Dictionary or Coloring Book • Landforms PowerPoint • Moby Max–The Land Around Us “Landforms” 	Explain how those physical traits impact the community.	
3-4	Identify local landforms.		<ul style="list-style-type: none"> • Local Landforms: The Butte, Pioneer Peak, Lazy Mountain, Hatcher’s Pass, Talkeetna Mountains, Cook Inlet, Matanuska-Susitna-Knik Rivers, Valleys, Matanuska Glacier, and Finger, Cottonwood, Wasilla, Big Lakes • IEA Kit 41 (available for checkout at MSBSD-Federal Programs) • Moby Max Resources and Environment-“Farming,” Natural Resources-“Weather and Climate” 		

			Landform Games <ul style="list-style-type: none"> • Landform Riddles • Landforms Around the World Card Game • Landforms Memory Game 		
5	Make your own map.		<ul style="list-style-type: none"> • Make your own map using as many landforms as you can. • Landform Cookies 		
State Standard(s)					
2.G.2					
Supplemental Resources: Google Earth					
Quarter 4 Social Studies–Second Grade					
Unit 4: Culture and Neighborhood–Local Community (City)					
Module 1 –Recognize and describe how people within their local community are both similar and different					
Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	My Book of Community Helpers		<ul style="list-style-type: none"> • Brain Pop Jr Videos Communities • Learn 360 • Moby Max Then and Now “Changing People and Places” 	Students will understand that they are an important part of the local culture and community.	Formal and formative assessment
2	Have students use building blocks, pictures, or maps to create their own community. To be able to describe why and what they put on there is important.		<ul style="list-style-type: none"> • Make a map of your local community. Identify important cultural and community areas as well as the function of other businesses and jobs. • Moby Max Then and Now “Making a New World” 		
3-4	Have students share their family culture.		<ul style="list-style-type: none"> • Moby Max Social Studies “Sharing the way we live-Culture” 	Identify various cultural groups within the local community.	

	To see how they are similar and different than their classmates. Make a Venn Diagram.		<ul style="list-style-type: none"> • Have a multi-cultural lunch • Knik Tribal Council • Chickaloon Tribal Council Chickaloon • IEA Kit 4 		
5	Share/Post My Community writing project: Teaching with Love and Laughter		<ul style="list-style-type: none"> • My Community Writing Template • Moby Max The Land Around Us “Cities, States and Countries” 	Analyze how the various cultures impact our local community through the sharing of stories, art, music, food and cultural traditions.	
State Standard(s)					
2.C.1					
Quarter 4					
Social Studies–Second Grade					
Unit 4: Culture and Neighborhood–Local Community (City)					
Module 2 –Understand the cultural importance of local and national symbols, landmarks and holidays					
Day(s)	Lesson	Suggested Teacher Resources	Suggested Materials & Literacy Connections	Objective(s)	Assessment(s)
1	National Symbols: Discuss or attend a community event or parade. Flag, Pledge of Allegiance, Star Spangled Banner, National Holidays.		<ul style="list-style-type: none"> • Brain Pop Jr Videos US Symbols • Enchanted Learning • Moby Max government “Citizenship” 	Students will understand that they are an important part of the local culture and community.	Formal and formative assessment
2	National Landmarks		<ul style="list-style-type: none"> • Pledge of Allegiance 		
3-4	National Holidays: Completed book of USA Symbols, Landmarks, and Holidays				
	Local Symbols, Landmarks, and Holidays:				

	Venn Diagram of Local and National				
5	Compare Local and National symbols, landmarks, and holidays and why they are important				
State Standard(s)					
2.C.1					