

School District of Springfield Township

Social Studies Curriculum—Grade 2

Unit Title: Economics

Essential Questions:

What are *Economics*?

How can we apply Economics in our second grade classrooms?

Notes:

- Each class will need a classroom bank complete with bills and coins.
 - Classes will follow the weekly schedule throughout the year:
Monday: Rent
Wednesday: Fines
Thursday: Donations
Friday: Pay Day
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Lesson 1: Economics and work

Lesson Key Vocabulary: *economics, job application, worker*

Know: What *economics* means on a broad scale

Understand: How economics affects everything in our lives

Do: Students become “workers”

Learning Activities:

- Brainstorm class jobs
- Introduce job applications

Formative Assessments:

- Discussion contributions
- Completed job application

Resources: Internet for current events (e.g., references to rising gas prices and the effects on our daily lives such as the mail system and cost of food)

Lesson 2: It's pay day

Lesson Key Vocabulary: *pay day, salary, earning, wage(s), hourly wage*

Salary—A fixed regular payment made usually on a monthly basis by an employer to an employee, especially a professional or white-collar worker

Wage(s)—A fixed regular payment for work, typically paid on a daily or weekly basis.

Hourly wage—A fixed amount paid per hour of work.

Know: Both a salary and a wage are earned as a result of work.

Understand: The amount and kind of payment differ depending on factors such as education, experience, and job difficulty.

Do: Set and post salaries/wages. Is it a salary or is it a wage?

Learning Activity: Discuss and post salary/wage for each job selected

Formative Assessment: Discussion contributions

Resources: Internet

Lesson 3: Rent is a fixed cost

Lesson Key Vocabulary: *rent, fixed cost, budget*

Know: What is rent?

Understand: Rent is usually 15% of your salary/wage, so you must budget for this.

Do: Calculate rents for salaries/wages posted (Teacher may also post standard rent)

Learning Activities:

- Explore rent areas (cubby, desk, chair)
- Discuss the responsibility of these areas

Formative Assessment: Discussion contributions

Resources: NA

Lesson 4: Uh Oh! Fines!

Lesson Key Vocabulary: *fine, consequence*

Know: Fines are consequences of breaking a law or rule (e.g., not paying rent or not taking care of property)

Understand: Why fines are used as a consequence—the purpose of fines

Do: Discuss taking good care of chair, desk, cubby. Each fine is \$1.00.

Learning Activity: Discuss fines that occur in the real world; e.g., library, parking, etc.)

Formative Assessment: Discussion contributions

Resources: Internet

Note: Teacher manages fines.

Lesson 5: Sharing is Important

Lesson Key Vocabulary: *donation, charity, cause*

Know: There are many areas of need, and people can choose charities or causes to support. Without this support, charities/causes cannot raise the money they need to help people in need or to conduct research to find a cure for a disease.

Understand: Donating to a charity/cause means spending some of your earnings. You have less to spend because you have chosen to help someone else.

Do:

- Brainstorm charities using background knowledge about various charities/causes
- Select five to which the class will contribute

Learning Activity: Visit several charities' websites

Formative Assessment: Discussion contributions

Resources: Internet

Note: Solicit volunteers to decorate tissue boxes to serve as donation boxes.

Lesson 6: Accounting 101!

Lesson Key Vocabulary: *accountant, ledger, needs/wants, savings*

Know: The role of an accountant and how a ledger is used

Understand:

- Importance of keeping track of our money
- The difference between needs and wants
- The importance of a savings account

Do: Practice using a ledger

Learning Activity: Using ELMO, model and practice using the ledger

Formative Assessment:

- Discussion contributions
- Ledger application

Resources: Ledger, large envelope for student bank

Notes: Each student may decorate his/her bank to personalize it.

Lesson 7: The Marketplace!

Lesson Key Vocabulary: *marketplace, product, producer, consumer*

Know: The key elements required to make a marketplace function

Understand:

- The difference between a producer and a consumer
- How consumers can be persuaded to buy certain products

Do: Plan first Marketplace Day

Learning Activities: Each student...

- plans a homemade product to produce.
- creates a persuasive slogan.
- share the slogan and product using ELMO

Formative Assessment:

- Discussion contributions
- Product idea and slogan sharing

Resources: Internet

Note: View different versions of “Marketplaces” online; e.g., malls, outside farmer’s markets, flea markets, etc.

Social Studies PA Academic Standards guiding unit:

6.2—Markets and economic systems

6.4—Economic interdependence

6.5—Income, profit, and wealth

Common Core State Standards for ELA, History/Social Studies, Science, and Technical Subjects guiding unit:

Writing

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Build on others’ talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Conventions of Standard English

- Demonstrate command of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*)
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)
 - Use reflexive pronouns (e.g., *myself, ourselves*)
 - Form and use past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The boy watched the action movie and ate popcorn.)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names

- Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage...badge; boy...boil*)
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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Unit Title: Early Americans/Native Americans

Essential Questions:

Who are Native Americans?

Where did the Native Americans come from?

Where did the Native Americans settle?

Which group of Native Americans settled where we live?

How did the Native Americans survive?

Lesson 1: Native Americans were the first inhabitants of North America

Lesson Key Vocabulary: *land bridge, journey, immigration*

Know: The Native American journey to North America

Understand: How this important journey helped shape the future of our country

Do: Examine map of land bridge and journey

Learning Activities:

- Begin Native American scrapbook
 - Paste map of land bridge in book
 - Write response to prompt: How do you think the Native Americans were feeling during this journey and immigration? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resource: Map of North America

Lesson 2: Where did the Native Americans Settle? Which Native Americans settled near us?

Lesson Key Vocabulary: *regions, woodlands, tribes, Iroquois and Lenape*

Know: Where Native Americans immigrated

Understand: How different regions affected Native American survival (highlight woodlands near us)

Do: Examine map of North America to show immigration pattern (highlight woodlands near us)

Learning Activities:

- Scrapbook work
 - Paste map of regions in book

- Write response to prompt: In which region would you have preferred to settle? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resources: Map

Lesson Key Vocabulary: *shelter, wigwam, longhouse*

Know: Types of Native American homes

Understand: Process to build these shelters and the dynamics of each

Do: Examine pictures of each shelter and read accompanying text

Learning Activities:

- Scrapbook work
 - Paste pictures and text in book
 - Write response to prompt: In which home would you prefer to live? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resource:

- Shelter information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
Native Americans People of the Forest~ United Streaming Video
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Lesson 4: Clothes

Lesson Key Vocabulary: *animal skin, moccasins, leggings, hemp belt, headdress, breechcloth ornamentation*

Know: Different types of clothes Native Americans wore and how they were made

Understand:

- How clothes can identify tribe and rank (and connection to current use of clothing to identify “tribe” and rank)
- How climate affects clothing

Do: Examine diagrams of clothing on Native American woman and man

Learning Activities:

- Discuss how climates in different regions affect clothing due to temperature and what animals are available
- Scrapbook work
 - Paste clothing pictures and text in book
 - Write response to prompt: What would you prefer to wear as a Native American? Why?

Formative Assessments:

- Discussion contributions

- Written responses

Resource:

- Clothing information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
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Lesson 5: Trees

Lesson Key Vocabulary: *hardwood, softwood*

Know: Different types of trees Native Americans used

Understand: The many purposes trees served for the Native Americans

Do: Examine these purposes

Learning Activities:

- Discuss areas of Native American survival affected by trees: food, weaving (bark fibers), wood for cooking and heating, materials for building shelters and canoes if near water.
- Write response to prompt: How would you use a tree if you were a Native American? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resources:

- North American Trees information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
Native Americans People of the Forest~ United Streaming Video
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Lesson 6: Food

Lesson Key Vocabulary: *food sources, hunting, farming, gathering, raising domesticated animals, nets, traps*

Know:

- Native Americans acquired food sources through hunting, farming, gathering and raising domesticated animals
- Special devices that were used to acquire food sources

Understand: How diets varied from tribe to tribe depending on their region

Do:

- Examine food source map

Learning Activities:

- On ELMO, read and discuss food sources (non-fiction) information in shared reading format
- Scrapbook work

- Paste map and text into book
- Write response to prompt: Which method of food acquisition would you prefer to use as a Native American? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resource:

- Food source map and information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
Native Americans People of the Forest~ United Streaming Video

Lesson 7: Communication

Lesson Key Vocabulary: *trail markers, scrolls, symbolic icons, pictographs*

Know: The variety of ways in which Native Americans communicated

Understand: Communication varied from tribe to tribe depending on region

Do: Examine communication methods

Learning Activities:

- Using ELMO, read and discuss communication information in shared reading format
- Write some Native American messages in scrapbook
- Share and decode messages with a partner

Formative Assessments:

- Discussion contributions
- Native American message final product

Resource:

- Communication information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
Native Americans People of the Forest~ United Streaming Video

Lesson 8: Transportation

Lesson Key Vocabulary: *canoe, bullboat, travois, tumpline*

Know: The modes of transportation that Native Americans used

Understand:

- Trading and hunting were the main reasons to travel
- Different regions depended on different transportation modes

Do: Examine the different modes of transportation

Learning Activities:

- Using ELMO, read and discuss transportation information in shared reading format
- Scrapbook work
- Paste map and text into book
- Write response to prompt: Which source of travel would you have preferred? Why?

Formative Assessments:

- Discussion contributions
- Written response

Resource:

- Transportation and trade information
<http://player.discoveryeducation.com/index.cfm?guidAssetId=869676D7-7716-45A3-AC6D-85DA7BB18363&blnFromSearch=1&productcode=US>
 Native Americans People of the Forest~ United Streaming Video

Unit Culmination: Play and Feast

Preparations for the play and the feast

- Designing Costumes
- Building, Sketching and Painting Scenery
- Studying scripts and practicing during guided reading

Social Studies PA Academic Standards addressed by this unit

- 7.1 Basic Geography Literacy
- 7.2 Physical Characteristics of places and regions
- 7.3 Human Characteristics of places and regions
- 7.4 Interactions between people and environment

Common Core State Standards for ELA, History/Social Studies, Science and Technical Subjects addressed by this unit

Writing

Text Types and Purposes

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Conventions of Standard English

- Demonstrate command of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*)
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)
 - Use reflexive pronouns (e.g., *myself, ourselves*)
 - Form and use past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The boy watched the action movie and ate popcorn.)
 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage...badge; boy...boil*)
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*)
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Unit Title-- Early Americans: Pilgrims

Essential Questions:

- Who were the Pilgrims?
 - Where did the Pilgrims come from?
 - Why did the Pilgrims come to America?
 - Where did the Pilgrims first settle?
 - How did the Pilgrims survive?
 - What events led to the first Thanksgiving?
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Lesson 1: Getting to know the Pilgrims and the Mayflower

Lesson Key Vocabulary: *Pilgrim, Mayflower, cargo ship, religion, King of England*

Know:

- Who the Pilgrims were
- What the Mayflower was

Understand:

- Why the Pilgrims were leaving England
- How the Mayflower deal came to be

Do:

- Begin a Pilgrim's Point of View Diary (Choose the view of a pilgrim child, or for a challenge, write from the perspective of carpenter, an artist, a banker, a mother, etc.)
- Use the point of view for all diary entries.

Note: All prompts are included in diary for children's reference.

Learning Activities:

- Using ELMO, conduct shared reading and discussion: If You Sailed on the Mayflower, by Ann McGovern
- Using ELMO, examine a diagram of the Mayflower

Formative Assessments:

- Written response in Pilgrim's Point of View Diary
- Discussion contributions

Resources: If You Sailed on the Mayflower, by Ann McGovern; Point of View Diary

Lesson 2: The Journey

Lesson Key Vocabulary: *blacksmiths, carpenters, weavers, sailors, "trade," crew, Mayflower Compact*

Know:

- Conditions during the long journey on the Mayflower
- Mayflower Compact

Understand:

- How the conditions on the ship affected passengers in many ways
- The importance of the Mayflower Compact

Do: Second Entry in Point of View Diary

Learning Activities:

- Using ELMO, shared reading and discussion: If You Sailed on the Mayflower, by Ann McGovern
- Chart feelings, concerns of passengers
- View United Streaming video clip: A Pilgrim Voyage

Formative Assessments:

- Written Response in Pilgrim's Point of View Diary
- Discussion contributions

Resources:

- If You Sailed on the Mayflower, by Ann McGovern
- Point of View Diary
- www.unitedstreaming.com

Lesson 3: The New World!

Lesson Key Vocabulary: *Plymouth, Massachusetts, Governor Carver, Common House*

Know:

- Where the Pilgrims settled
- Survival techniques used

Understand: How the Pilgrims survived those early winter months

Do: Third entry in Point of View Diary

Learning Activities:

- Using ELMO, shared reading and discussion: If You Sailed on the Mayflower, by Ann McGovern
- Using ELMO, chart survival techniques while the Pilgrims planned and began to execute their new futures

Formative Assessments:

- Written response in Pilgrim's Point of View Diary
- Discussion contributions

Resources:

- If You Sailed on the Mayflower, by Ann McGovern
- Point of View Diary

Lesson 4: The Pilgrims use their Habits of Mind!

Lesson Key Vocabulary: *perseverance, synergy*

Know: Accomplishments of the Pilgrims in the first year

Understand:

- How the community worked collaboratively to plan and build a new "town"
- How the Pilgrim's lives change

Do:

- Fourth entry in Point of View Diary
- View a webcast about a Pilgrim Colony

Learning Activities:

- Using ELMO, shared reading and discussion: If You Sailed on the Mayflower,

by Ann McGovern

- Using ELMO, chart “changes” and collaborative examples
- View Scholastic webcast about a Pilgrim Colony

Formative Assessments:

- Written Response in Pilgrim’s Point of View Diary
- Discussion contributions

Resources:

- If You Sailed on the Mayflower, by Ann McGovern
 - Point of View Diary
 - www.scholastic.com - -Pilgrim webcast
-

Lesson 5: Important Relationships

Lesson Key Vocabulary: *Squanto, Samoset, The Three Sisters, fertilizer*

Know:

- Native Americans who provided assistance to the pilgrims
- Native American techniques shared to help the farmers

Understand:

- How these relationships led to the First Thanksgiving
- How these relationships aided in the survival of the Pilgrims

Do: Fifth entry in Point of View Diary

Learning Activities:

- Using ELMO, shared reading and discussion: If You Were There on the First Thanksgiving by Ann McGovern
- Using ELMO, chart feelings of Pilgrims when the Native Americans first entered the village and how these feelings changed over time

Formative Assessments:

- Written Response in Pilgrim’s Point of View Diary;
- Discussion contributions

Resources:

- If You Were There on the First Thanksgiving, by Ann McGovern
 - Point of View Diary
-

Lesson 6: The Feast

Lesson Key Vocabulary: *bountiful harvest*

Know:

- The key elements of the feast
- Length of the feast

Understand:

- How this celebration marked a milestone for the Pilgrims

- How this celebration served as a moment of Great Thanks and Remembrance for those who were lost

Do: Sixth entry in Point of View Diary

Learning Activities:

- Using ELMO, shared reading and discussion: If You Were There on the First Thanksgiving by Ann McGovern
- Using ELMO, chart preparations and foods served

Formative Assessments:

- Written Response in Pilgrim’s Point of View Diary
- Discussion contributions

Resources:

- If You Were There on the First Thanksgiving, by Ann McGovern
- Point of View Diary

Summative Assessment:

Play: “The First Thanksgiving”

- Designing costumes
- Building, sketching and painting scenery
- Studying and practicing scripts during Guiding Reading

Unit Culmination

Feast: Students share their Point of View Diaries with family guests

Social Studies PA Academic Standards addressed by this unit

- 7.1—Basic Geographic literacy
- 7.2—Physical characteristics of places and regions
- 7.3—Human characteristics of places and regions
- 7.4—Interactions between people and environment
- 8.1—Historical analysis and skills development
- 8.3—US History

Common Core State Standards for ELA, History/Social Studies, Science, and Technical Subjects

Writing

Text Types and Purposes

- Write narratives in which they recount a well-elaborated event or short sequence of events. Include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
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 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The boy watched the action movie and ate popcorn.)
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 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*)
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Unit Title: Our Global Neighbors: Africa

Essential Questions:

- What is Africa?
- Where is Africa?
- What are the geographic regions of Africa?

- How do people use resources in their environment to meet their needs?
(food, shelter, water, energy)
 - How is culture expressed in each country of Africa?
(art, music, dress, traditions)
-

Lesson 1: Introduction to Africa

Lesson Key Vocabulary: *Africa, continent*

Know:

- What Africa is
- Where Africa is located

Understand: Comparative information about Africa in relation to other continents

Do: Observe, discuss, label in *Thinking Journal*

Learning Activity: Google Earth Africa visit

Formative Assessment: Label oceans and continents in *Thinking Journal*

Resources: World map, Google Earth, map of Africa, www.pbskids.org/africa

Lesson 2: Africa's Regions

Lesson Key Vocabulary: *region, desert, savannah, rainforest, mountains*

Know:

- The four main geographic regions of Africa
- Characteristics of each region
- Location of each region

Understand:

- Different regions have different resources.
- Different resources affect life and culture.
- Different animals live in different regions of the continent.

Do: Color code "Regions Map of Africa"

Learning Activities:

- Google Earth visit to Africa's regions
- Watch video clips of animals in different regions and observe the landscape

Formative Assessment: Complete "Africa's Regions" page in *Thinking Journal* and illustrate it

Resources:

- Google Earth, *World Regions: Africa* (National Geographic Reading Expeditions), by Sherilin Chanek
 - PowerPoint presentation with pictures of different regions--
<http://streaming.discoveryeducation.com/>
-

Lesson 3: People of Africa

Lesson Key Vocabulary: *Masai, Griot, Nobel Peace Prize*

Know:

- There are many different cultures in Africa.
- Information about different cultural groups

Understand: People can share connections across the world.

Do: Make connections between ourselves and the people we read about

Learning Activity: Read *Wangari's Trees of Peace*, by Jeanette Winter, and *14 Cows for America*, by Carmen Agra Deedy

Formative Assessment: In *Thinking Journal* share connections to the characters

Resources:

- *Wangari's Trees of Peace*, Jeanette Winter
- *14 Cows for America*, Carmen Agra Deedy
- *African Journeys 1850-1900* (National Geographic Reading Expeditions), Danny Miller
- *World Cultures: Africa* (National Geographic Reading Expeditions), Deborah Meade
- *Why Mosquitos Buzz in People's Ears*, Verna Aardema
- *Mufaro's Beautiful Daughters*, by John Steptoe

Lesson Title: Select your country! Kenya, Tanzania, Egypt, Madagascar, Morocco, South Africa, Democratic Republic of the Congo, Nigeria

Lesson Key Vocabulary: *climate, weather, geography, shelter, diet, energy, tradition, dress, cuisine*

Know:

- Where assigned country is located
- Neighboring countries, climate, traditions, and culture of student's assigned country

Understand: How people from this country use its resources to thrive

Do:

- Observe, read, discuss, record observations in *Thinking Journal*
- Watch video clips of people in assigned country

Learning Activity: Passport Day-- Students across the grade meet in an expert jigsaw to share what they've learned about their countries in Africa. Passports are "stamped."

Formative Assessment: Complete an African travel brochure for assigned country. Include information about climate/weather, dress, cuisine, arts, traditions, sites to see, shelter, map, and flag

Resources: Books from school library about individual countries, <http://www.africa.com/video/travel>, <http://kids.nationalgeographic.com/kids/places/find/south-africa>, <http://www.albatros-africa.com>

Unit Summative Assessment

Using an essay organizer, students plan and write an informative essay demonstrating what they have learned about Africa and their specific country.

Additional Unit Activities:

- **Guest speakers share African experiences through stories and slide shows**
(e.g., Safari shares, Tanzania Culture share, Water Irrigation systems volunteer)
- **Service component**--Teachers select a charity or organization to help serve Africa's needs
(e.g., connection to Matunkha Center Primary School in Rumphu, Malawi--collect, sort, and box school supplies to support the elementary school and raise shipping funds through a bake sale)

Unit Culmination

An *African Bazaar* is held to culminate this unit of study. Student learning is on display.

Unit Resources:

Why Mosquitoes Buzz in People's Ears

Mojo Means One (a Swahili counting book)

The Day of Ahmed's Secret

Mufaro's Beautiful Daughters

The Egyptian Cinderella

You Wouldn't Want to be an Egyptian Mummy

Welcome to Ethiopia, Welcome to Kenya, Welcome to Egypt (World Almanac Education Group)

<http://kids.nationalgeographic.com/kids/places/find/south-africa/>

<http://www.africa.com/video/travel>

<http://www.albatross-afric.com/>

<http://erdenheimelementarylibrary.wikispaces.com/Home>

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- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Presentation of Knowledge and Ideas

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Conventions of Standard English

- Demonstrate command of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*)
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)
 - Use reflexive pronouns (e.g., *myself, ourselves*)
 - Form and use past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The boy watched the action movie and ate popcorn.)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., *cage...badge; boy...boil*)
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*)

Unit Title: Government and Civics

Essential Questions:

- How does the executive branch of government work?
 - How can we connect Habits of Mind to love, courage, friendship, and leadership?
-

Lesson 1: All About the Executive Branch of Government

Lesson Key Vocabulary: *government, executive branch of government, president, leadership*

Know: The role of the President of the United States and executive branch of government

Understand:

- Importance of the executive branch to our government and responsibilities of the President of the United States.
- How the president is elected into office

Do: Explore the executive office of President via literature and internet.

Learning Activity: Writing Assignment-- "If I Were President" platform speech

Formative Assessments:

- Written version of speech
- Presentation of "If I Were President" platform speech

Resources:

- *Smart About the Presidents*, by John Buller and Susan Schade
 - Video clips of presidential speeches
-

Lesson 2: Habits of Mind

Lesson Key Vocabulary: *Habits of Mind, love, courage, friendship, leadership, respect, responsibility, resiliency*

Know: Using Habits of Mind helps us to be a successful member of our classroom, school, and community.

Understand: How Habits of Mind connects to many themes in Social Studies: Government, Civics, and Community

Do: Read a variety of literature highlighting Habits of Mind.

Learning Activity: Students reflect on Habits of Mind presented in literature and make connections to real life situations.

Formative Assessments:

- Discussion contributions in classroom meetings
- Service projects
- Stewardship

Resources:

- *7 Habits of Happy Kids*, by Sean Covey
- *Somebody Loves You Mr. Hatch*, by Eileen Spinelli
- *Odd Velvet*, by Mary E. Whitcomb
- *One Hundred Dresses*, by Eleanor Estes
- *Mr. Lincoln's Way*, by Patricia Polacco

Social Studies PA Academic Standards guiding unit:

5.3—How government works

Common Core State Standards for ELA, History/Social Studies, Science and Technical Subjects addressed by this unit:

Writing

Text Types and Purposes

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

- Recall information from experiences or gather information from provided sources to answer a question.

Conventions of Standard English

- Demonstrate command of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., *group*)
 - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)
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 - Generalize learned spelling patterns when writing words (e.g., *cage...badge; boy...boil*)
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Unit Title: Geography - Fifty Nifty

Essential Questions:

- How are maps useful for understanding the United States?
- How does economy and lifestyle depend on the geography of a state/region?

Lesson 1: Using a Map

Lesson Key Vocabulary: *compass rose, globe, key, region, state*

Know: How to...

- use a neighborhood map
- locate different states on a map
- differentiate regions of the United States
- use compass rose directions

Understand: Why maps are important

Do: Play GeoSpy and map games on *National Geographic Kids*

Learning Activity: Create a map of the classroom

Formative Assessment: Use map of classroom to complete a scavenger hunt

Resources:

- Reading a Map worksheets
 - *National Geographic Kids* website
 - *Brain Pop Jr.* - Reading Maps
-

Lesson 2: Our Fifty Nifty

Lesson Key Vocabulary: *state names, names of regions of the United States*

Know: The map of the United States is divided into 4 regions and 50 states.

Understand:

Do:

- Name and identify 50 states on the map and identify regions
- Sing “Fifty Nifty” song

Learning Activities: Color and complete “Our Fifty States” map and “Regions of the US” sheet

Formative Assessments: Activity sheets, discussion, and contributions.

Resources:

- “Our Fifty Nifty” Map,
 - “Regions of the US” sheet
 - “Fifty Nifty” Song--Youtube
-

Lesson 3: My State Research Report

Lesson Key Vocabulary: *capital, nickname, symbols, bordering states, products, industry*

Know: Facts about state chosen for report and facts about states chosen by other students for reports

Understand: Individual states have characteristics that make them different from one another.

Do: Students research their chosen state using books, handouts, and the internet to find information about the state’s geography, climate, economics, landmarks, etc.

Learning Activity: Students take notes and record the information in their State Research Notebook.

Formative Assessment:

- Teacher models State Research report on the ELMO.
- Students complete their own State Research Report

Resources:

- *Our Fifty States* (Frank Schaffer Publications),
- online state resources
- *America the Beautiful* (State Book Series)
- *The 50 States -Fold Out Vinyl Sticker Book* (Reader’s Digest)

- *The Slightly Odd United States of America* (Klutz Books)

Summative Assessment: Expert jigsaw to share state research reports

Social Studies PA Academic Standards addressed by this unit

- 7.1 Basic Geography Literacy
- 7.2 Physical Characteristics of places and regions
- 7.3 Human Characteristics of places and regions
- 7.4 Interactions between people and environment

Common Core State Standards for ELA, History/Social Studies, Science and Technical Subjects addressed by this unit

Writing

Text Types and Purposes

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Production and Distribution of Writing

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report)
- Recall information from experiences or gather information from provided sources to answer a question.

Conventions of Standard English

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