

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

SOCIAL STUDIES

GRADE 2

Date of Board Approval: June 22, 2018

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Social Studies	SUBJECT:	Social Studies	GRADE LEVEL:	2
COURSE LENGTH:	Year	DURATION:	30 minutes	FREQUENCY:	90 days
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	N/A

Course Description/Objectives:

Elementary social studies curriculum provides all students instruction in the four PA Academic Standards areas to include: Civics and Government, Economics, History and Geography. In Grade 2, the study of civics and government focuses on laws in the community including a citizen’s responsibilities, community government, community leaders and community helpers. The study of economics moves from wants and needs to consumers and producers, and money management. A second unit in economics differentiates goods from services. Time lines and American artifacts make up the history unit. Students learn about maps, regions and landforms, and location and climate in their study of geography.

Curriculum Writing Committee:

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COURSE TIMELINE

Unit 1: Civics and Government: Laws in the Community	20 days
<ul style="list-style-type: none">• Citizen's Responsibilities• Community Government & Leaders• Community Helpers	
Unit 2: Economics: Meeting Needs and Wants	15 days
<ul style="list-style-type: none">• Community Wants and Needs• Community Consumers and Producers• Money Management	
Unit 3: Economics: Goods and Services	5 days
<ul style="list-style-type: none">• Community Goods and Services	
Unit 4: Geography: Map Skills	20 days
<ul style="list-style-type: none">• Map Parts• Regions and Landforms• Geographic Location and Climate	
Unit 5: History: Timelines	5 days
<ul style="list-style-type: none">• Timelines	
Unit 6: History: American Artifacts	15 days
<ul style="list-style-type: none">• American Artifacts	
TOTAL	90 days

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	20 days
UNIT #1:	Civics and Government: Laws in the Community	GRADE:	2

STANDARDS:

Academic Standards for Civics and Government

- 5.1.2.A • Explain the purposes of rules and their consequences in the classroom and school community.
- 5.1.2.B • Explain the importance of rules in the classroom and school community.
- 5.1.2.E • Describe citizens' responsibilities to the state of Pennsylvania and the nation.
- 5.3.2.B • Identify local government leaders.
- 5.3.2.A • Identify the role government plays in the community.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	20 days
UNIT #1:	Civics and Government: Laws in the Community	GRADE:	2

UNDERSTANDINGS

Citizens are governed by rules within an organized system.

Governments have a responsibility to make and uphold the rules for the common good of its citizens.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Laws are rules created by community leaders.
- Laws are put in place to keep communities and their citizens safe.
- Being a good citizen involves following the laws and contributing to the community.
- The mayor leads the local community.
- The governor leads the state.
- The president leads the nation.
- The mayor works with the borough council to keep our community safe.
- The governor makes decisions for the state of Pennsylvania.
- The president makes decisions for the United States.

DO

- Create a law and justify why it is needed in the community.
- Imagine what would happen in a community without laws.
- Describe characteristics of a good citizen.
- Name our local, state, and national leaders (mayor, governor, president).
- Hypothesize ways to make our community better and construct ideas to present to community leaders.
- Analyze situations to determine if it would fall under local, state, or national government.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	15 days
UNIT #2:	Economics: Meeting Needs and Wants	GRADE:	2

STANDARDS:

Academic Standards for Economics

- 6.1.2.B • Identify community wants and needs.
- 6.1.2.B • Identify community wants and needs.
- 6.4.2.D • Identify buyers and sellers and how their wants and needs are addressed.
- 6.1.2.C • Explain how choice has consequences.
- 6.5.2.A • Explain how money earned by individuals is used to meet wants and needs.
- 6.5.2.D • Describe money saving behaviors.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	15 days
UNIT #2:	Economics: Meeting Needs and Wants	GRADE:	2

UNDERSTANDINGS

Individuals' wants and needs influence their economic choices. Supply and demand drive the economy.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Communities provide opportunities for citizens to meet their wants and needs.
- People in the community have the choice to spend or save their money.

DO

- Differentiate which businesses in the community provide wants and which businesses provide needs.
- Explain the pros and cons of spending versus saving money.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	5 days
UNIT #3:	Economics: Goods and Services	GRADE:	2

STANDARDS:

Academic Standards for Economics

- 6.2.2.A • Identify goods, services, consumers, and producers in the local community.
- 6.3.2.A • Identify examples of goods and services provided by the private sector.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	5 days
UNIT #3:	Economics: Goods and Services	GRADE:	2

UNDERSTANDINGS

Individuals' wants and needs influence their economic choices. Supply and demand drive the economy.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- A good is an object a consumer can buy (tangible).
- A service is work done for a consumer (not tangible).
- Communities have a variety of goods and services available for their citizens.

DO

- Distinguish between a good and a service.
- Classify local businesses that provide goods and services.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	20 days
UNIT #4:	Geography: Map Skills	GRADE:	2

STANDARDS:

Academic Standards for Geography

- 7.1.2.A • Identify how basic geographic tools are used to organize information.
- 7.2.2.A • Identify the physical characteristics of places.
- 7.1.2.B • Describe regions in geographic reference using physical features.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	20 days
UNIT #4:	Geography: Map Skills	GRADE:	2

UNDERSTANDINGS

Geographic tools help us to understand our world.

Studying geography helps us to understand that daily life is different in different parts of the world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Maps have different parts and can show different types of information.
- Physical features, such as geographic locations (continents, oceans) characterize the world.
- The world is separated into two hemispheres, which is divided by the Equator.
- The region in which you live and its climate affect the type of food you eat, clothes you wear, houses you live in, and the job you have.

DO

- Label map symbols, map key, compass rose, map title, and cardinal directions and state their importance.
- Classify different types of landforms based in their physical features.
- Compare different regions (polar, temperate, and tropical) based on climate and how that effects food, clothing, shelter, and industry.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	5 days
UNIT #5:	History: Timelines	GRADE:	2

STANDARDS:

Academic Standards for History

- 8.1.2.A • Read and interpret information on simple timelines.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	5 days
UNIT #5:	History: Timelines	GRADE:	2

UNDERSTANDINGS

Events can be organized in chronological order.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Timelines put important events in chronological order.

DO

- Interpret a historical timeline.
- Sequence events in chronological order.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	15 days
UNIT #6:	History: American Artifacts	GRADE:	2

STANDARDS:

Academic Standards for History

- 8.3.2.B • Identify American artifacts and their importance to American history.

KNOW, UNDERSTAND, DO

COURSE:	Social Studies	TIME FRAME:	15 days
UNIT #6:	History: American Artifacts	GRADE:	2

UNDERSTANDINGS

American artifacts help tell the history of our country.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- The 50 stars represent the 50 states.
- The 13 stripes represent the 13 original colonies.
- The red stripes represent courage, the white stripes represent purity and innocence, and the blue represents perseverance and justice.
- Francis Scott Key originally wrote the Star Spangled Banner as a poem.
- The Star Spangled Banner was written in response to the victory at Fort McHenry during the War of 1812 over the British.
- The Star Spangled Banner became the national anthem in 1931.
- The Pledge of Allegiance was written by Francis Bellamy and published in a children’s magazine in 1892.

DO

- Describe the history of the American flag.
- Analyze the Star Spangled Banner and its importance in American history.
- Analyze the Pledge of Allegiance and its importance in American history.
- Define the words: pledge, allegiance, republic, nation, indivisible, liberty, and justice.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)