

Wells Elementary School
Grade 2 Curriculum
Social Studies

Grade Level: Second Grade

Topic: Civics and Government

Timeline: September

Focus Skills/Strategies:

Rights, responsibilities, and classroom routines, and student opinions

Develop classroom expectations using Responsive Classroom.

Practice being a good citizen in the school community.

Modeling what it looks like to be a responsible, safe and respectful student.

Standards (Maine Learning Results):

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

- Civics & Government 3: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules.

Common Experiences	Learning Targets ("I Can" statements)
Sept. 15th DOT DAY: Library Seesaw activities	
Discuss expected behaviors/routines for math, ELA	I can explain why it is necessary for the classroom/school/community to have rules/laws.

Grade Level: Second Grade

Topic: Civics and Govt. and Engagement

Timeline: November

Focus Skills/Strategies:

Students will compare and contrast the past and present through hands on experiences.

Standards (Maine Learning Results):

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

- Civics & Government 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

- History 3: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Common Experiences

Thanksgiving focus
Strawberry Banke field trip-past/present

Learning Targets ("I Can" statements)

I can compare and contrast(What is the same/What is different) from the past and from the present.

Grade Level: Second Grade

Topic: Civics and Govt. and Engagement

Timeline: November

Focus Skills/Strategies:

Comparing the past and present

Native Americans Readworks knowledge journals

Standards (Maine Learning Results):

Civics & Government 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

- Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.
- Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past.

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

- Geography 2: Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.

Common Experiences

Learning Targets (“I Can” statements)

Look Back and Write Non-Fiction:
Native American Homes

I can write three facts about Native American homes.
I can compare the past and present.

Grade Level: Second Grade

Topic: Civics and Govt. and Engagement

Timeline: November

Focus Skills/Strategies:

Understands history as “stories” of the past- Veteran’s Day

Standards (Maine Learning Results):

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

- Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.

Common Experiences

Learning Targets (“I Can” statements)

Patriotic Songs

I can identify the purpose of Veteran’s Day

Thank you notes to veterans

I can write a thank you for a Veteran.

Make American Flags-Explanation of Stars and Stripes

Branches of the Military

Grade Level: Second Grade

Topic: Economics and Geography

Timeline: December

Focus Skills/Strategies:

Compare and contrast past and present
Learn about needs and wants
Trade and economics

Standards (Maine Learning Results):

Standard: Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world

- Economics: Students understand the nature of economics as well as key foundational ideas by explaining how people make choices about how to use scarce resources and make individual and collaborative plans to meet their own needs and wants. *

Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

- History 2: Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs*, or stories of the past.

Common Experiences :	Learning Targets ("I Can" statements)
Look Back and Write Fiction: <u>Ox Cart Man</u>	I can compare and contrast the past and the present. I can use text evidence to support my writing.
Exploration of Maine Native American territories	I can examine maps of Maine Native American territories.
Holidays/Songs of other countries	

Grade Level:

Second

Topic: Martin Luther King

Timeline: January

Focus Skills/Strategies:

Students will be able to identify the importance of Martin Luther King, Jr.
Students will discuss the role MLK played in shaping America into the country that it is now.
Students will answer who, what, where, when, why and how to demonstrate understanding.

Standards (Maine Learning Results):

Standard: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world

- History 1: Students understand the nature of history as well as the key foundation of ideas by following an established procedure to locate sources appropriate to reading level* and identifying a few key figures and events from personal history, and the history of the community, the state, and the United States, especially those associated with historically based traditions.

Common Experiences	Learning Targets ("I Can" statements)
Readworks Raz-Kids A-Z Learning <u>I am Martin Luther King, Jr Book</u>	I can identify the importance of Martin Luther King, Jr. I can discuss the role Martin Luther King, Jr. played in shaping America. I can answer historical questions to demonstrate understanding.

Grade Level: Second**Topic: Civics, Government and Engagement****Timeline: April****Focus Skills/Strategies:**

RODEO: Aaron Copland (The American Movement West)
Past and Present the Oregon Trail
The Quilt Story

Standards (Maine Learning Results):

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

- Geography 1: Students understand the nature and basic ideas of geography by using basic maps and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

Common Experiences	Learning Targets ("I Can" statements)
RODEO: Aaron Copland (The American Movement West) Past and Present the Oregon Trail Music & PE songs and dancing Oregon Trail game	I can compare and contrast life in the past and present.
Josefina Quilt Story	I can retell the quilt story with characters, setting, and events, in the logical sequence.

Grade Level: Second**Topic: Geography****Timeline: May/June****Focus Skills/Strategies:**

-define geography as study of earth's surface and peoples

Standards (Maine Learning Results):

Standard: Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

- Geography 1: Students understand the nature and basic ideas of geography by using basic maps

and globes to identify local and distant places and locations, directions (including N, S, E, and W), and basic physical, environmental, and cultural features.

- Geography 2: Students understand the influence of geography on individuals and groups in Maine, including Maine Native Americans, the United States and the world by identifying the impacts of geographic features on individuals and groups in those communities.

Common Experiences	Learning Targets (“I Can” statements)
Readworks- Maps, continents Maps of Maine Native territories Maps and Globes	I can use a basic map and globe to identify places and locations. I can identify North, South, East, and West on a map or globe. I can explore maps of Maine Native territories.