

All Bayou Bridges units for [Grade 2](#) will be available June 2024.

The goal of the second grade is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Young students learn to value differences among people and exemplify a respect for the rights and opinions of others. They develop an appreciation for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.

Unit	Topic	Standards	Weeks
North America: Geography and the Environment	Using Maps	2.2–2.4; 2.20–2.23	3
	North America: Canada, Mexico and the United States	2.2–2.4; 2.7e–f; 2.20–21; 2.23–2.25	6
The Earliest Americans	The First Peoples in North America	2.1–2.5; 2.8; 2.20–21; 2.26–2.27	3
	From Colonies to Independence	2.1–2.7a–e; 2.10a; 2.12; 2.20–2.21	4
Making the United States of America	Making the Constitution	2.1–2.7a–d; 2.10b; 2.11–12	3
	How the Government Works: Citizenship and the Three Branches of Government	2.1–2.5; 2.9; 2.10b; 2.11–2.13; 2.15	3
Choices and Costs	Living and Working in the United States	2.1–2.5; 2.16–2.19; 2.26–2.27	3
	Opportunity, Choice and Planning for the Future	2.1–2.5; 2.14; 2.17	2

Unit 1: North America: Geography and the Environment

Topic 1: Using Maps

Overview

Maps are an important tool we can use to learn about our location and place in the world. In this topic, students will use various types of sources to learn how to use and create maps, identify and locate the four hemispheres, equator, prime meridian, and the United States.

For further reading, please review these resources: [Core Knowledge: First Grade History and Geography of the Americas \(Teacher and Student Guides\)](#)

Standards

- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.
- 2.22 Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23 Describe the relative location of the United States.

U1T1: Using Maps Instructional Resources

Framing Question: How can we use maps and globes to better understand our world?		
Supporting Questions	Sources and Materials	Vocabulary
How and why do people use maps? <i>(What are some of the different things a map might show?, What does a compass (rose) do?, What does a map key do?, What is a symbol and why do maps use them?)</i>	- Secondary Text: Using Maps - Image Bank: U1T1SQ1 - Map: World Map (blank/black and white) - Videos: Cardinal Directions Song, What Maps Show Us, How to Make a Map	map, map key/legend, scale, compass (rose), cardinal and intermediate directions, symbols
What is the globe, and how is it divided?	- Secondary Text: Finding Your Way Around - Image Bank: U1T1SQ2 - Map: World Map (blank/black and white) - Videos: Parts of a Globe Lesson 1, Know Your Globe, Maps and Globes - Activities: Parts of a Globe, Compare and Contrast Maps and Globes	globe, equator, pole, hemisphere, Prime Meridian
Where on Earth is North America? <i>(In which hemispheres is North America and the United States located? What oceans touch North America and the United States?)</i>	- Secondary Text: North America Facts for Kids - Image Bank: U1T1SQ3 - Maps: Map of North America, World Map (blank/black and white) - Videos: 7 Continents Song, 5 Oceans Song	continent

Unit 1: North America: Geography and the Environment

Topic 2: North America: Canada, Mexico and the United States

Overview

In this topic, students will become explorers of the North American continent. Students will describe the geographic and physical characteristics of North America, compare and contrast urban, suburban, and rural environments, and identify natural disasters and their effects on people and the environment.

For further reading, please review these resources: [Core Knowledge: First Grade History and Geography of the Americas \(Teacher and Student Guides\)](#), [Yellowstone Park \(Full Episode\) America's National Parks: National Geographic](#), [Library of Congress: Teacher's Guide to Natural Disasters](#), [64 Parishes Collection of Print, Audio, and Visuals of the Flood of 1927](#)

Standards

- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.7 Identify and describe national historical figures, celebrations, symbols, and places.
 - e. Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - f. Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
- 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.
- 2.23 Describe the relative location of the United States.
- 2.24 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.

- 2.25 Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.

U1T2: North America: Canada, Mexico and the United States

Instructional Resources

Framing Question: How has geography affected people in North America?		
Supporting Questions	Sources and Materials	Vocabulary
What are geographic features, and how do they affect people?	• Secondary Texts: Geography Facts for Kids, River Facts for Kids • Image Bank: U1T2SQ1 • Map: Outline Maps • Video: Landforms, Hey!: Crash Course Kids • Activities: What Common Geographic Features Are There, Landform Chart, Venn Diagram Comparison Charts	geography, population, economy, cartography, delta, mouth of the river, source, river
What are some important geographical features of the United States and Canada?	• Secondary Text: The United States and Canada • Image Bank: U1T2SQ2 • Map: Map of North America • Videos: United States - US Physical Geography, Eight Major Physical Features of the U.S.A.	capital, ports, prairies
What are some important geographical features of Mexico?	• Secondary Text: Mexico • Image Bank: U1T2SQ3 • Map: Map of North America • Videos: Maya - Geography of Mexico Video Lesson (stop at 5:33)	irrigation, plateau, mountain, volcano
What are some of the United States' famous natural landmarks?	• Secondary Text: Grand Canyon Facts for Kids • Image Bank: U1T2SQ4 • Videos: The Best Natural Landmarks in the U.S., The Grand Canyon for Kids, Niagara Falls for Kids, The Majesty of Monument Valley, Yellowstone National Park	pilgrimage

How is life in urban, suburban, and rural communities similar and different?	• Secondary Text: Urban, Suburban, Rural Areas Facts for Kids • Image Bank: U1T2SQ5 • Map: 2020 Census Demographic Data Map View • Videos: Types of Communities for Kids, Types of Communities, Urban, Suburban, and Rural, Let's Build a City	urban, population density, metropolitan, suburb, rural, inhabitants
What are natural disasters, and how do they affect people?	• Secondary Text: Natural Disasters Facts for Kids • Primary Texts: ◦ Library of Congress: Natural Disasters Primary Source Set ◦ Stories from Hurricane Survivors • Image Bank: U1T2SQ6 • Audio: Living Memories of the Great Flood of 1927 • Videos: Severe Weather: Crash Course Kids, What Is a Tornado?, Hurricanes for Kids, Earthquakes and Tsunamis for Kids, Floods, What is a Blizzard?	natural disaster, earthquake, lava, ash, supervolcanoes, flood, precipitation, blizzard, drought, tornado

Unit 2: The Earliest Americans

Topic 1: The First Peoples in North America

Overview

In this topic, students will learn about the first peoples of North America and how they lived and the legends, stories, and songs that contributed to the culture of the United States. Additionally, students will learn about the movement of people and goods throughout and into the United States.

For further reading, please review these resources: [Grade 2 Unit 2](#)

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.8 Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.
- 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.
- 2.26 Explain how and why people, goods, and ideas move from place to place.
- 2.27 Describe how and why people from various cultures immigrate to the United States.

U2T1: The First Peoples in North America

Instructional Resources

Framing Question: How have different peoples shaped the culture and history of the United States?		
Supporting Questions	Sources and Materials	Vocabulary
What was pre-colonial life like in North America?	- Secondary Texts: After the Ancestral Pueblo, After the Mound Builders, The Eastern Woodlands - Image Bank: U2T1SQ1 - Map: Map of the Indian tribes of North America, about 1600 A.D. along the Atlantic - Videos: Native Americans Longhouse, Wigwam Timelapse, The Wampanoag Way, Native American Homes and Dwellings - Graphic Organizer: Compare/Contrast American Indian Society with Life in the U. S. Today Answer Key - Activity: Compare/Contrast Pre Colonial Life in North America to Life in the United States Today Book	pueblo, cliff dwelling, mesa, migrated, adobe, domed houses, Mound Builder, plaza, council, clans, chiefs, “the three sisters,” wigwam, longhouse
What legends, stories, and songs contributed to the cultural history of the United States?	- Secondary Text: Tall tales and Folktales - Image Bank: U2T1SQ2 - Audio: Library of Congress: Patriotic Melody Collection Items - Videos: The Legend of the Two Wolves: A Native American Legend, Stories: The Invisible Warrior (Native American) Audiobook, Paul Bunyan, Pecos Bill, Rip Van Winkle by Washington Irving Retold by John Patience, American Patriotic Song: My Country Tis of Thee, Johnny Appleseed - Activity: Legend, Stories, Songs Illustration Activity	tall tale, folktale, spiritual, enslavement, protest
What are some important geographical features of the United States?	- Image Bank: U2T1SQ3 - Map: Blank Map of the Thirteen Colonies - Videos: 13 American Colonies, Geography of the Colonies - Activity: Label the Geographic Features of the Thirteen Colonies Map (blank/ key)	mountains, coasts, oceans

How and why do people, goods, and ideas move from place to place?	• Image Bank: U2T1SQ4 • Maps: World Map, Interactive Map: The Columbian Exchange from The Gilder Lehrman Institute of American History • Video: The Columbian Exchange - Description for Kids • Graphic Organizer: The Columbian Exchange • Activity: Columbian Exchange Map - Drag and Drop (slide 4 and 5)	exchange
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Unit 2: The Earliest Americans

Topic 2: From Colonies to Independence

Overview

In this topic, students will learn about colonial North America. Additionally, students will learn about the national holidays, monuments, and symbols and their importance in the United States.

For further reading, please review these resources: [Core Knowledge: Kindergarten Exploring and Moving to America \(Teacher, Student Guides\)](#), [Core Knowledge: First Grade From Colonies to Independence \(Teacher, Student Guides\)](#)

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.6 Describe the significance of the American Revolution and the founding of the United States.
- 2.7 Identify and describe national historical figures, celebrations, symbols, and places.
 - a. Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
 - b. Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
 - c. Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.
 - d. Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
 - e. Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.

- 2.10 Identify and describe principles of American democracy and relate them to the founding of the nation.
 - a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life.
- 2.12 Define governmental systems, including democracy and monarchy.
- 2.20 Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21 Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.

U2T2: From Colonies to Independence Instructional Resources

Framing Question: Why did colonists want Independence from Great Britain?		
Supporting Questions	Sources and Materials	Vocabulary
What was life like in colonial America? Why were the thirteen colonies created?	- Secondary Texts: The Thirteen Colonies, The Pilgrims Search for a New Home, Sequoyah - Image Bank: U2T2SQ1 - Map: Thirteen Colonies Map - Videos: Life in Colonial America, Life as a Child in the 18th Century, The History of Colonial America, The 13 Original Colonies for Kids - Graphic Organizer: Compare/Contrast Colonial Life with Life in the U. S. Today - Activities: Compare/Contrast Colonial Life with Life in the U. S. Today Book, Drag and Drop Thirteen Colonies Map (slide 7 and 8)	colonies, tax, pilgrim
Why is the American Revolution significant (important) to United States History?	- Secondary Texts: American Independence, A Sad Struggle Between Peoples, Paul Revere, The Revolution Begins, George Washington and the Fight for America - Image Bank: U2T2SQ2 - Map: Battles of the American Revolution Interactive Map - Videos: The Shot Heard Round the World, The Declaration of Independence For Kids, A Quick Crash Course On the Declaration, Battles of Lexington and Concord: Road to Revolution, The Boston Massacre: Road to Revolution	parliament, protested, redcoats, patriots
Who are the founding fathers, and why are they significant (important)?	- Secondary Texts: Colonial Leaders Meet Again, Benjamin Franklin, George Washington and the Fight for America - Videos: Who Are the Founding Fathers?, Who Is Benjamin Franklin? Learn about the Life and Accomplishments of Benjamin Franklin, Footsteps Through History: Give Me Liberty, The Exceptional Life of Benjamin Banneker	treason, loyalist, printer, president

How did some women play an important role in colonial America?	• Secondary Text: Women's Duties • Image Bank: U2T2SQ4 • Videos: How Phillis Wheatley captured the attention of the world, Footsteps Through History: Abigail Adams, Women of the American Revolution: The Real Unsung Heroes, Boston History in a Minute: Anne Hutchinson	
How did colonists make a living? Describe the colonial economy.	• Secondary Text: The English Colonies Chapter 1 • Image Bank: U2T2SQ5 • Videos: Triangular Trade, The 13 Original Colonies for Kids, Geography of the Colonies, Economy and Geography of the Regions of the 13 Colonies • Graphic Organizers: Today's Global Economy Scavenger Hunt, Compare and Contrast Triangular Trade and Global Economy	trader, region, crop, harbor, timber, manufactured goods, natural resources
Why did some colonists want independence from England?	• Secondary Texts: The Boston Tea Party, The Colonies Unite, Colonial Leaders Meet Again • Primary Text: ◦ Declaration of Independence Excerpts (blank and answer key) • Image Bank: U2T2SQ6 • Videos: The Boston Tea Party for Kids: Learn about the History of the Boston Tea Party and Why it Happened, Footsteps Through History: The Declaration of Independence, The Declaration of Independence: The Road to Revolution, The Boston Tea Party: Road to Revolution, The First Continental Congress: Road to Revolution, The Second Continental Congress: Road to Revolution	harbor, patriots
What state and national holidays do we celebrate? Why do we celebrate them?	• Image Bank: U2T2SQ7 • Videos: What are the National Holidays?, Pilgrims for Kids: A History of the Pilgrims and the First Thanksgiving, Native American Heritage Day	national, holiday
What is the history behind our nation's symbols?	• Secondary Text: Washington, D. C. and American Symbols • Image Bank: U2T2SQ8 • Videos: Symbols of the United States: Facts about the U. S., The Star Spangled Banner	symbol, motto

What are some man made American monuments? Why were they built?	• Image Bank: U2T2SQ9 • Video: Famous Landmarks in the United States: America's Best Landmarks Trivia Game	monument
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Unit 3: Making the United States of America

Topic 1: Making the Constitution

Overview

In this topic, students will learn why the United States needed a constitution and how the founding fathers created the new government that we use today.

For further reading, please review these resources: [Making the Constitution Grade 2 Teacher Manual](#), [We the People: 3D Archeology at Cresson's Court, Activity #1](#), [National Constitution Center Classroom Resources by Topic](#), [Library of Congress: The Constitution Primary Source Set](#)

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.6 Describe the significance of the American Revolution and the founding of the United States.
- 2.7 Identify and describe national historical figures, celebrations, symbols, and places.
 - a. Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
 - b. Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
 - c. Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.
 - d. Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
- 2.10 Identify and describe principles of American democracy and relate them to the founding of the nation.
 - b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11 Explain the purpose of rules and laws in the United States.
- 2.12 Define governmental systems, including democracy and monarchy.

U3T1: Making the Constitution Instructional Resources

Framing Question: Why did the Founding Fathers create the United States Constitution?		
Supporting Questions	Sources and Materials	Vocabulary
What is a government? What are some types of government?	- Secondary Text: Types of Government - Image Bank: U3T1SQ1 - Videos: All Hail the King! What is a Monarchy?: Politics on Point, This is What Democracy Looks Like: Politics on Point, Democracy vs. Republic: What is the Difference Between a Democracy and Republic - Graphic Organizers: Types of Government (blank/key), Types of Government Assessment (blank/key) - Activity: Types of Go“bear”ment (directions/props/display slides)	government, monarchy, democracy, citizen, republic, election, dictatorship
Why was life difficult in the United States after the American Revolution?	- Secondary Texts: Life After the American Revolutionary War, The Articles of Confederation - Image Bank: U3T1SQ2 - Video: The Articles of Confederation - Graphic Organizer: Articles of Confederation: Who Had the Power? (blank/key)	independence, government, colonies, country, debt, congress, government, trade, war, ambassadors, consent
Why did state leaders meet in Philadelphia, PA in 1787?	- Secondary Text: Writing the Constitution - Image Bank: U3T1SQ3 - Map: Locations of Important Events Leading to the Constitution (blank/key/editable) - Videos: Declaration of Independence and Constitution - Independence Hall (preview), Birthplace of Freedom: A Tour of Independence Hall (web/drive)	convention, president, compromise, constitution, document, Founding Fathers
What is a constitution, and why did some colonial leaders say we needed a new one?	- Secondary Texts: A New Plan of Government, Explaining the Constitution - Primary Text: - Paraphrase the Preamble of the Constitution (blank/key) - Image Bank: U3T1SQ4	constitution, duties, unconstitutional, articles, president, law,, elected, amendment, preamble, union, justice, domestic

	• Videos: The Constitution for Kids, The Preamble - School House Rocks w/Sing along text, Students Reflect on the Promises of the Preamble, Articles of Confederation vs. the Constitution, Constitutional Convention: Federalists v. Anti-Federalists, The Federalists versus the Anti-Federalists • Graphic Organizers: Articles of Confederation or the Constitution (blank/key), Who Would Agree? (blank/key) • Activity: Write a Classroom Preamble	tranquility, welfare, liberty, posterity, ordain
Why did some Americans want a bill of rights added to the Constitution?	• Secondary Texts: Debating the Constitution, A Closer Look at the Constitution • Primary Text: ○ First Amendment of the Bill of Rights (blank/key) • Image Bank: U3T1SQ5 • Video: The Bill of Rights for Kids (first 3:58 minutes) • Graphic Organizer: Making the Constitution Timeline (blank/key/editable)	liberty, national government, religion, speech, press, limiting, amendment, amend, Bill of Rights, press, assembly

Topic 2: How the Government Works: Citizenship and the Three Branches of Government

Overview

In this topic, students will continue their study of the United States government. Students will learn about the structure and functions of the United States government.

For further reading, please review these resources: [Making the Constitution Teacher Guide](#), [The United States Constitution for Kids](#)

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.9 Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).
- 2.10 Identify and describe principles of American democracy and relate them to the founding of the nation.
 - b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11 Explain the purpose of rules and laws in the United States.
- 2.12 Define governmental systems, including democracy and monarchy.
- 2.13 Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 2.15 Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.

U3T2: How the Government Works: Citizenship and the Three Branches of Government

Instructional Resources

Framing Question: How does the United States' government work, and how do citizens participate in our government?		
Supporting Questions	Sources and Materials	Vocabulary
What are the principles of American democracy?	• Secondary Text: Four Guiding Principles • Image Bank: U3T2SQ1 • Videos: What is Federalism?, Three Branches of Government School House Rock, What is Government: Limited or Unlimited? • Graphic Organizer: Government: Limited or Unlimited? (blank/key) • Activity: Federalism Sort (blank/key)	consent of the governed, separation of powers, checks and balances, limited government, federalism, principle, taxes, coin
Why do we have rules and laws?	• Secondary Text: Rules and Laws • Videos: Why Rules are Important, Laws and Rules for Kids: What is the Difference Between a Rule and a Law? • Graphic Organizer: Rules and Laws (blank/key)	rule, law
How does the U. S. Constitution set up our national government?	• Secondary Texts: Separation of Powers, "The Three Branches of Government" • Image Bank: U3T2SQ3 • Videos: Checks and Balances for Kids: Three Branches of Government: Checks and Balances Explained, Legislative Branch: U.S. Government for Kids, Executive Branch: President - U.S. Government for Kids, Judicial Branch: Supreme Court - U.S. Government for Kids • Graphic Organizer: Separation of Powers: How is the National Government Set Up? (blank/key)	legislative branch, executive branch, judicial branch, separation of powers, checks and balances, veto
How are local, state, and national governments similar and different?	• Primary Text: ◦ U.S. Constitution and Louisiana State Constitution Preambles (blank/key) • Image Bank: U3T2SQ4 • Video: Local Government for Kids	federalism, governor, mayor, city council

	Graphic Organizer: Who's in Charge? Comparing and Contrasting Local, State, and National Governments (blank/key)	
What rights and responsibilities do citizens have?	- Secondary Text: Citizenship - Videos: Good Citizenship for Kids, Rights and Responsibilities for Kids: What's the Difference, The Rights and Responsibilities of Citizens: Politics on Point, The Duties and Responsibilities of Citizens - Graphic Organizer: Citizens: Is it a right or a responsibility? (blank/key) - Activity: What role does a citizen play in elections?	right, voting, public official, armed forces

Overview

To understand the difference between needs and wants, students will learn about the economic concepts of wants, needs, producers, consumers, and scarcity within the United States. Students will be able to identify examples of basic economic concepts.

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.16 Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.
 - a. Describe how people are both producers and consumers.
 - b. Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - c. Identify examples of an economic cost or benefit of a decision or event.
- 2.17 Explain why and how people specialize in the production of goods and services.
- 2.18 Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19 Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 2.26 Explain how and why people, goods, and ideas move from place to place.
- 2.27 Describe how and why people from various cultures immigrate to the United States.

U4T1: Living and Working in the United States Instructional Resources

Framing Question: What factors influence where Americans work and live?		
Supporting Questions	Sources and Materials	Vocabulary
What is the difference between wants and needs and how are they related to the problem of scarcity?	- Secondary Texts: Needs and Wants, Scarcity, Opportunity Cost - Image Bank: U4T1SQ1 - Video: Scarcity - Explore Economics Video Series, What is Scarcity?, Bebe the Parrot (Opportunity Cost) \$martPath - Activities: Goods and Services, Goods and Services Answer Key	needs, wants, health, survival, scarcity, impact, supply, opportunity cost, good, service
What is the difference between goods and services?	- Secondary Text: Goods and Services - Image Bank: Good or Service - Videos: Goods and Services, Good Boy! (Goods vs. Services) \$martPath - Activities: Good Boy Lesson 1 What Are Goods, Good Boy Gets His Lesson 2: Using Goods and Services	economics, resources, renewable, nonrenewable, wants, needs, goods, services, scarcity
Why do people do different kinds of work?	- Secondary Texts: Producers and Consumers, Job Specialization - Image Bank: U4T1SQ3 - Videos: Job Map, Specialization and Trade, Explained - Activities: When I Grow Up? (omit page 14), Jobs in My Town Bingo, Jobs in My Town Bingo Answer Key	good, service, producer, consumer, labor, specialization, factory
Why do people move to the United States?	- Secondary Texts: Immigration, Migration - Image Bank: Immigration to the United States, 1820-1860, Composition of Immigration, 1840-1860 - Video: Migration- Why People Migrate - Activity: They're Coming to America: Immigrants Past and Present	immigration, migration, push and pull migration

Overview

Students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens.

For further reading, please review these resources: [Character Education Programs](#), [AIM Educators Guide and Videos](#), [Helping Your Child Become a Responsible Citizen](#)

Standards

- 2.1 Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2 Differentiate between primary and secondary sources. For example:
 - a. Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3 Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4 Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5 Compare life in the United States in the past to life today.
- 2.14 Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.

U4T2: Planning for the Future Instructional Resources

Framing Question: How can good habits, hard work, and planning for the future help you achieve your goals?		
Supporting Questions	Sources and Materials	Vocabulary
What are the habits of successful people?	- Secondary Text: AIM Buddy Project Summary Chart - Image Bank: Honesty, Forgiveness, Generosity - Activities: Lesson Plans and Overview, Educators Guide	honesty, forgiveness, generosity
Why is hard work and planning for the future important?	- Secondary Text: Duke Ellington - Videos: Duke, Overcoming obstacles - Graphic Organizer: Duke Character Motivation Chart - Activity: Character Motivation - Duke Lesson Plan	motivation, hard work
What is one of your long-term goals and how can you stay focused on achieving it?	- Secondary Text: Short, Medium, and Long-Term Goals - Graphic Organizer: Setting Goals	short-term goals, medium-term goals, long-term goals