

# Grade Two

## **E Pluribus Unum: From Many, One**

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

### **Concepts and Skills:**

#### **History and Geography**

1. Use a calendar to identify days, weeks, months, years, and seasons. (H)
2. Use correctly words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons). (H)
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)
4. Describe how maps and globes depict geographical information in different ways. (G)
5. Read globes and maps and follow narrative accounts using them. (G, H)

#### **Civics and Government**

6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)
7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)

#### **Economics**

8. Give examples of people in the school and community who are both producers and consumers. (E)
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)

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The purpose of the Grade 2 curriculum is to give students their first concentrated study of the formative years of North American geography.

**I. Explain how the Earth’s physical features impact human activities and societies**

Students will leave Grade 2 with knowledge of fundamental concepts of Geography and understand that maps and globes are learning tools to help them learn about the world. Students will be able to locate and describe major physical features of the Earth including mountain ranges and bodies of water including major rivers of the world. Students will know the difference between a continent and countries and give examples of each. Students will also explain how Earth’s physical features have an impact on where people live and how people live (History, Geography, Economics). As students explore the different regions of the world, they will identify and describe sites, events, and landmarks from their family of origin. (History)

**MA H/SS Standards:**

**CS2.1-CS2.8 (H, G, C), 2.1 (G), 2.2 (G), 2.3 (G), 2.4 (G), 2.5 (G), 2.6 (G), 2.7 (H, G, C)**

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	Yes

**Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:**

<b>Sept.</b> Physical spaces, places & regions of the Earth (CS2.4-CS2.5, 2.1, 2.3, 2.6, 2.7) Map & globe skills (CS2.4-CS2.5)	<b>Oct.</b> WeeBee Tunes: Europe (2.1, 2.3-2.7)	<b>Nov.</b> WeeBee Tunes: Asia (2.1, 2.3-2.7)	<b>Dec.</b> WeeBee Tunes: Asia (2.1, 2.3-2.7)	<b>Jan.</b> WeeBee Tunes: Africa (2.1, 2.3-2.7)
<b>Feb.</b> WeeBee Tunes: Antarctica (2.1, 2.3-2.7)	<b>Mar.</b> WeeBee Tunes: Australia (2.1, 2.3-2.7)	<b>Apr.</b> WeeBee Tunes: South America (2.1, 2.3-2.7)	<b>May</b> WeeBee Tunes: North America (2.1, 2.3-2.7)	<b>Jun.</b> WeeBee Tunes: North America (2.1, 2.3-2.7)

**Sources:** MA History & Social Sciences Curriculum Framework (2003), pp. 17-18. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38. MA Science and Technology/Engineering Curriculum Framework (2006), pp.

Resources for History Teachers Wikispaces, <http://resourcesforhistoryteachers.wikispaces.com/>  
Sheppard Software, [http://sheppardsoftware.com/World\\_Continents.htm](http://sheppardsoftware.com/World_Continents.htm)  
Super Teacher Worksheets, <http://www.superteacherworksheets.com>  
Wee Bee Tunes: Africa, Antarctica, Asia, Australia, Europe, North America, South America

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## II. Explain how people from different cultures can share common experiences and live with one another

Students will leave Grade 2 with an understanding of how certain traditions and customs practiced in the United States came from another region of the world. Students will be able to describe the geography theme of movement and explain how the movement of peoples, goods, and ideas greatly impact the course of human history. (History, Geography) Students will also describe their relationship to the world by exploring their own ethnicity and family origin. (History) Students will describe the relationship between producers and consumers by explaining how some cultural traits (e.g., clothing, foods, technologies, etc.) are brought to the United States as imported goods (products) and why some of them are popular (and very expensive) to buy. (Economics)

### MA H/SS Standards:

**CS2.1-CS2.9** (H, G, C, E), **2.1** (G), **2.7** (H, G, C), **2.8** (G, C), **2.9** (H, G, C), **2.10** (H)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

### Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

<b>Sept.</b> Exploring Culture Through Storytelling; Culture Regions of the World What is immigration?	<b>Oct.</b> What are culture traits? How do culture traits move and spread? What are imports? What is trade?	<b>Nov.</b> Traditional foods from around the world	<b>Dec.</b> Faiths; religions How do people celebrate the holidays? Holiday calendars (CS2.1)	<b>Jan.</b> Clothing; fashion from around the world
<b>Feb.</b> Music; songs from around the world	<b>Mar.</b> Architectural design inspired/influenced from other regions of the world	<b>Apr.</b> Languages; words we speak that came from other regions of the world	<b>May</b> Habits & mannerisms from other cultures; tools used (e.g., eating utensils, etc.)	<b>Jun.</b> Games & sports from around the world

**Sources:** MA History & Social Sciences Curriculum Framework (2003), pp. 17-18. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38.

Exploring Culture Through Storytelling, Scholastic, Inc., <http://tinyurl.com/2u7nwmw>  
 Culture Regions of the World, [http://eduplace.com/kids/socsci/books/applications/imaps/maps/g6\\_u1/index.html#top](http://eduplace.com/kids/socsci/books/applications/imaps/maps/g6_u1/index.html#top)  
 Resources for History Teachers Wikispaces, <http://resourcesforhistoryteachers.wikispaces.com/2.8>  
 CultureQuest, [http://www.culturequest.us/cultural\\_studies\\_toolkit.htm](http://www.culturequest.us/cultural_studies_toolkit.htm)  
 Culture: What is it? <http://www.unitedstreaming.com>

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**III. Explain the significance of notable individuals recognized for their great achievements**

Students will leave Grade 2 with deep appreciation of notable individuals, past and present, recognized for their great achievements in science, education, politics, religion, business, military, sports, and the arts. (History, Civics) When learning about presidents and (local and state) elected officials, students will learn about leadership, and how citizens play a role in electing leaders and representatives. (Civics)

**MA H/SS Standards:**  
**CS2.6 (C), CS2.7 (C), 2.10 (H)**

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
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Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

**Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:**

<b>Sept.</b> What is a biography? <u>Braintree Natives:</u> J. Adams J. Quincy Adams J. Hancock S. Thayer J. Wampatuck <u>MA Elected Leaders:</u> D. Patrick J. Sullivan	<b>Oct.</b> <u>Explorers:</u> C. Columbus F. Magellan V. N. de Balboa M. Polo H. Hudson <u>MA Representatives:</u> S. F. Lynch D. E. Warren E. Markey	<b>Nov.</b> <u>Scientists:</u> A. Einstein I. Newton L. Pasteur J. Salk M. Curie <u>Military:</u> G. S. Patton D. Eisenhower C. Powell	<b>Dec.</b> <u>Musicians/Artists:</u> L. van Beethoven W. Mozart L. da Vinci L. Armstrong E. Fitzgerald J. Lennon N. Rockwell Michelangelo	<b>Jan.</b> <u>Activists:</u> M. L. King, Jr. F. Douglass S. B. Anthony R. Parks B. T. Washington S. Truth
<b>Feb.</b> <u>Presidents:</u> G. Washington T. Jefferson J. Madison A. Lincoln F. D. Roosevelt J. F. Kennedy R. Reagan B. Obama	<b>Mar.</b> <u>Entrepreneurs:</u> F. C. Lowell A. Carnegie B. Gates H. Hughes S. Jobs O. Winfrey M. Zuckerberg	<b>Apr.</b> <u>Inventors:</u> B. Franklin T. Edison J. Gutenberg A. G. Bell H. T. Ford Wright Brothers G. Eastman	<b>May</b> <u>Athletes:</u> J. Robinson G. "Babe" Ruth L. Gehrig J. DiMaggio J. Owens M. Ali N. Kerrigan S. & V. Williams	<b>Jun.</b> <u>Notable Women:</u> F. Nightingale C. Barton A. Earheart E. Roosevelt S. Day O'Connor J. B. Kennedy Onassis M. Obama H. Clinton

\* The above named are only SAMPLES of individuals whom students can research and learn. Categories of individuals are neither anchored nor tied to any particular month.

**Sources:** MA History & Social Sciences Curriculum Framework (2003), pp. 17-18. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38.  
 Methuen Public Schools, [http://www.methuen.k12.ma.us/curriculum\\_social\\_studies\\_gr2.shtml](http://www.methuen.k12.ma.us/curriculum_social_studies_gr2.shtml)  
 Resources for History Teachers Wikispaces, <http://resourcesforhistoryteachers.wikispaces.com/Biography.com>  
[Infoplease.com/biography/](http://Infoplease.com/biography/)