



Grade 2: We Do Our Part

Prince George's County Social Studies

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

Course Name/Number:

Class Time:

TEXT: Pearson, MyWorld Social Studies; We Do Our Part

OVERVIEW:

In second grade, students continue with the learning on belonging and neighborhoods by going deeper in their study of communities, past and present. Students explore their own family's history and stories about distinctive individuals, achievements, traditions, and customs. Students consider how the people in their community contribute to the environment and economy. Meanwhile, understanding that geography is a way of understanding the relationship between people and the world. Additionally, students will study the right and responsibilities of American citizens and the impact on their community and that symbols represent values and ideas that are important to a group of people.

GOALS:

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through play, center activities, portfolios, exhibitions, simulations, that correlate to social studies content standards for evaluation
- Communicate effectively and age appropriately for a variety of purposes.

Elementary Social Studies (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their academic growth. Student assignments should reflect the opportunity to evaluate sources and use evidence to communicate a conclusion to take informed action as engaged citizens.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Writing Tasks • Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc. (Appropriate for 2-5. Age appropriate resources are embedded in curriculum maps and text materials). • Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.(Appropriate for 3-5. Links for resources are embedded in curriculum maps.) 	35%
Homework	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Reading • Study Guides • Current Events 	15%
Assessments	Includes formative and summative assessment. Assessments must address content standards and vary to address student population. <ul style="list-style-type: none"> • Unit Assessment • Project Based Assessment i.e. Research Report, Performance, Simulation etc. 	50%

We Do Our Part Social Studies Grade 2 Year at a Glance

Quarter 1	Quarter 2																				
<p>Content Focus: Civics-Our Roles and Responsibilities</p> <p>Overarching Question: <i>How do our beliefs shape our communities and country?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Responsible citizens respect others and make contributions to their school, community, state, and country. The role of government is to make and enforce laws and provide services for the common good. The United States is founded on the principle that all citizens have common rights that are protected and guaranteed. Our country's symbols, documents, and historical events reflect democratic values, principles, and beliefs. <p>Focused Reading & Strategies & Skills</p> <table> <tr> <td>Listening Comprehension</td> <td>Main Idea & Supporting Details</td> </tr> <tr> <td>School Rituals and Routines</td> <td>Compare and Contrast</td> </tr> <tr> <td>Questioning</td> <td>Predicting Outcomes</td> </tr> <tr> <td>Infer</td> <td>Monitor/Clarify</td> </tr> </table> <p>Analytic Writing</p> <table> <tr> <td>Informational/explanatory texts</td> <td>Opinion Pieces</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> Persuade The Principal Proposal (Student/Class Created Presentations) As a class craft proposal about a school wide issue/problem -Student should write a letter to the principal stating problem and possible solution. <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2Civ1-14.K-2 Applying Disciplinary Tools & Concepts (Civics) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>	Listening Comprehension	Main Idea & Supporting Details	School Rituals and Routines	Compare and Contrast	Questioning	Predicting Outcomes	Infer	Monitor/Clarify	Informational/explanatory texts	Opinion Pieces	<p>Content Focus: History-Celebrating Diversity and Traditions</p> <p>Overarching Question: <i>How is culture shared and changed over time?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Our national holidays and celebrations reflect our culture. Many different cultures combine to make the culture of the United States. Over time, some things change and some things remain the same. Developments in technology affect the way people live. <p>Focused Reading Strategies & Skills</p> <table> <tr> <td>Plot Sequence</td> <td>Main Idea & Key Ideas</td> </tr> <tr> <td>Summarize</td> <td>Compare and Contrast</td> </tr> <tr> <td>Questioning</td> <td>Evaluate</td> </tr> <tr> <td>Author's Purpose</td> <td>Monitor/Clarify</td> </tr> </table> <p>Analytic Writing</p> <table> <tr> <td>Informational/explanatory texts</td> <td>Opinion Pieces</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> MyWorld Activity: Possible Theme "What in this World Helps Us to Live and Learn" Create a Living Timeline of the events of your life at school. (Student/Class Created Presentations) <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2His1-17.K-2 Applying Disciplinary Tools & Concepts (History) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>	Plot Sequence	Main Idea & Key Ideas	Summarize	Compare and Contrast	Questioning	Evaluate	Author's Purpose	Monitor/Clarify	Informational/explanatory texts	Opinion Pieces
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Quarter 3	Quarter 4										
<p>Content Focus: Geography-<i>As the World Turn</i></p> <p>Overarching Question: <i>In what ways are good citizens involved in their homes, schools, and communities?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> Physical features are located in specific places, and words can be used to describe their relative location. Maps and globes can be used to locate places and features. The world is made up of different physical features, such as landforms and bodies of water. Communication and transportation connect people, products, and ideas <p>Focused Reading Strategies & Skills</p> <table border="0"> <tr> <td>Theme</td> <td>Point of View</td> </tr> <tr> <td>Visualize/Infer</td> <td>Summarize</td> </tr> <tr> <td>Monitor/Clarify</td> <td>Integrate Strategies</td> </tr> <tr> <td>Evaluate</td> <td>Cause and Effect</td> </tr> </table> <p>Analytic Writing</p> <table border="0"> <tr> <td>Informational/explanatory texts</td> <td>Opinion Pieces</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> Flat Principal- Create a “Flat Principal” to travel our county and share stories of leadership. “Flat Principals” should travel to schools North, South, East and West of the base school. When the “Flat Principal” is sent back to the school, the class should create a map of the journey, and write about the “Flat Principal” experience. (Student Created Presentations) <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2Geo1-2.K-2 Applying Disciplinary Tools & Concepts (Geography) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>	Theme	Point of View	Visualize/Infer	Summarize	Monitor/Clarify	Integrate Strategies	Evaluate	Cause and Effect	Informational/explanatory texts	Opinion Pieces	<p>Content Focus: Economics- <i>Everybody Works</i></p> <p>Overarching Question: <i>How do people get what they want and need?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> People make economic choices that impact their communities and affect human, natural, and capital resources. <p>Focused Reading Strategies & Skills</p> <p>Integrating Strategies</p> <p>Analytic Writing</p> <p>Informational/explanatory texts Opinion Pieces</p> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> Create an Economic Habitat-How do People Meet their Basic Economic Needs Mini Market Simulation (How different places make money ie. Fishing Communities, Factory Towns, Farms; Global Tech Centers etc. Students should create informational advertisement literature to describe their market place (Student Created Presentations) <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2Eco1-15.K-2 Applying Disciplinary Tools & Concepts (Economics) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>
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<p>Quarterly Assessments</p> <ul style="list-style-type: none"> Teacher-Created Assessment Quarter Culminating Activity 											

