

Grade 2 Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

Grade 2 Content Focus	Grade 2 Claims
<ul style="list-style-type: none"> Communities and the Environment Historical People and Events Government and Economics Local Community and Culture 	<ul style="list-style-type: none"> How does environment impact a community? What events and people have helped shape our community and culture? What does the economy and government look like in Louisiana and my community? What impact does environment have on local culture?

Content: Students have a focus on learning about their community, and how each content focus impacts their lives within their community. The shift from first grade is a broader view of the community and state, rather than a focus on school and family. Students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students are beginning to understand how to develop claims and support with a foundation of a source, rather than an opinion. The reliance in this grade is still heavy in text, but a shift is seen with introduction of more authentic sources such as pictures and websites. Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Our Community and its Geography	Our Community and its Heritage	Our Community and its Leaders	Our Community and its Government	Our Community and its Economy	Our Community and its Culture
August-September	October – November	December – January	February – Mid-March	Mid-March – Mid -April	Mid-April - May
GLEs: 2.1.2, 2.2.1-4, 2.2.5-7, 2.2.9-10	GLEs: 2.1.1-2, 2.1.6-7	GLEs: 2.1.1, 2.1.3, 2.1.5	GLEs: 2.3.1-3, 2.4.1-3	GLEs: 2.5.1-3, 2.6.1-3, 2.7.1-2	GLEs: 2.1.4, 2.2.6, 2.2.8

Unit 1: Our Community and its Geography

(August–September)

Unit overview: In this unit students will learn about the how communities change, grow, and develop over time and the different types of communities. This sets the stage for the unit to follow where students will explore their heritage and traditions, and the impact of past events in their nation.

Note: This content can be taught in conjunction with the [Ox-Cart Man](#) unit (Lesson 9) from the [English Language Arts Guidebook](#) for Grade 2.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
Changes in and Types of Communities <i>10 days</i>	<ul style="list-style-type: none"> How do characteristics of a community change over time? (2.2.6, 2.1.2) What are the similarities and differences between urban, rural, and suburban environments? (2.2.7) How do the physical characteristics of a region impact the development of communities? (2.2.5) 	Sample Task <ul style="list-style-type: none"> Where is Home? Irondequoit Possible Sources <ul style="list-style-type: none"> Communities: Then (Pictures from The Louisiana Digital Library) <ul style="list-style-type: none"> African American students in East Baton Rouge Parish Louisiana Kentwood High School opening in 1910 Native American schoolgirls in Louisiana, 1930s Gathering of children from East Baton Rouge Parish schools, approximately 1917 Football team in 1898 "Growing Up Long Ago." ReadWorks "Inventions: Then and Now." ReadWorks Text from the ELA Guidebook <ul style="list-style-type: none"> <i>Window</i>, Jeannie Baker
Map Skills <i>10 days</i>	<ul style="list-style-type: none"> How can we find our community on a map? (2.2.1-4) 	Possible Sources <ul style="list-style-type: none"> "Finding Places with a Map." ReadWorks Google Earth (allows students to see world, hemisphere, country, etc. down to the school building in most cases)
Our Environment <i>10 days</i>	<ul style="list-style-type: none"> How can we preserve, protect and replenish natural resources? (2.2.9) How do natural disasters impact people and the environment? (2.2.10) 	Possible Sources <ul style="list-style-type: none"> "The Mighty Mississippi." ReadWorks "Mountains and Oceans: The Rocky Mountains." ReadWorks

Unit 2: Our Community and its Heritage

(October–November)

Unit overview: In this unit students will learn about key historical events that helped shape our lives, as well as historical symbols and their significance. This sets the stage for the unit to follow where students will explore significant people in history and their actions.

Topic and Days	Content and Claims	Possible Sources
<p>Impact of Historical Events</p> <p><i>35 days</i></p>	<ul style="list-style-type: none"> • How have key events in history impacted our lives? (2.1.1, 2.1.2, 2.1.6, 2.1.7) • How are key events in history associated with national symbols, landmarks, and essential documents? (2.1.6, 2.1.7) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • “Columbus was an Explorer.” ReadWorks • Liberty Bell, USHistory.org • Statue of Liberty virtual tour, National Park Service • Mount Rushmore, CyArk • Lincoln Memorial, National Park Service • American Bald Eagle, US Dept. Veterans Affairs • “Symbols of the United States.” ReadWorks

Unit 3: Our Community and its Leaders

(December–January)

Unit overview: In this unit students will explore key historical people and their actions that have made lasting impacts on the country. This sets the stage for the unit to follow where students will explore government at a local level.

Topic and Days	Content and Claims	Possible Sources
<p>Famous Americans</p> <p><i>35 days</i></p>	<ul style="list-style-type: none"> • How are famous Americans associated with national symbols, landmarks, and essential documents? (2.1.3) • How have the achievements of famous Americans changed society? (2.1.1, 2.1.5) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Philo Farnsworth, Kidzworld • Alexander Graham Bell, Science Kids • Thomas Edison, Mr Nussbaum • “A Great Leader,” ReadWorks

Unit 4: Our Community and its Government

(February–Mid-March)

Unit overview: In this unit students will learn about local government how citizens’ needs are met, and the role they can play in being a good citizen. This sets the stage for the unit to follow where students will explore economics and how economics impacts communities.

Topic and Days	Content and Claims	Possible Sources
<p>Government and Leaders</p> <p><i>15 days</i></p>	<ul style="list-style-type: none"> • How does a responsible government meet the needs of the local community? (2.3.1, 2.3.2) • Who are the current political leaders of the community, state, and country? (2.3.3) • How are political leaders elected? (2.3.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • “The Three branches of Government.” ReadWorks • “The Right to Vote.” ReadWorks • Kids Page, Louisiana Government • Ben’s Guide to Government, Government Publishing
<p>Good Citizenship</p> <p><i>10 days</i></p>	<ul style="list-style-type: none"> • What are the characteristics and responsibilities of good citizens? (2.4.1, 2.4.2, 2.4.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • <i>Being a Good Citizen,</i> Adrian Vigliano

Unit 5: Our Community and its Economy

(Mid-March–Mid -April)

Unit overview: In this unit students will learn about the role producers and consumers play in economics, and how economics can be affected. This sets the stage for the unit to follow where students will explore their community and how it has been impacted through various means.

Note: This content can be taught in conjunction with the *Ox-Cart Man* unit (Lesson 1, 4, and 5) from the [English Language Arts Guidebook](#) for Grade 2.

Topic and Days	Content and Claims	Possible Sources
Louisiana’s Workforce <i>10 days</i>	<ul style="list-style-type: none"> What are different types of careers in the workforce and what are skills necessary for specific jobs? (2.7.1, 2.7.2) 	Possible Sources <ul style="list-style-type: none"> Text from the ELA Guidebook Unit <ul style="list-style-type: none"> <i>Ox-Cart Man</i>, Donald Hall “From Farm to Market”, Domain 5 of the Grade K Core Knowledge Listening and Learning Strand (pages 95-97 of the Read-Aloud)
Producers and Consumers <i>5 days</i>	<ul style="list-style-type: none"> How can people be both producers and consumers? (2.6.1, 2.6.2) How are money and barter used to obtain goods and services? (2.5.1, 2.6.3) 	Possible Sources <ul style="list-style-type: none"> Trade and Barter, Schoolhouse Rock Producers and Consumers, (Process, Activity 1 and 2), Council for Economic Education <i>One Cent, Two Cents, Old Cent, New Cent: All About Money (Cat in the Hat’s Learning Library)</i>, Bonnie Worth Text from the ELA Guidebook Unit <ul style="list-style-type: none"> <i>Who’s Buying? Who’s Selling?: Understanding Consumers and Producers</i>, Jennifer S. Larson
Scarcity <i>5 days</i>	<ul style="list-style-type: none"> How does scarcity of a resource and opportunity cost impact choices people make? (2.5.2, 2.5.3) 	Possible Sources <ul style="list-style-type: none"> Opportunity Costs, Council for Economic Education

Unit 6: Our Community and its Culture

(Mid-April - May)

Unit overview: In this unit students will learn about the interdependence between people, animals, and the environment. They will look at how this has impacted cultural events, traditions, and celebrations.

Topic and Days	Content and Claims	Possible Sources
<p>Inter-dependence and Change</p> <p><i>10 days</i></p>	<ul style="list-style-type: none"> • How are vegetation, animal life, and culture of a region interdependent? (2.2.8) • How have vegetation, animal life, and communities changed over time? (2.2.6) 	<p>Sample Task</p> <ul style="list-style-type: none"> • Communities <p>Possible Sources</p> <ul style="list-style-type: none"> • Alligator Hunting, LA Wildlife and Fisheries • Louisiana, America’s Story • See also sources in unit 1, Pictures from The Louisiana Digital Library
<p>Significance of Celebrations</p> <p><i>10 days</i></p>	<ul style="list-style-type: none"> • Why do we have local, state, and national celebrations, cultural events, and traditions? (2.1.4) • Why are local, state, and national celebrations, cultural events, and traditions significant? (2.1.4) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • “A Day for Veterans.” ReadWorks • <i>I Spy in the Louisiana Sky</i>, Deborah Kadair • The History of Thanksgiving, Constitution Center • Louisiana Festivals, LA Department of Culture, Recreation and Tourism <ul style="list-style-type: none"> ○ Strawberry Festival ○ Oyster Festival ○ Watermelon Festival

Standard 1 – Historical Thinking Skills

Students use historical thinking skills to explore continuity and change in their community and the United States.

- 2.1.1 Create simple timelines to describe important events in the history of the school or local community
- 2.1.2 Compare and contrast the present day community to that of the past using primary sources
- 2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents
- 2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance
- 2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society
- 2.1.6 Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology
- 2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States

Standard 2 – Maps, Globes, and Environment

Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.

- 2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community
- 2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids
- 2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose
- 2.2.4 Identify major geographical features in the local region, state, and country
- 2.2.5 Describe how location, weather, and physical features affect where people live and work
- 2.2.6 Describe changes in the characteristics of the local community over time
- 2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments
- 2.2.8 Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent
- 2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them
- 2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment

Standard 3 – Government and the American Political System

Students develop an understanding of the structure and purposes of government in the United States.

2.3.1 Describe ways a responsible government meets the basic needs of the local community

2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court

2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected

Standard 4 – Citizenship

Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.

2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens

2.4.2 Describe the responsibilities of citizens in the United States

2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community

Standard 5 – Economic Decision making

Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.

2.5.1 Describe a variety of services provided by local economic institutions

2.5.2 Explain the benefits of personal savings

2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs

Standard 6 – Producers and Consumers

Students use basic economic principles to explain how businesses supply goods and services to consumers.

2.6.1 Describe how people can be both producers and consumers of local goods and services

2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services

2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)

Standard 7 – Careers

Students explain how community members are part of a global workforce.

2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income

2.7.2 Describe skills and education needed for specific jobs