



Scope and Sequence

Grade: 2nd Month: Sep/Oct

Content Area: Social Studies

Sub Content/Unit: Geography (U.S & Worldwide)

| <i>What our students will know and be able to do</i> | <i>Learning Activities</i> | <i>Materials</i> | <i>Assessment tools</i> | <i>Notes</i> |
|---|---|--|---|---|
| <ul style="list-style-type: none"> ● Students can name all 7 continents and 5 oceans. ● Can locate the United States on the world map. ● Use a map key to determine the different features the map goes over such as mountain ranges, rivers, bodies of water, etc. ● Research a country of their choice and record data about the country's location, population, language(s), culture, etc. | <ul style="list-style-type: none"> ● The whole class takes a look at our world map, discusses what we see and places we've been. ● Using our continent/ocean flip book and the posters, students fill out the information independently (help as needed). ● Demonstrate how to search information about the country we chose to look up. | <ul style="list-style-type: none"> ● World and U.S map. ● Chromebook ● Continent & Ocean slideshow. ● Slideshow about 10 various countries across the world to demonstrate what information students will be recording. ● Continent & Ocean flipbook ● | <ul style="list-style-type: none"> ● TPT flipbook of continents and oceans completed with correct information. ● Label on paper map where the U.S is on the world map. ● | <ul style="list-style-type: none"> ● |



Scope and Sequence

Grade: 2nd Month: Nov/Dec

Content Area: Social Studies

Sub Content/Unit: Local Community,
Economics

| <i>What our students will know and be able to do</i> | <i>Learning Activities</i> | <i>Materials</i> | <i>Assessment tools</i> | <i>Notes</i> |
|---|---|---|---|--|
| <ul style="list-style-type: none"> ● Students will learn about a local business and how it affects our community. ● Create a fake business idea with a group to learn about what things need to be accounted for when creating a business. (location, accessibility, cost of goods, community needs). ● Determine various types of jobs that keep the community and society running. | <ul style="list-style-type: none"> ● Email local business owners and ask 3+ questions curated with a small group about their business. ● Set up a fake market for selling goods after students have discussed what they are selling and for how much. | <ul style="list-style-type: none"> ● Fake money ● Paper ● Pencil ● Colored pencils ● Chromebook (for emails) ● Junior Achievement job flashcards. | <ul style="list-style-type: none"> ● Email that has at least three business related questions and responses to a local business owner. (Group of 5 students, all met with me or EA) ● Show the drawing or props that explain the fake business and goods created by the groups with an explanation. | <ul style="list-style-type: none"> ● Junior Achievement job flashcards are from a parent last year that presented to our class last year (weekly). John Derby |



Scope and Sequence

Grade: 2nd Month: Jan/Feb

Content Area: Social Studies

Sub Content/Unit: Historical Figures
(American) & Black History

| <i>What our students will know and be able to do</i> | <i>Learning Activities</i> | <i>Materials</i> | <i>Assessment tools</i> | <i>Notes</i> |
|---|--|--|---|--|
| <ul style="list-style-type: none"> ● Students will explore important historical figures and their lasting impact for our country. ● Research and record biographical information about 3+ historical figures. ● Learn about the achievements of historical figures have changed our society as a whole. ● Research black Americans and their history in this country. | <ul style="list-style-type: none"> ● Listen and discuss slideshow and video(s) of important historical figures in pairs. ● Research influential people of color and record information about their life and significance in the change of our society. | <ul style="list-style-type: none"> ● Chromebooks ● Slideshow (by me and TPT) ● Historical figure flash cards. ● Flipbook | <ul style="list-style-type: none"> ● Completed flipbook ● Participating in classroom discussion. ● | <ul style="list-style-type: none"> ● TPT Black History Month Unit |



Scope and Sequence

Grade: 2nd

Month: Mar/Apr

Content Area: Social Studies

Sub Content/Unit: Flags & Country Traditions

| <i>What our students will know and be able to do</i> | <i>Learning Activities</i> | <i>Materials</i> | <i>Assessment tools</i> | <i>Notes</i> |
|---|---|---|--|---------------------|
| <ul style="list-style-type: none"> • Students will be able to accurately identify 10 or more flags to their countries. • Students will be able to name one or more tradition from said 10+ countries. | <ul style="list-style-type: none"> • Our calendar for the month of April has flags from various countries to quickly introduce them to the class. • Research countries of their choice (can be from our 1st unit in sep/oct) • | <ul style="list-style-type: none"> • Chromebook • Flashcards of country flags. • | <ul style="list-style-type: none"> • Completed their research project that has them record information about 10+ countries. | |



Scope and Sequence

Grade: 2nd Month: May/June

Content Area: Social Studies

Sub Content/Unit: Being a good citizen

| <i>What our students will know and be able to do</i> | <i>Learning Activities</i> | <i>Materials</i> | <i>Assessment tools</i> | <i>Notes</i> |
|---|--|---|---|--------------|
| <ul style="list-style-type: none"> ● Students will be able to define what it means to be a good citizen. ● Describe the responsibilities of a good citizen. ● Describe how we can work together to become better citizens. | <ul style="list-style-type: none"> ● Talk in pairs and with the whole class about their ideas on what a good citizen is after I have explained what a citizen is. ● Go outside and take care of the school grounds (pick up trash, return lost items). ● Work in groups to create a plan for the best playground (to build community, students idea). | <ul style="list-style-type: none"> ● Trash bags ● Trash tongs ● TPT “good citizen” worksheet. ● | <ul style="list-style-type: none"> ● Complete Good Citizen worksheet where they list examples of what it means. ● Participate in classroom discussions. | |

