

**2nd Grade Social Studies Scope and Sequence  
Palisades School District**

***First three weeks of school will be devoted to School Wide Behavior expectations and First Units of Second Step lessons***

Unit Title: Introduction to Democracy in our State

Length of Unit: 6 weeks

(Week 1 Introduce concept of inventions and how they helped society, Week 2 Introduce Pennsylvania geography, Week 3 Discuss how Pennsylvania's economy had changed over time, Week 4 Introduce the concept of taxes, Week 5 Introduce local government and how laws are created, Week 6 complete performance task)

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Guiding Questions</b>	<b>Critical Content</b> Students will know...	<b>Key Skills</b> Students will be able to...
5.1 5.2 5.3 5.4	<u>Civics and Government</u> Our government is a democracy with leaders chosen by the citizens.	<ul style="list-style-type: none"> <li>● How are leaders in our local government chosen?</li> <li>● What are the roles and responsibilities of local government leaders?</li> <li>● How are laws created and adopted?</li> </ul>	<ul style="list-style-type: none"> <li>● Government leaders are elected by citizens</li> <li>● The roles of Governor, state senate, Philadelphia mayor, city counsel</li> <li>● The procedure representative take to create and pass a law</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how an election is held</li> <li>● Create a diagram using a triangle to illustrate the levels of government leaders</li> <li>● Use a timeline to show how a law is written, debated, voted and adopted.</li> </ul>
6.1 6.2 6.3	<u>Economics</u> Citizens pay taxes in many ways to support the community. Pennsylvania has changed from mostly farming to a mix of farming, producing and other industries.	<ul style="list-style-type: none"> <li>● What are taxes and how are they collected?</li> <li>● How are taxes used to provide goods and services in our community?</li> <li>● How has industry changed in our state?</li> </ul>	<ul style="list-style-type: none"> <li>● Citizens pay taxes</li> <li>● Taxes are used to provide community services.</li> <li>● Over time Pennsylvania has moved from mostly farms to factories and other industries.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide several examples of how the money collected through taxes is used in their community.</li> <li>● Create a timeline to show how Pennsylvania has moved from farming to industry.</li> </ul>
7.1	<u>Geography</u>	<ul style="list-style-type: none"> <li>● What state do we live in?</li> </ul>	<ul style="list-style-type: none"> <li>● We live in</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a</li> </ul>

7.3	We live in Pennsylvania.	<ul style="list-style-type: none"> <li>• Where is our state located in the US?</li> <li>• What are the major cities in our state?</li> <li>• What is the capital of our state?</li> </ul>	<p>Pennsylvania.</p> <ul style="list-style-type: none"> <li>• Our state is located in the Northeast region of the US.</li> <li>• Pennsylvania has two major cities, Philadelphia and Pittsburgh.</li> <li>• The capital of Pennsylvania is Harrisburg.</li> </ul>	<p>map correctly placing Pennsylvania in the US and labeling the Northeast region of the US.</p> <ul style="list-style-type: none"> <li>• The students will create a map of Pennsylvania, correctly placing Philadelphia, Pittsburgh and Harrisburg.</li> </ul>
8.1 8.2 8.4	<p><u>History</u> Many important people have lived in Pennsylvania. These people have made contributions to our country and the world.</p>	<ul style="list-style-type: none"> <li>• What are some of the important historical, elected officials in our state community?</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of Robert Fulton and Milon Hershey to our state and our country.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will choose one of these figures, complete research about their chosen individual and develop 1-2 questions about the individual.</li> <li>• The questions will be put together and presented to the class in a game show format. (Jeopardy, Kahoot, Family Feud)</li> </ul>

### Culminating Performance Task

**Purpose/Description: What will we assess? Why?**

**Students' understanding of the process elected officials complete to create, debate, revise and adopt a law.**

**Engaging Scenario:**

**You are the lawmakers in charge of creating a new law for our classroom. You will be working with the students in your group to create a law that will help to make our classroom a better place for all students. Each group will present their possible law to our class. Your group will answer questions about your law. After each group has shared their proposed law we will hold a class vote and adopt the law that receives the most votes.**

**Procedures:**

**First:** Decide on something you and the people in your group would like to change in our classroom. You must choose something that is realistic and will improve our classroom.

**Second:** Create a law that will help everyone in our classroom follow your changes for our classroom. Your law should be short and easy to follow.

**Third:** Present your law to the class. Explain how your law will create a better classroom for everyone. Be ready to answer questions and to convince everyone that your law would be the best choice.

**Fourth:** Groups will be given the opportunity to meet again and make any revisions needed to their original proposed law.

**Fifth:** When all ideas are shared and all questions are answered we will hold a class vote.

**Sixth:** The law that receives the most votes will become part of our class rules.

Students will be asked to independently complete a timeline of the law making process. They will also be asked to share a reflection about the activity: <https://docs.google.com/document/d/1Y9y9JUFK7CtXGB3imfL20hxM3aQqczW2JmJDsaexu6g/edit?usp=sharing>

**Materials Needed:**

Poster paper

Creating a law blank timeline and student response page

**Scoring Rubric**

	1	2	3	4
<b>Participation</b>	Student did not participate in the group discussions, law creation, classroom debate.	Student participated in parts of the group discussions, law creation, classroom debate.	Student participated in most of the group discussions, law creation, classroom debate.	Student participated in every aspect of the group discussions, law creation, classroom debate.
<b>Understanding</b>	Student did not demonstrate any understanding of the process elected officials use to create a law.	Student demonstrated some understanding of the process elected officials use to create a law.	Student demonstrated the ability to understand most of the process elected officials use to create a law.	Student demonstrated a full understanding of the process elected officials use to create a law.

**Standards**

- Purpose of rules and consequences in school; define fairness (5.1)
- Role government plays in community; government leaders; elected officials (5.3)

## Lesson Planning Guide

### Week 1

Introduce the concept of inventions and how they have helped society. Share some famous inventors- Thomas Edison, the Wright Brothers, George Washington Carver. Video Options: <https://www.youtube.com/watch?v=dYDJ3IDrfyY>, <https://www.youtube.com/watch?v=URZGm1iyspM>

Share some brief information about Milton Hershey and Robert Fulton- use videos and read alouds.

<https://www.youtube.com/watch?v=xp4z8o1ioJA>, Milton Hershey

<https://www.youtube.com/watch?v=FTXRPUx1kPM> Robert Fulton

<https://docs.google.com/presentation/d/1-2j1lrMJFkdn9lJWw01NZzwHu8z5slixk8aiHSpf5x0/edit?usp=sharing> Google slides with Milton Hershey and Robert Fulton info

Provide students with time to discover more facts and information about Milton Hershey and Robert Fulton. Students should then develop one multiple choice question about one of the researched inventors.

Teacher will collect all questions and check for accuracy- meet with students who might need to correct questions.

Teacher will present the questions to the class in a game format- Kahoot. Jeopardy, Family Feud.

### Week 2

Introduce Pennsylvania Geography

Display US map.

Help students to identify PA and the surrounding states on the US map.

Provide students with blank map of Pennsylvania

Work together to identify the capital, Harrisburg, and two major cities; Philadelphia and Pittsburgh. Label all three on map.

### Week 3

Discuss how Pennsylvania's economy has changed over time.

<https://kids.kiddle.co/Pennsylvania>

Industrial revolution for kids

[https://www.youtube.com/watch?v=nl\\_-6WPQ4Sq](https://www.youtube.com/watch?v=nl_-6WPQ4Sq)

Develop a class timeline illustrating Pennsylvania's transition from agriculture to industry

### Week 4

Introduce the concept of taxes and demonstrate the ways taxes are used to help citizens.

Introduce this concept with video: <https://www.youtube.com/watch?v=Un9W8U0VRpY> (this is a video from the UK but it does a really nice job describing the tax system for young kids)

List the ways tax money is used in our community.

Have each child develop a poster of the ways tax money benefits them.

**Week 5**

Introduce local government and how laws are created.

<https://www.youtube.com/watch?v=S2bxkt3Nbpk>

It would be great to have some read alouds to support student knowledge on this topic- here are a few ideas:

[https://www.amazon.com/Democracy-Dinosaurs-Citizens-Guides-Families/dp/0316534528/ref=sr\\_1\\_3?crid=1L54GL1PD8IS6&dchild=1&keywords=local+government+books+for+kids&qid=1596126665&srefix=local+go%2Caps%2C153&sr=8-3](https://www.amazon.com/Democracy-Dinosaurs-Citizens-Guides-Families/dp/0316534528/ref=sr_1_3?crid=1L54GL1PD8IS6&dchild=1&keywords=local+government+books+for+kids&qid=1596126665&srefix=local+go%2Caps%2C153&sr=8-3),

[https://www.amazon.com/Our-Government-Branches-Studies-Literacy/dp/1433373653/ref=sr\\_1\\_2?dchild=1&keywords=read+aloud+books+about+us+government&qid=1596126899&sr=8-2](https://www.amazon.com/Our-Government-Branches-Studies-Literacy/dp/1433373653/ref=sr_1_2?dchild=1&keywords=read+aloud+books+about+us+government&qid=1596126899&sr=8-2),

Here is something that I have used from TPT: <https://www.teacherspayteachers.com/Product/Government-Unit-for-Primary-Grades-Study-Guide-Worksheets-Posters-Test-548918>

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**Week 6**

Students will complete the performance task.

## Unit Title: Landforms of the United States

Length of Unit: 9 weeks

(Week 1 Introduce levels of government in our democracy, Week 2 Introduce United States map, Week 3 Identify major landforms in our country, Week 4 Identify locations of major landforms in US, Week 5 Landforms and climate have an effect on jobs and recreation in region, Week 6 Introduce the identified monument in each region of our country, Week 7 and 8 research and explore the 5 major monuments, Week 9 Complete landforms model performance task)

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content	Key Skills
5.3 5.4	<u>Civics and Government</u> There are levels of government in	<ul style="list-style-type: none"> <li>How are federal, state and local government the same and different?</li> </ul>	Students will know... <ul style="list-style-type: none"> <li>The federal government is made up of three branches including,</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Create a Venn diagram comparing and contrasting federal and state government.</li> </ul>

	our democracy.		<p>president, congress and supreme court.</p> <ul style="list-style-type: none"> <li>• State government follows federal laws and is able to create state laws.</li> <li>• Local government follows federal and state laws and is able to create local laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Working together in a group- complete a diagram comparing and contrasting all three levels of government</li> </ul>
6.4	<p><u>Economics</u> Different US regions have different types of jobs.</p>	<ul style="list-style-type: none"> <li>• What are some special types of jobs and industries in different regions of the US?</li> </ul>	<ul style="list-style-type: none"> <li>• Jobs vary depending on the physical characteristics of the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a place the job in the region activity- similar to pin the tail on the donkey</li> </ul>
7.1 7.2 7.3	<p><u>Geography</u> We live in the United States. Our country is made up of states in five different regions.</p>	<ul style="list-style-type: none"> <li>• What are the regions of our country?</li> <li>• What landforms can be found in our country?</li> <li>• How do the landforms in each region affect the people living there?</li> </ul>	<ul style="list-style-type: none"> <li>• There are five regions in our country: northeast, southeast, southwest, midwest and west.</li> <li>• The major landforms found in the US are: mountains, lakes, canyon, plains, rivers, desert, valley, oceans.</li> <li>• Different regions in our country experience different weather.</li> <li>• Landforms can be used for resources and recreation</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and label the regions of the US on a country map.</li> <li>• Name and describe the landforms found in the US.</li> <li>• Use a map key and compass rose to locate and describe places on a map</li> </ul>
8.2	<u>History</u>	<ul style="list-style-type: none"> <li>• Important historical</li> </ul>	<ul style="list-style-type: none"> <li>• Mount Rushmore is</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the importance</li> </ul>

<p>8.3 8.4</p>	<p>Many places in our country have important symbols of our history.</p>	<p>monuments can be found in each region of the US.</p>	<p>found in the midwest region of the US</p> <ul style="list-style-type: none"> <li>● The Statue of Liberty is found in the northeast region of the US.</li> <li>● The birthplace of Martin Luther King is found in the Southeast region.</li> <li>● Mesa Verde National Monument is found in the southwest region.</li> <li>● The Pearl Harbor memorial is found in the west region.</li> </ul>	<p>and location of these five monuments.</p> <ul style="list-style-type: none"> <li>● Students will use a US map to locate each monument.</li> <li>● Students will write</li> </ul>
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### Culminating Performance Task

**Purpose/Description: What will we assess? Why?**

Students will demonstrate their knowledge of landforms by using classroom materials to create a model of a landform found in the US and will be able to place their model in its correct place on a US map.

**Engaging Scenario:**

We are going to work together to create models of the US landforms we have studied. And then you are going to place your landform where it would be found on the giant US map we will create.

**Procedures:**

Display list of landforms.

Allow students to work individually, in partners or small groups.

Each group should choose one US landform to create.

When the landform is complete students will place the landform in the correct place on the US map.

Students will individually complete the landform fact sheet: <https://docs.google.com/document/d/1f-VSZMHi6vcLu1IMpuzcdhJwBUZwi759CCwrH0didTU/edit?usp=sharing>

**Materials Needed:**

Various colors of- tissue paper, construction paper, paint, pipe cleaners, markers and crayons.  
Heavy pieces of cardboard to use as a base for student's landform creations  
Large section of bulletin board paper cut to resemble the outline of the United States.

**Scoring Rubric**

	1	2	3	4
<b>Product</b>	Student created a landform that: Was not accurate And was not correctly placed on a US map	Student created a landform that: Was either accurate or Was correctly placed on a US map but not both	Student created a landform that: Was accurate and Was correctly placed on a US map	Student created a landform that: Was accurate and Was correctly placed on a US map
<b>Understanding</b>	Student was not able to demonstrate understanding of landforms and their locations.	Student was able to partially able to demonstrate understanding of landforms and their locations.	Student was able to demonstrate understanding of landforms and their locations but with some teacher help.	Student was able to independently correctly demonstrate complete understanding of landforms and their locations.

**Standards**

- Regions in geographic reference using physical features (7.1)
- Physical characteristics of places and processes that affect physical characteristics regions (7.2)

**Lesson Planning Guide**

**Week 1**

Introduce the levels of government in our democracy.

Here is something I used from TPT: <https://www.teacherspayteachers.com/Product/Government-Unit-for-Primary-Grades-Study-Guide-Worksheets-Posters-Test-548918>

Purpose of Government video:

<https://safeYouTube.net/w/MwAhb>

School House Rock:

<https://safeYouTube.net/w/g0Ahb>



Begin with a K/Q chart and have students share what they already know and questions they would like to answer  
Three branches of government:  
<https://docs.google.com/presentation/d/16LPEfOTN7OILof4RvfG4bjD5yNZ5He3l3onUlcbuSk/edit?usp=sharing>

### **Week 2**

Introduce the map of the United States. Label the regions of the country, focusing on the NorthEast region and our surrounding states.  
Display large classroom US map- hopefully the district will buy one for each of our classrooms  
Have students practice finding Pennsylvania and the surrounding states- NJ, NY, Ohio, West Virginia and Maryland.  
Practice labelling Pennsylvania and surrounding states. [http://www.yourchildlearns.com/us\\_map.htm](http://www.yourchildlearns.com/us_map.htm)  
Have students independently label our state and the 5 regions of the US on the printed map: <https://www.waterproofpaper.com/printable-maps/united-states-maps/printable-map-of-the-united-states.pdf>  
Other map options: <https://mrprintables.com/printable-map-of-the-united-states.html>  
EPIC Reading: "What Are the U.S. Regions?"

### **Week 3**

Identify the major types of landforms in our country.  
The major landforms found in the US are: mountains, lakes, canyon, plains, rivers, desert, valley, oceans.  
Spend time looking at pictures, reading books and watching videos about these landforms to build student's understanding  
Create an anchor chart for each landform including a picture of landform, characteristics and location in the US.

### **Week 4**

Identify the locations of major landforms in the regions of our country. Grand Canyon, Appalachian mountains,  
Good resource for lots of maps: <https://www.nationalgeographic.org/education/classroom-resources/mapping/>  
US landforms resource: <http://ahjs.ahisd.net/common/pages/UserFile.aspx?fileId=9764329>

### **Week 5**

Understand that major landforms and climate can have an effect on jobs in a region.  
Possible lesson resource from SAS: <https://www.econedlink.org/resources/mystery-workers/>

### **Week 6**

Identify major historical monuments in our country.  
Mount Rushmore is found in the midwest region of the US  
The Statue of Liberty is found in the northeast region of the US.  
The birthplace of Martin Luther King is found in the Southeast region.  
Mesa Verde National Monument is found in the southwest region.  
The Pearl Harbor memorial is found in the west region

### **Week 7 and 8**

Research and explore one monument in each region.

Resources for each monument:

<https://palisades.follettdestiny.com/cataloging/servlet/presentitledetailform.do?siteTypeID=-2&siteID=&includeLibrary=true&includeMedia=false&mediaSiteID=&bibID=190774&walkerID=1596130017941>

Mount Rushmore: <https://www.nps.gov/moru/learn/photosmultimedia/virtual-tour.htm>, <https://www.youtube.com/watch?v=fAplefqUvSo>

Statue of Liberty: <https://www.nps.gov/stli/learn/photosmultimedia/virtualltour.htm>, <https://www.youtube.com/watch?v=Y3utCntXrPo>

Martin Luther King Birthplace: read [Martin's Big Words](#), [I am Martin Luther King](#) <https://www.scholastic.com/teachers/books/i-am-martin-luther-king-jr-by-brad-meltzer/> to understand MLK's importance to our country

Mesa Verde National Monument: <https://www.nps.gov/meve/learn/photosmultimedia/multimedia.htm> (virtual tour), podcasts to go with virtual tour: <https://www.nps.gov/podcasts/podcasts-mtl-audiotour.htm>

Pearl Harbor: great resource but lots of content: <https://pearl75.org/electronic-field-trip/>

### **Week 9**

Students will complete the landforms model performance task.

**Landform Resources:** <https://drive.google.com/drive/folders/1SlnX7t6DLn6rwV8n2codBRcTMb1DDxR3?usp=sharing>

Benchmark resources that match Social Studies content:

<https://becreader-production.benchmarkuniverse.com/#cfg-teacher-shelf/ref-create/asset-ebook/prod-X05261/0>

<https://becreader-production.benchmarkuniverse.com/#cfg-teacher-shelf/ref-create/asset-ebook/prod-X04501/0>

<https://becreader-production.benchmarkuniverse.com/#cfg-teacher-shelf/ref-create/asset-ebook/prod-X05708/0>

<https://becreader-production.benchmarkuniverse.com/#cfg-teacher-shelf/ref-create/asset-ebook/prod-X05352/0>