

Social Studies – Oklahoma Academic Standards

Weeks 1 – 6

Content Standard 1: The student will explain the importance of the basic principles that provide the foundation of the American system of government.

1. Summarize the five key individual rights and liberties protected by the *First Amendment to the United States Constitution*.
2. Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.
3. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and the Liberty Bell.
4. Participate in patriotic traditions including the recitation of The Pledge of Allegiance and singing of The Star Spangled Banner, and demonstrate proper flag etiquette and appropriate behavior during both.
5. Describe relationships between people and events of the past which are commemorated on Columbus Day (Oct. 8th), Veterans Day (Nov. 11th), Thanksgiving Day (Nov. 22nd), Martin Luther King Jr. Day (Jan. 21st), Washington’s Birthday, Lincoln’s Birthday (both Presidents’ Day in Feb.), Flag Day (June 14th), and Independence Day (July 4th).

*Please note we took these holidays and put them in the corresponding weeks in which they fall. You do not have to teach them in the first 6 weeks, it is just one of the standards.

Academic Vocabulary – citizenship, individual rights, liberties, freedom, constitution, president, congress, The Star Spangled Banner

Social Studies in Action Workbook Pages that will help:

citizenship – 24, 46, 68, 90, 112, 134

patriotism – 42

Homework and Practice Book Pages that will help:

citizenship – 1

president – 5

congress – 7

Questions to Consider:

1. Describe the connection between a series of historic events or social studies concepts.
2. Determine the meaning of words and phrases in a social studies text.

Weeks 7 – 12

Content Standard 2: The student will understand basic economic concepts in the American economy.

1. Describe ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards, and provide examples of interdependence through trade/barter and purchase.

2. Describe the connection between taxes and community services including schools, sanitation and water, fire and police protection, libraries, and roads.

1.5 – Columbus Day (October 8th)

4.3 – National Hispanic History Month (September 15 – October 15)

Academic Vocabulary – interdependence, trade, public services

Social Studies in Action Workbook Pages that will help:

trade – 88

Homework and Practice Book Pages that will help:

public services – 3, 4

trade/interdependence– 59, 60

Questions to Consider:

1. Determine the meaning of words and phrases in a social studies text.

2. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

3. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

4. Identify the main topic of a multi-paragraph text (e.g., primary or secondary sources) as well as the focus of specific paragraphs within the text) – Weekly Readers is one example

5. Describe the connection between a series of historic events of social studies concepts.

6. Participate in collaborative conversations with diverse partners about Grade 2 Our Democratic Heritage topics and texts with peers and adults in small and larger groups. – speakers or parents coming to talk is one idea

Weeks 13 – 18

Content Standard 3: The student will examine how humans modify their environment.

1. Construct basic maps using legends, scale, and intermediate directions including the introduction of latitude and longitude and the division of the Earth into four hemispheres.
 2. Identify basic natural landforms and bodies of water and man-made environments including examples found in the community and the United States: plains, mountains, peninsulas, and islands; rivers, lakes, oceans, seas, gulfs, bays, and harbors; and highways, cities, airports, and railroads.
- 1.5 – Veteran’s Day (November 11th) and Thanksgiving (November 22nd)
4.3 – American Heritage Month (November)

Academic Vocabulary – map legend, intermediate directions, latitude, longitude, hemisphere, landforms, bodies of water, mountains

Social Studies in Action Workbook Pages that will help:

landforms – 38

states – 152

hemispheres – 155, 156

Homework and Practice Book Pages that will help:

landform – 15

bodies of water, mountain – 14

hemispheres – 18

Questions to Consider:

1. Know and use various text features (e.g., maps, graphs, charts captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
2. Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.
3. Describe the connection between a series of historic events or social studies concepts.
4. Participate in collaborative conversations with diverse partners about Grade 2 Our Democratic Heritage topics and texts with peers and adults in small and larger groups. – speakers or parents coming to talk is one idea

Weeks 19 – 14

Content Standard 3: The student will examine how humans modify their environment.

3. Locate on a physical map of the United States the major natural features including the Mississippi River, Colorado River, Rio Grande, Great Lakes, Rocky and Appalachian Mountain Ranges, the Great Plains, the Atlantic and Pacific Oceans, and the Gulf of Mexico.

4. Locate on a political map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington D.C., New York City, Los Angeles, and Chicago.

1.5. Martin Luther King, Jr. Day (January 21st)

4.3 Black History Month (February)

Academic Vocabulary – natural features, political map, physical map, states

Social Studies in Action Pages that will help:

states – 152

Homework and Practice Book Pages that will help:

physical map – 26

natural features – 21, 22

Questions to Consider:

1. Describe the connection between a series of historic events or social studies concepts.
2. Participate in collaborative conversations with diverse partners about Grade 2 Our Democratic Heritage topics and texts with peers and adults in small and larger groups. – speakers or parents coming to talk is one idea
3. Recall information from experiences or gather information from provided sources to answer a questions (could be a research project).

Weeks 25 – 30

Content Standard 4: The student will examine the lives of notable Americans who expanded peoples’ rights and freedoms in the American system of government.

1. Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, and Senator Daniel Inouye.

2. Analyze the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.

4.3 – Women’s History Month – (March)

1.5 – Presidents’ Day (February 18, 2013)

Academic Vocabulary – honesty, patriotism, capitol, court

Social Studies in Action Pages that will help:

honesty – 20

patriotism – 42

Homework and Practice Book Pages that will help:

court – 7

capitol – 7

Questions to Consider:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Determine the meaning of words and phrases in a social studies text.
3. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
4. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. – one idea is to put facts on a Word document in Computer Lab
5. Participate in shared research and writing projects (e.g., primary and secondary sources on a single topic).

Weeks 30 – 35

Content Standard 4: The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.

3. Commemorate months designated to the contributions the American nation of significant groups to the history of including National Hispanic History Month (Sept. 15 – Oct. 15), Native American Heritage Month (Nov.), Black History Month (Feb.), Women's History Month (March), and Asian Pacific American Heritage Month (May).

*Please note we took these months of celebrations and put them in the corresponding weeks in which they fall. You do not have to teach them in weeks 30 – 35, **except Asian Pacific American Heritage Month which is in May.**

4. Understand chronological sequencing and the connection between historic events and individuals through the creation of basic timelines.

5. Flag Day (June 14)

6. Independence Day (July 4)

Academic Vocabulary – timelines

Questions to Consider:

1. Identify the main topic of a multi-paragraph text (e.g., primary or secondary sources) as well as the focus of specific paragraphs within the text) – Weekly Readers is one example

2. Describe the connection between a series of historic events or social studies concepts.

3. Write narratives in which they recount a sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order (e.g., cause and effect relationships), and provide a sense of closure. – one idea is using a timeline

Participate in collaborative conversations with diverse partners about Grade 2 Our Democratic Heritage topics and texts with peers and adults in small and larger groups. – speakers or parents coming to talk is one idea