

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Principles of the Republic					
Big Idea 1: Knowledge of the principles expressed in documents shaping republic in the United States					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>				
Principles of the republic in the United States	explain and apply the concept of majority rule .	SS 1 1.10 4.1 4.7	Skill/Concept	Vote on a class issue, and explain a situation in which the students used majority rule to solve a dispute *Resource- Junior Achievement	The students will discuss and explain how majority rule worked using results of class vote.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Principles of the Republic					
Big Idea 1: Knowledge of the principles expressed in documents shaping republic in the United States					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
B	<i>The students will:</i>				
Role of citizens and governments in carrying out constitutional principles	explain the rights of citizens.	SS 1 2.3 4.2 4.3	Skill/Concept	Select one right and responsibility of a citizen (such as voting), and tell why it is important and/or what life might be like without that right. *Resource- Junior Achievement	Select one right and responsibility of a citizen (such as voting), and tell why it is important and/or what life might be like without that right.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Principles of the Republic					
Big Idea 1: Knowledge of the principles expressed in documents shaping republic in the United States					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
D	<i>The students will:</i>				
Knowledge of the symbols of our nation	describe the importance of the Pledge of Allegiance.	SS 1 1.6 1.8 1.10	Skill/Concept	Use a web chart to connect ideas in the Pledge of Allegiance to examples in American life.	The students will complete a web chart.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Principles and Processes of Governance Systems					
Big Idea 2: Knowledge of the principles and processes of governance systems					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>				
Principles and purposes of government	1 explain the importance of promoting the common good .	SS 2 1.4 1.8 1.10	Skill/Concept	1 Students will make collages using pictures from each of the following resources: the internet, magazines, and books illustrating the common good. *Resources-Counseling lessons, Project Charlie, social skill lessons	1 Rubrics/Scoring guides for the students' collages.
	2 demonstrate a peaceful resolution to a dispute.	SS 2 3.1 3.2 4.2		2 Use problem-solving strategies in an effort to resolve some current issue or issues in your school, neighborhood, or community.	2 The students will demonstrate using a chart how to resolve an issue.
	3 explain how disputes can threaten the peace in a community and how they may be resolved peacefully.	SS 2 1.5 3.1 3.3 3.6		3 Select a current controversial issue from local news. Explain the seriousness of the issue and possible solutions.	3 The students will explain, through discussion, possible solutions to a local issue.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Principles and Processes of Governance Systems					
Big Idea 2: Knowledge of the principles and processes of governance systems					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>				
Processes of governmental systems	describe how authoritative decisions are made, enforced and interpreted within local communities.	SS 2 1.5 1.10 2.3	Skill/Concept	Invite a local council/mayor and policeman to speak on the process of making and enforcing ordinances for the city. Have students prepare questions to ask about local issues. *Resource: Junior Achievement lessons	The students will prepare questions to ask local authorities describing how decisions are made.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Missouri, United States and World History					
Big Idea 3a: Knowledge of continuity and change in the history of Missouri and the United States					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
G	<i>The students will:</i>				
Knowledge of contributions of non-Missourians	compare and contrast the habitats, resources, art and daily life of Native American peoples, Woodland and Plains Indians.	SS 3 1.5 1.6 1.9 1.10	Skill/Concept	Use the library for research to compare and contrast the lives of Woodland and Plains Indians * Resource Discovery Streaming Videos "Native Americans: People of the Forest" and "Native Americans: People of the Plains"	The students will design a chart comparing and contrasting the Woodland and Plains Indians.

Social Studies Curriculum

Subject Area: Social Studies Second Grade

Strand: Economic Concepts and Principles

Big Idea 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

[Show Me Standards](#)

Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>				
Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events	explain or demonstrate how people trade using money and bartering .	SS 4 1.9 1.10 2.1	Skill/Concept	Set up a simulation that allows students to participate in both methods of trade with money and bartering .	Teacher observation

Social Studies Curriculum

Subject Area: Social Studies Second Grade
Strand: Economic Concepts and Principles
Big Idea 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

[Show Me Standards](#)

Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
B	<i>The students will:</i>				
Understanding the consequences of personal and public economic decisions	explain how to make decisions using cost-benefit analysis .	SS 4 1.6 1.8 1.10 3.2 3.8	Skill/Concept	Model (and discuss) using a pros/cons T-Chart (benefits=pros or happy faces, while costs = cons or frowns) making tough decisions, such as getting a puppy compared to getting a small aquarium with fish, or choosing one toy over another as a birthday gift.	The class will create a T-Chart.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>				
Reading and constructing maps	construct maps with title and key.	SS 5 1.4 1.7 1.8	Strategic Thinking	Students will construct a map of school playground with title and key. *Resource Brain Pop Jr.	Scoring Guide

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
B	<i>The students will:</i>				
Understanding the concept of location to make predictions and solve problems	1. identify and locate the world's seven continents and four oceans.	SS 5 1.4 1.5 1.6 1.8	Recall	<p>1. Students will use blank maps to practice finding and labeling the seven continents and the four oceans using other maps which are already labeled.</p> <p>*online map activities/games http://www.maps101.com/static_items/games/AlienZContinents.html http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=112%3Acontinents&Itemid=6</p> <p>*Discovery Streaming "Labeling Maps Continents and Oceans"</p>	1. The students will complete a blank map of the seven continents and the four oceans.
	2. locate Cape Girardeau and Missouri on the North American continent (District)			2. Students will complete an activity that displays the relationships of our city, state, country, and continent in relation to the world.	2. Scoring Guide

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>				
Understanding the concept of place	identify and describe physical characteristics in the world (landforms, water bodies, etc.).	SS 5 1.4 1.6	Skill/Concept	Give students a map with various landforms and water bodies and have them label the map. *Resource http://www.maps101.com/ ---K-3 maps/U.S./Physical	The students will complete a map with various landforms and water bodies and have them label the map.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
D	<i>The students will:</i>				
Relationships within places	1. describe why people of different groups settle more in one place than another.			1 Cross Curricular/Woodland and Plains Indians While comparing and contrasting Woodland and Plains Indians, students will focus on why the two groups settled in different regions.	1 Students will make a chart comparing Woodland and Plains Indians
	2. describe how transportation and communication systems have facilitated the movement of people, products, and ideas.	SS 5 1.6 1.10 3.1 4.1		2 Cross Curricular- Students will watch Long Ago, Yesterday, and Today (15 minute video) on Discovery Streaming. Class discussion will follow. *Teacher Resource Guide is provided on Discovery Streaming	2 The students will explain, through discussion, the different types.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
E	<i>The students will:</i>				
Understanding relationships between and among places	describe different types of communication and transportation and identify their advantages and disadvantages.	SS 5 1.2 1.6 3.2 2.3 2.7	Skill/Concept	Students will watch Long Ago, Yesterday, and Today (15 minute video) on Discovery Streaming. Class discussion will follow. *Teacher Resource Guide is provided on Discovery Streaming	The students will explain, through discussion, the different types.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
F	<i>The students will:</i>				
Understanding relationships between and among regions	define regions (i.e., as places that have some unifying characteristic - political, climatic, language, physical, etc.).	SS 5 1.6 1.10	Recall	<p>Define and find plains and mountains on a map.</p> <p>Cross Curricular/Continents and Oceans: http://www.maps101.com/index.php?option=com_flexicontent&view=category&cid=112%3Acontinents&Itemid=6</p> <p>*Resource http://www.maps101.com/---K-3 maps/U.S./Physical</p>	The students will define and find plains and mountains on a map.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
G	<i>The students will:</i>				
Using geography to interpret, explain and predict	use geography to explain the present (i.e., why today's supermarkets are able to sell apples throughout the year).	SS 5 1.1 1.4 1.6 1.10	Skill/Concept	Use a map of the past and present to compare and contrast geography in the present to the past. Use these maps to discuss why people have more access to goods all year in present day, than they did in the past.	The students will explain, through discussion and observation.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Relationships of Individuals and Groups to Institutions and Traditions					
Big Idea 6: Knowledge of relationships of the individual and groups to institutions and cultural traditions					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
B	<i>The students will:</i>				
Groups meeting the needs of individuals	describe how needs are met by families and friends.	SS 6 1.8 1.9 2.1	Skill/Concept	Using a cause and effect chart describe what happens if our needs are not met (e.g. If we don't have: water and food ; What will happen: we could get very sick or die). *Resource Junior Achievement and counseling instruction	The students will create a cause and effect chart describing what happens if needs are not met.

Social Studies Curriculum

Subject Area: Social Studies Second Grade					
Strand: Tools of Social Science Inquiry					
Big Idea 7: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
Show Me Standards					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>				
Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	1 identify and select visual, graphic and auditory aids (graphs and charts).	SS 7 1.4 1.8 1.10	Skill/Concept	1 Students will interpret data from the "how do we get home chart", encore class schedule, and student behavior chart. (Resources also include lessons from math, science, and English/language arts instruction)	1 Teacher Observation and class discussion.
	2 identify, select and use primary and secondary sources (diaries, letters, people, interviews, journals and photos).	SS 7 1.4 1.5 1.10		2 Create a Pilgrim Diary pretending to be a pilgrim boy or girl.	2 The students will create a Pilgrim Diary.
	3 identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books).	SS 7 1.4 1.10		3 Use the library for research to compare and contrast the lives of Woodland and Plains Indians Create a Pilgrim Diary pretending to be a pilgrim boy or girl. *Resource Library Instruction	3 The students will design a chart comparing and contrasting the Woodland and Plains Indians.
	4 identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	SS 7 1.4 1.10		4 Have students visit Southeast Missouri State University museum, have Explore Bus visit school parking lot, or contact the Missouri Department of Conservation for use of the traveling boxes. *Resource Art Instructions	4 Teacher observation and student discussion.