



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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2nd Grade – Social Studies



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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75) •
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

2nd Grade – Social Studies



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Unit 1 Government and Civics

Compelling Question: Why do people need rules and laws?	Assessments: <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments 	Duration: 9 weeks
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Topic 1: RULES AND LAWS **Suggested Duration:** 3 Weeks

SUPPORTING QUESTION(S):
 Why is it important to have rules in my home and school?
 What would life be like without rules and laws?

VOCABULARY: Rule, Law, Consequence, Cooperate, Respect, Purpose

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules and laws.
DOA-SS-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify and explain the purpose of rules at school. (on a team, in a club) (SS-1.1.2) ▪ I can explain the consequences of breaking the rules. (SS-1.1.2) ▪ I can explain the difference between a rule and a law. (SS-1.1.2) 	<ul style="list-style-type: none"> • Role-play – What would happen if there were no rules or laws for different activities (school, driving, etc.)? • Identify rules that are established for different settings (school, home, ball field, church, movies, library, mall, etc.). • Compare/Contrast rules for school, home, community • Discuss consequences of breaking a rule versus breaking the law. 	<ul style="list-style-type: none"> ▪ Rules and laws lesson plan ▪ Rules and Laws lesson plan ▪ How to Teach Second Grade About Rules and Laws ▪ <i>Turtle’s Race with Beaver</i> by Joseph and James Bruchac ▪ <i>We Help Out at Schools</i> by Amanda Miller ▪ <i>This Is the Way We Help at Home</i> by Amanda Miller

Topic 2: CITIZENSHIP	Suggested Duration: 3 Weeks
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- SUPPORTING QUESTION(S):**
- Why are the rights and responsibilities of citizens important to the community?
 - How do you become a citizen of the United States?
 - What does it mean to be a citizen of the United States?

VOCABULARY: Identify, Citizen, Naturalization, Native born, Primary source, Secondary source

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define rights and give examples (e.g., to have equal education, to be safe, to be treated fairly, to express my opinion, to express my needs). (SS-1.3.1) ▪ I can define responsibilities and give examples (e.g., conducting myself so that others may learn, following rules, doing chores, doing my homework, caring for a pet). (SS-1.3.1) ▪ I can explain why having rights are important. (SS-1.3.1) ▪ I can explain why having responsibilities are important. (SS-1.3.1) ▪ I can explain why United States citizens have guaranteed rights. (SS-1.3.1) ▪ I can describe rights. (SS-1.3.1) 	<ul style="list-style-type: none"> • Students list their rights according to the Bill of Rights. • Use Primary Sources – Constitution, Bill of Rights document. • Create a concept map/web of positive contributions students can make in their community. • Re-write a portion of the Bill of Rights in kid-friendly language. 	<ul style="list-style-type: none"> ▪ City of Alexandria Web site ▪ Community Helpers at Your Service, EconEd lesson, and resources ▪ Amos and Boris by William Steig ▪ The Fire Cat by Esther Averill ▪ Freedom Summer by Deborah Wiles ▪ Community Rules: Making and Changing Rules and Laws in Communities- Miller

Topic 3: CITY GOVERNMENT**Suggested Duration:** 3 Weeks**SUPPORTING QUESTION(S):**

Why do we form governments?

VOCABULARY: Legislative, Executive, Judicial, council, fiscal court, mayor, city, community, county**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

DOA-SS-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Louisiana.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the basic purposes of local government. (SS-1.2.1) ▪ I can give examples of services that local governments provide. (SS-1.2.1) ▪ I can identify the role of the mayor and city council of my local government. ▪ I can explain why people form governments. (SS-1.2.1) ▪ I can explain how our city government is structured. (Executive – Mayor, Legislative – Metro Council, Judicial local courts) (SS-1.2.1) ▪ I can compare our city’s government to other city governments in Louisiana. (SS-1.2.1) 	<ul style="list-style-type: none"> • Use age appropriate nonfiction literature to define government. • Use a graphic organizer to identify the three branches of the government. Identify the role of each branch. Identify the role citizens play in the government. • Use Kidspiration pre-made lesson Branches of the Government. Introduce the three branches of government to students. Explain the main job of each branch Executive/Mayor –enforce the laws Legislative/Metro Council – makes the laws Judicial/local court system – explains the meaning of the law • Create a graphic organizer or three tabs foldable for kids to record simple bullets about each branch. • Use a T-Chart to compare your City Government to other city governments. 	<ul style="list-style-type: none"> ▪ Monroe City Government ▪ Baton Rouge City Government ▪ New Orleans City Government

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Unit 2

GEOGRAPHY

<p>Compelling Question: How do we use maps and globes to help us locate important information?</p>	<p>Assessments:</p> <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments 	<p>Duration: 9 weeks</p>
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DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.
DOA-SS-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges); bodies of water (e.g., oceans, major rivers); and natural resources on Earth’s surface using relative location.
DOA-SS-4.3.2 Students will describe how technology helps us move, settle, and interact in the modern world.
DOA-SS-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).
DOA-SS-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.

Topic 1: MAPS **Suggested Duration:** 2 Weeks

SUPPORTING QUESTION(S):

- How can geographic tools help me locate and describe places?
- What are the different types of maps?

VOCABULARY: A physical map, Thematic map, Political map, Mental map, Globe, Mountains, Rivers, Oceans, Body of water, Land, Landforms

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can use geographic tools to locate familiar places in my community. (SS-4.1.1) ▪ I can create a map to identify the locations of familiar places and objects in my home or school. (SS-4.1.1) ▪ I can use geographic tools to describe major landforms and bodies of water on Earth using relative location. (SS-4.1.2) 	<ul style="list-style-type: none"> • Post examples of different kinds of maps, charts, graphs, etc. • Create a mental map of personal space (bedroom, classroom). • Make a physical map (salt map). 	<ul style="list-style-type: none"> ▪ Enchanted Learning Geography Activities ▪ Interactive World Map ▪ Mapping the American Landscape lesson ▪ Nearby Water Lesson Plan ▪ Mountain Magic: Identifying the Physical Characteristics of Mountains ▪ <i>Our Earth</i> by Anne Rockwell ▪ <i>The Top and the Bottom of the World</i> by Allan Fowler ▪ <i>Amelia’s Fantastic Flight</i> by Rose Bursik ▪ <i>Afternoon on the Amazon</i> by Mary Pope Osbourne ▪ <i>Looking at Maps and Globes</i> – Bedesor ▪ <i>Me on the Map</i> – Joan Sweeney ▪ <i>Maps and Globes</i> (Reading Rainbow)- Knowlton and Barton

Topic 2: MAP ELEMENTS		Suggested Duration: 3 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ How can geographic tools help me locate and describe places? ▪ What are the different types of maps? 		
VOCABULARY: Map elements, Title, Author, Date, Scale, Compass rose, Key, North, South, East, West, cardinal directions		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can use the cardinal directions to find a location on a map. (SS-4.1.1, SS-4.1.2) ▪ I can use the legend/map key and scale on a map. (SS-4.1.1, SS-4.1.2) ▪ I can use different types of maps (political, physical, thematic) to locate information. (SS-4.1.1, SS-4.1.2) ▪ I can identify land and water on a map. (SS-4.1.1, SS-4.1.2) ▪ I can describe where things are located on a map using relative location. (SS-4.1.1, EP4.1.2) 	<ul style="list-style-type: none"> • Locate and label map elements (compass rose, scale, author, title, key or legend). • Use a compass rose to identify directional locations in your classroom. • Explore various map keys. • Explore scale bars on various maps. • Go on a scavenger hunt using directional clues to find the treasure. 	<ul style="list-style-type: none"> ▪ http://www.enchantedlearning.com/geography/ ▪ Kid Info Geography Maps ▪ Geography for Kids

Topic 3: GLOBE AND MAP SKILLS		Suggested Duration: 2 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ How do I use a map to locate countries in North America? ▪ How do I use a map to locate my neighborhood, city, state, the state capitol, and National Capitol? 		
VOCABULARY: Country, North America, Canada, Caribbean Islands, United States, Mexico, Continent, Equator, Prime Meridian, North Pole, South Pole, Hometown, Louisiana, Alexandria, Baton Rouge, Washington, D.C., Location, Locate, and Spatial		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can use a map to locate places on the earth's surface. (SS-4.1.1) ▪ I can locate Louisiana on a map. (SS-4.1.1) ▪ I can locate the United States on a globe. (SS-4.1.1) ▪ I can label a map of the world with the equator, prime meridian, continents, oceans, and poles. (SS-4.1.2) 	<ul style="list-style-type: none"> • Color, cut, paste a map of Kentucky, labeling hometown, and the state capitol. • Create a graphic organizer to represent the country, state, hometown, neighborhood, and street. • Create a mental map of Louisiana and North America. • Label a globe (continents, oceans, Equator, Prime Meridian, North and South Pole) • Label a map or globe with countries of North America. 	<ul style="list-style-type: none"> • Looking at Maps and Globes - Bedesor • Me on the Map – Joan Sweeney • Maps and Globes (Reading Rainbow) – Knowlton and Barton • My Map Book – Sarah Fenelli • There's a Map on My Lap – Rabe, and Ruiz • Flat Stanley – Jeff Brown

Topic 4: OUR RELATIONSHIP TO OUR ENVIRONMENT**Suggested Duration:** 2 Weeks**SUPPORTING QUESTION(S):**

How do people interact with their environment?

VOCABULARY: needs, wants, shelter, clothing, physical characteristics, environment, technology

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can describe ways people adapt to or change the environment to meet their basic needs (e.g., food, shelter, clothing). (SS-4.4.1) ▪ I can explain how people use the land and water in the community (e.g., to live, work, play, provide services). (SS-4.4.2) ▪ I can describe ways the environment helps people live. (SS-4.4.1) ▪ I can describe ways the environment creates challenges. (SS-4.4.2) ▪ I can describe physical characteristics of the community. (SS-4.4.2) ▪ I can describe how technology helps us live and work together. (SS-4.3.2) 	<ul style="list-style-type: none"> • The Lorax. Read aloud the book <i>The Lorax</i> (by Dr. Seuss), a wonderful example of human-environment interaction for all ages. Talk about the different characters in the book. How do students feel about each of them? Whom does each character symbolize? How is each character affected by the Onceler? Who is the Somebody? • Your town is growing population. Collect population statistics for your town as far back as they are available. Students can create graphs to show how the town's population has changed over the decades. How has population change affected the town? • "What if" Pose these questions to students: What if the yard outside your house were never touched? What would it look like if you decided to let it "go natural" (if you didn't mow it, water it, plant shrubs, rake leaves)? Ask students to discuss and draw pictures to show how their yards would be different if they let them go natural. 	<ul style="list-style-type: none"> ▪ Sticks, Stones, Sinews, and Stuff: How Early People Used the Environment to Meet Basic Needs, lesson plan ▪ <i>Why Are the Ice Caps Melting?</i> by Anne Rockwell ▪ <i>Tomatoes to Ketchup</i> by Inez Snyder ▪ <i>A Day in the Life of a Builder</i> by Linda Hayward ▪ <i>I Want To Be a Builder</i> by Dan Liebman (1st-grade library) ▪ <i>The Tortilla Factory</i> by Gary Paulsen ▪ <i>City Dog</i> by Karla Kuskin ▪ <i>Uptown</i> by Bryan Collier

2nd Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 3

HISTORICAL PERSPECTIVE

Compelling Question:

How have Native Americans and American immigrants influenced our country?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 weeks

Topic 1: PEOPLE FROM THE PAST

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

Who were the natives of North America?

VOCABULARY: Tribes, Native Americans, North America, Geographic regions, Culture, Inhabitants

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).

DOA-SS-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school.

DOA-SS-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.

LEARNING TARGETS

- I can describe the cultures of Native American tribes from various geographic regions of the United States. (SS-5.2.2)
- I can explain that Native Americans were the first inhabitants of North America. (SS-5.2.2)
- I can compare early cultures of diverse groups of Native Americans (Northwest, Southwest, Plains, Eastern Woodlands). (SS-5.2.2)
- I can describe the way of life of Native-American groups long ago (e.g., beliefs, traditions, languages, skills, literature, the arts). (SS-2.1.1)
- I can describe interactions (compromise, cooperation, conflict, competition) between Native-American groups and early settlers. (SS-2.3.1)

POSSIBLE INSTRUCTIONAL STRATEGIES

- Explore Native American tribes in various regions.
- Locate on a map where the Native American tribes lived in the United States.
- Use a Venn diagram to compare and contrast the cultures of Native Americans.
- Match Native American tribes to their location on a map.
- Identify housing, clothing, and customs of various tribes. Students can dress in Native American attire.
- Play a game that a Native American child would have played.
- Native American craft projects (dream catchers, totem poles, teepee, etc.).

POSSIBLE RESOURCES

- [If You Lived with the Cherokee](#) - Roop
- [If You Lived with the Hopi](#) – Kaama, Gardner
- [If you Lived with the Iroquois](#) - Levine
- [If You Lived with the Sioux Indians](#) - McGovern
- Native American Migration – Tracee Sioux
- [Native Homes](#) - Kalman
- [Real Native American Houses](#), Activity 4
- [Native American Homes](#)

Topic 2: IMMIGRATION		Suggested Duration: 1 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ Why did people first immigrate to the United States? ▪ Why does immigration continue today? ▪ Why were Ellis Island and the Statue of Liberty important to immigration during 1892-1954? 		
VOCABULARY: Freedom, England, Colonial America, Immigrant, Immigration, Ellis Island, Statue of Liberty		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>DOA-SS-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p> <p>DOA-SS-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>DOA-SS-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance.</p> <p>DOA-SS-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</p> <p>DOA-SS-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.</p>		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can explain why they settled in what is now the United States. (SS-2.1.2) ▪ I can discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954. (SS-2.1.2) ▪ I can describe reasons why immigration continues today. ▪ I can describe the contributions of immigrants to the United States throughout history. (SS-2.1.2) 	<ul style="list-style-type: none"> • Use children’s literature to explain and reinforce the lives of Colonial Americans. • Identify the factors that motivated/motivates people to immigrate. • Compare and contrast reasons for immigration past and present. • Use literature and online resources to learn about Ellis Island and the Statue of Liberty. • Make a timeline to show what was going on in immigration between 1892 and 1954. • Make a paper mache Statue of Liberty crown and/or torch. 	<ul style="list-style-type: none"> ▪ "Where I'm From" Lesson Plan ▪ Virtual Field Trip to Plymouth Plantation ▪ Immigration History ▪ Collections and Archeology at Plimoth Plantation, ▪ Wampanoag artifacts

Topic 3: CULTURAL INFLUENCE AND CHANGE**Suggested Duration: 3 Weeks****SUPPORTING QUESTION(S):**

How did daily living for Colonial Americans change over time?

VOCABULARY: Influence, Contribution, Colonial America**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:****DOA-SS-2.1.1** Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).**DOA-SS-5.1.1** Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.**DOA-SS-5.2.3** Students will describe change over time in communication, technology, transportation and education in the community.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can describe how the way of life of people living in Colonial America changed over time. (SS-5.2.3) ▪ I can identify primary and secondary sources (e.g., artifacts, diaries, photographs). (EP5.1.1) ▪ I can use primary and secondary sources to study and learn about the colonial period. (SS-5.1.1) ▪ I can define culture. (SS-2.1.1) I can identify the elements of culture. (SS-2.1.1) ▪ I can describe cultural elements and give examples of each. (SS-2.1.1) ▪ I can identify examples of elements of my own culture. (SS-2.1.1) 	<ul style="list-style-type: none"> • Identify one to two of the cultural topics: food, religion, homes, disease, language, music, trade, and government. • Sequence pictures that represent changes in daily living for Colonial Americans. • 321 Exit slip: <ul style="list-style-type: none"> ○ Three ideas Colonists learned from Native Americans. ○ Two ideas they rejected and ○ One idea that is still in use today • Create a cause/effect organizer. • Create a matrix using categories such as housing, household products, schooling, transportation, and food supply. • Create a Venn diagram to represent reasons for immigration, past, and present. • Students can dress in Colonial American attire. • Students can play games that Colonial American and/or Native American children played. • Fix a meal/snack similar to one that the Colonial American child would have. 	<ul style="list-style-type: none"> ▪ Identifying Primary and Secondary Sources

Topic 4: CULTURAL INFLUENCE AND CHANGE	Suggested Duration: 2 Weeks
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SUPPORTING QUESTION(S):

- How do historical songs, symbols, places, and holidays help us understand our countries past and why are they significant? What symbols represent the United States?
- How does each symbol represent our country?

VOCABULARY: United States of American, Symbol, Flag, Bald eagle, Liberty Bell, White House, National Anthem, Pledge of Allegiance, Statue of Liberty, Fourth of July, Great Seal of the U.S., Statue of Liberty, Individual, Events

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can use print and non-print sources to study people and places from the past. (SS-5.1.1) ▪ I can identify the major patriotic and historical songs and explain why they are important (e.g., “The Star-Spangled Banner,” “This Land Is Your Land,” “Follow the Drinking Gourd,” “My Country ‘Tis of Thee”). (SS-5.2.1) ▪ I can identify the major patriotic and historical symbols (e.g., bald eagle, American flag, Uncle Sam) and explain why they are important. (SS-5.2.1) ▪ I can identify the major patriotic and historical monuments/landmarks (e.g., the Statue of Liberty, Liberty Bell) and explain why they are important. (SS-5.2.1) ▪ I can identify patriotic holidays (e.g., Veterans Day, Martin Luther King Jr. Day, Fourth of July) and explain why they are important. (SS-5.2.1) 	<ul style="list-style-type: none"> • Use technology to create a symbols concept map. • Collect and display various symbols. Students can create various U.S. symbols through art (paper mâché Statue of Liberty Crown or torch). • Sing National Anthem and/or any patriotic song. • Use the internet to view/tour the White House • Invite Veterans to share flag etiquette. • Examine the symbols that are included in our currency. • Examine the Great Seal of the United States found on the dollar bill. • Symbols 	<ul style="list-style-type: none"> ▪ Library of Congress: Leaders and Statesmen ▪ Smithsonian: George Washington Songs-Lyrics and Music ▪ Symbols Activities ▪ National Geographic for Kids: U.S. Monuments ▪ A Tour of the White House ▪ Celebration Timeline from Houghton Mifflin ▪ <i>Meet George Washington</i> by Joan Heilbronner

2nd Grade – Social Studies



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Unit 4

ECONOMICS

Compelling Question:

How have Native Americans and American immigrants influenced our country?

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 weeks

Topic 1: GOODS AND SERVICES

Suggested Duration: 3 Weeks

SUPPORTING QUESTION(S):

- What resources are available to us?
- What is the difference between a good and service?
- What is trade and why is it important?
- What can people do when resources are limited?

VOCABULARY: Trade, Exchange, Goods, Services, Resources, Import, Export

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

DOA-SS-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources--natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.

DOA-SS-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).

DOA-SS-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define basic economic terms related to markets (e.g.). (SS-3.3.1) ▪ I can give examples of goods and services that are produced in our community. (SS-3.4.1) ▪ I can give examples of goods and services that are consumed in our community. (SS-3.4.1) ▪ I can give examples of how goods are distributed in my community. (SS-3.4.1) ▪ I can describe how technology helps producers in my community and state. (SS-3.4.1) ▪ I can give examples of services that the government provides. (SS-3.4.1) ▪ I can give examples of how communities depend on each other for goods and services. (SS-3.3.1) ▪ I can explain how we use resources from our world to meet our needs (food/growing crops; clothing/sheering wool, growing cotton; and shelter/cutting timber; etc.) (SS-3.1.1) 	<ul style="list-style-type: none"> • Make a chart of resources. • Identify items and resources the United States trades with other countries. • Chart careers and types of services provided by each. • Invite people from the community to share about their career (explaining the services their business might provide). • Students will list resources they use on a daily basis and who supplies them. Students can also tally how often they use each of their resources 	<ul style="list-style-type: none"> ▪ Bibliography of Children’s Books That Cover Economic Concepts for this topic ▪ Economic Songs ▪ Trade to the Tailor, EconEd lesson and resources ▪ Delivering the Goods: EconEd lesson plan ▪ Goods and Services EconEd lesson and resources

Topic 2: SUPPLY AND DEMAND		Suggested Duration: 3 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ What is the difference between a need and a want? ▪ How does demand affect the supply of goods and services? ▪ Why do people make one choice over another? 		
VOCABULARY: Needs, Wants, Demand, Consumer, Producer		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
<p>DOA-SS-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources--natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>DOA-SS-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>DOA-SS-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using the money).</p> <p>DOA-SS-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p>		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can define scarcity. (SS-3.1.1) ▪ I can explain the choices people must make because of limited resources. (SS-3.1.1) ▪ I can determine the difference between a want and a need. (SS-3.3.1) ▪ I can provide examples of wants and needs. (SS-3.1.1) ▪ I can explain how people get the goods and services they need (trade, barter, use money) (SS-3.3.2) 	<ul style="list-style-type: none"> • Students will create a Venn diagram to categorize examples of needs (water, food, shelter, and clothing) and wants (iPods, Wii, cell phones), and give reasons for their choices. • Provide newspaper circulars. Cut and sort pictures by needs and wants. • Identify goods and services that are in high demand. • Demonstrate supply and demand by using a sample store in the classroom, with sale items, 2 for 1 items, etc. • Create a T chart of needs and wants. 	<ul style="list-style-type: none"> ▪ Bibliography of Children’s Books That Cover ▪ Economic Concepts for this topic ▪ Economic Songs ▪ Trade to the Tailor, EconEd lesson and resources ▪ Delivering the Goods: EconEd Lesson Plans ▪ Herschel’s World of Economics: Goods and Services Video

Topic 3: SAVING AND SPENDING		Suggested Duration: 3 Weeks
SUPPORTING QUESTION(S):		
<ul style="list-style-type: none"> ▪ What are the benefits of saving money? ▪ What are the benefits of spending money? 		
VOCABULARY: Saving, Spending, Budget		
DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:		
DOA-SS-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES	POSSIBLE RESOURCES
<ul style="list-style-type: none"> ▪ I can explain the benefits of saving. (DOA-SS-3.2.1) ▪ I can explain the costs involved in spending. (DOA-SS-3.2.1) ▪ I can demonstrate how to make economic decisions through budgeting. (DOA-SS-3.2.1) ▪ I can explain how my family can use a bank to help buy a home or car. (DOA-SS-3.2.1) 	<ul style="list-style-type: none"> • Discuss the value of saving and spending allowance that has been earned/received. • Identify ways to earn money. • Students will give reasons for saving and spending money 	<ul style="list-style-type: none"> ▪ <i>Finance for Kidz: Wants and Needs</i> - Dheeriya ▪ http://www.moneyinstructor.com/elementary.asp ▪ Collection of Economics Lessons from James Madison University ▪ Economics Lessons from Proteacher ▪ Economics and Children's Literature