

# Brandon Valley School District

## Social Studies

### Scope and Sequence

#### Grade: 2

##### Quarter 1

Timeline (month/days)	Standard(s)
Aug/Sept 3 weeks	<b>2.H.1.2</b> Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past <b>*Oceti Sakowin Standard 4.1</b> Compare and contrast the traditional Oceti Sakowin family structure to contemporary family structures
September 3 weeks	<b>2.C.1.1</b> Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols
October 4 weeks	<b>2.C.2.1</b> Explain the basic political roles of leaders in the larger community <b>2.C.3.1</b> Identify laws in your local government and how local laws are made <b>2.C.3.2</b> Identify how local government services are funded

##### Quarter 2

Timeline (month/days)	Standard(s)
Nov 3 weeks	<b>2.G.1.1</b> Construct and explain a map that includes directions, labels, and a key <b>2.G.1.2</b> Explain how local communities are part of a larger region
Nov/Dec 1 week	<b>2.G.3.1</b> Compare the physical and man-made characteristics of the local community with those of another community
December 2 weeks	<b>2.H.1.2</b> Use historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past <b>2.H.2.1</b> Compare how holidays are celebrated in different cultures

##### Quarter 3

Timeline (month/days)	Standard(s)
January 5 weeks	<b>2.E.1.1</b> Identify goods and services available in the students' communities
Feb/March 5 weeks	<b>2.G.1.1</b> Construct and explain a map that includes directions, labels, and a key <b>2.G.1.2</b> Explain how local communities are part of a larger region <b>2.G.3.1</b> Compare the physical and man-made characteristics of the local community with those of another community <b>2.G.6.1</b> Describe positive and negative consequences of changing the physical environment of the local community <b>2.G.6.2</b> Suggest ways people can responsibly interact with the environment in the local community

##### Quarter 4

Timeline (month/days)	Standard(s)

March-May 6 weeks	<p><b>2.H.1.1</b> Demonstrate chronological order using events from history</p> <p><b>2.C.1.1</b> Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols</p> <p><b>2.C.2.1</b> Explain the basic political roles of leaders in the larger community</p> <p><b>2.C.3.2</b> Identify how local and government services are funded</p> <p><b>*Oceti Sakowin Standard 1.2</b> Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources</p> <p><b>*Oceti Sakowin Standard 2.2</b> Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon OcetiSakowin people as tribal, state, and US citizens</p>
March 1 day	<p><b>2.H.1.2</b> Use Historical records and artifacts including but not limited to photos, diaries, oral histories, and videos to draw conclusions about family or school life in the past</p>
April-May 2 days	<p><b>2.G.6.1</b> Describe positive and negative consequences of changing the physical environment of the local community</p> <p><b>2.G.6.2</b> Suggest ways people can responsibly interact with the environment in the local community</p> <p><b>2.E.1.1</b> Identify goods and services available in the students' communities</p> <p><b>*Oceti Sakowin Standard 1.4</b> Identify and explain contemporary environmental issues facing Oceti Sakowin lands (i.e. Dakota Pipeline, etc.)</p>

\*Pink-priority, Yellow-supporting, Green-supplementary.

\*60 minutes per week

**Notes Q1** (common curriculum materials - vendor/pg numbers, common assessments, common intervention/enrichment activities, other)

- Houghton Mifflin Harcourt Magazine: “Family Histories” & “Leaders and Government”
  - Assessments for “Family Histories”:
    - Students create an interview, timeline, family tree, or story board about their own family/life-checklist
  - Assessments for “Leaders and Government”
    - Political Roles: create a branches of government with current leaders-checklist
    - Identify Laws: rules and laws sorting activity-checklist
    - National Symbols: travel booklet to Washington D.C.-checklist

**Notes Q2**

- Houghton Mifflin Harcourt Magazine: “Location” & “A World of Culture”
  - Assessments for “Location”:
    - STEM playground activity-recording sheet
    - Aerial view of their bedroom-checklist
  - Assessments for “A World of Culture”:
    - Christmas around the world projects - need to develop rubric

**Notes Q3**

- Houghton Mifflin Harcourt Magazine: “Why People Work” & “North America”
  - Assessments for “Why People Work”:
    - Junior Achievement activities-formative observation
  - Assessments for “North America”:
    - Landform poster/model-checklist
    - Continent activities/research-checklist

**Notes Q4**

- Houghton Mifflin Harcourt Magazine: “America’s Beginnings,” “Heroes,” & “Communities and Resources”
  - Assessments for “America’s Beginnings”
    - Timeline activity-checklist
    - Native American role play-checklist
  - Assessments for “Heroes”:
    - Research a famous person/hero--writing project-checklist
  - Assessments for “Communities and Resources”
    - Earth Day activities-checklist

Wk #	Dates	Social Studies
	Aug 19-21	school rules & procedures
1	Aug 24-28	Family History 1, pp. 2-3--We Are Family
2	Aug 31-Sept 4	Family History 2 & 3, pp. 4-7: Compare families past/present *
3	Sept 7-11	Family History 4-8 pp. 8-17-- <b>Create storyboard, family tree, interview, timeline of life, Grandparent Card (13th)*</b>
5	Sept 14-18	<p>Leaders/Gov. 1 &amp; 2 pp. 2-5--rules/laws, government services *</p> <p><i>Discuss what rules you follow in your home and which laws your family must follow in the community.</i></p> <p><i>Discuss the questions in the opening paragraph on page 4. Look at the gameboard on the bottom of pages 4-5 and discuss the services provided and how they benefit you and your family.</i></p>
6	Sept 21-25	Leaders/Gov. 3 pp. 6-7--Voting *
7	Sept 28-Oct 2	Leaders/Gov. 4, pp. 8-9--3 Branches of Govt. *
8	Oct 5-9	Leaders/Gov 5, pp. 10-11--DC Virtual Trip & National Symbols *
9	Oct 12-16	Leaders/Gov Day 2 of DC Trip & National Symbols *
10	Oct 19-23	Leaders/Gov 6, pp. 12 -13 mayor, governor, president*
Buffer	Oct 26-30	Leaders/Gov 7 / 8, pp. 14-17--One World Election Day, Nov. 3
11	Nov 2-6	<p>Location 1 &amp; 2, pp. 2-5--<b>Photo to Map / Grid of playground / STEM/ bedroom diagram *</b></p> <p><b>Location 1: Write three questions that could be answered using the grid map on page 3.</b></p> <p><b>Location 2: How do mapmakers go from real life places to map?</b></p>
12	Nov 9-13	Location 3, pp. 6-7--Battleship / Obstacle Course Veteran's Day, Nov. 11

		<b>Tell the difference between absolute and relative location.</b>
13	Nov 16-20	Location 4 & 5, pp. 8-11-- Maps w/ rulers and trip planning * Location 4: Name five features of maps that help you easily read them.
14	Nov 30-Dec 4	Location 6, pp. 12-13--Urban, Suburban, Rural: Design a Community * Compare and contrast Urban, Suburban, and Rural communities. Think about and tell which type of community you live in.
15	Dec 7-11	Location 7 & 8, pp. 14-17--World maps, globes / introduce continents * Location 7 & 8: What are the similarities and differences between maps and globes.
16	Dec 14-18	A World of Cultures pages 1-9 --do in homerooms & Christmas Around the World * Why do people immigrate? Why do you think many people chose to come to the United States?
Buffer	Dec 21-23	A World of Cultures pages 10-19--do in homerooms & Christmas Around the World * Compare and contrast two different cultures including their celebrations, traditions, and values.
17	Jan 4-8	Why People Work--do in homerooms in JA Section 1: Compare the roles of producer and consumer. Section 2: Describe the difference between goods and services and provide examples of each.
18	Jan 11-15	Why People Work--do in homerooms in JA Section 3: How can a budget help someone make a choice about money? Section 4: Describe the role of weather and resources of the production of food. Which reading story does this connect to?
19	Jan 18-22	Why People Work--do in homerooms in JA Section 5: Why do you think the author chose to show markets from so many different places?
20	Jan 25-29	Why People Work--do in homerooms in JA Section 6: What six steps does a factory go through in the production of goods?
21	Feb 1-5	Why People Work--do in homerooms in JA Section 7: Why do you think each worker at the rug factory has a different job to do? Section 8: Why do countries trade with each other?
Buffer	Feb 8-12	North America 1-5, pp. 2-11--Landforms w/ Google Earth and Project Name three landforms and tell about one that can be found near you.
22	Feb 15-19	North America 6-7, pp. 12-15--Vegetation in Climates w/ rain forest map Describe your climate and how it affects what grows in your area.
23	Feb 22-26	North America 8, pp. 16-17--World Regions with continent song and

		travel journal Compare and contrast a region near the equator with a region near the poles.
Buffer	March 1-5	North America 8--Day 2--World Regions with Continent Song and travel journal
24	March 8-12	North America 8--Day 3--World Regions with Continent Song and travel journal
25	March 15-19	America's Beginnings 1 & 2, pp. 2-5--Native Americans & Exploring & Settling America * Section 1: What natural resources did each Native American region rely on for survival? Section 2: Reenact what it would have been like to come to America and explore. Think about how you would have felt during that experience- think about difficulties and things you would have enjoyed.
26	March 22-26	America's Beginnings 3-6, pp. 6-13--Colonial Life & Revolutionary War * Section 3: Did the colonists need to write the Declaration of Independence or could they have gotten their freedom in a different way? Project: Choose your favorite freedom fighter to learn more about then share your learning with your class.
Buffer	March 29- April 2	Add Lesson: Westward Movement * What would you have packed for your trip to move west?
27	April 5-9	Add Lesson: Civil War * What was one of the reasons the Civil War was started? If you were Abraham Lincoln, how would you have felt and dealt with the situation?
28	Apr 12-16	Add Lesson: Civil Rights Movement * After the slaves were freed by the Emancipation Proclamation, what obstacles did they have to face in the following years to fully gain their equality?
29	Apr 19-23	America's Beginnings continued... Page 14 & 15: What is the difference between a landmark, a symbol, and a memorial?
30	Apr 26-Apr 30	Heroes Pages 2-5: Name two heroes who fought for equal rights, and tell what they did.
31	May 3-7	Heroes / Mother's Day May 9 Pages 6-11: Who is someone you would add to the list of heroes you read about and why?
	May 10-14	Heroes Pages 12-17: What discoveries from the past still affect you today?
	May 17-19	America's Beginnings: Symbols and Holidays If you were asked to create a new American holiday, what or who would

		you choose to celebrate and why?
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