

Brandon Valley School District
Social Studies
Scope and Sequence
Grade: 2

Quarter 1

Timeline (month/days)	Standard(s)
Aug/Sept 3 weeks	<p>2.H.1.2 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> <p>*Oceti Sakowin Standard 4.1 Compare and contrast the traditional Oceti Sakowin family structure to contemporary family structures</p>
September 3 weeks October 4 weeks	<p>2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols</p> <p>2.C.2.1 Explain the basic political roles of leaders in the larger community</p> <p>2.C.3.1 Identify laws in your local government and how local laws are made</p> <p>2.C.3.2 Identify how local government services are funded</p>

Quarter 2

Timeline (month/days)	Standard(s)
Nov 3 weeks Nov/Dec 1 week	<p>2.G.1.1 Construct and explain a map that includes directions, labels, and a key</p> <p>2.G.1.2 Explain how local communities are part of a larger region</p> <p>2.G.3.1 Compare the physical and man-made characteristics of the local community with those of another community</p>
December 2 weeks	<p>2.H.1.2 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> <p>2.H.2.1 Compare how holidays are celebrated in different cultures</p>

Quarter 3

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

Quarter 4

Timeline (month/days)	Standard(s)

March-May 6 weeks	2.H.1.1 Demonstrate chronological order using events from history 2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols 2.C.2.1 Explain the basic political roles of leaders in the larger community 2.C.3.2 Identify how local and government services are funded *Oceti Sakowin Standard 1.2 Describe traditional and contemporary Oceti Sakowin perspectives on communal stewardship of land and natural resources *Oceti Sakowin Standard 2.2 Describe the impact of Euro-American ideals, values, rights, philosophy, and beliefs, upon Oceti Sakowin people as tribal, state, and US citizens
March 1 day	2.H.1.2 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
April-May 2 days	2.G.6.1 Describe positive and negative consequences of changing the physical environment of the local community 2.G.6.2 Suggest ways people can responsibly interact with the environment in the local community 2.E.1.1 Identify goods and services available in the students' communities *Oceti Sakowin Standard 1.4 Identify and explain contemporary environmental issues facing Oceti Sakowin lands (i.e. Dakota Pipeline, etc.)

*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-- Create storyboard, family tree, interview, timeline of life, Grandparent Card (13th)*
5	Sept 14-18	<p>Leaders/Gov. 1 & 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 & 2, pp. 2-5--Photo to Map / Grid of playground / STEM/ bedroom diagram *</p> <p>Location 1: Write three questions that could be answered using the grid map on page 3.</p> <p>Location 2: How do mapmakers go from real life places to map?</p>
12	Nov 9-13	Location 3, pp. 6-7--Battleship / Obstacle Course Veteran's Day, Nov. 11

		Tell the difference between absolute and relative location.
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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