

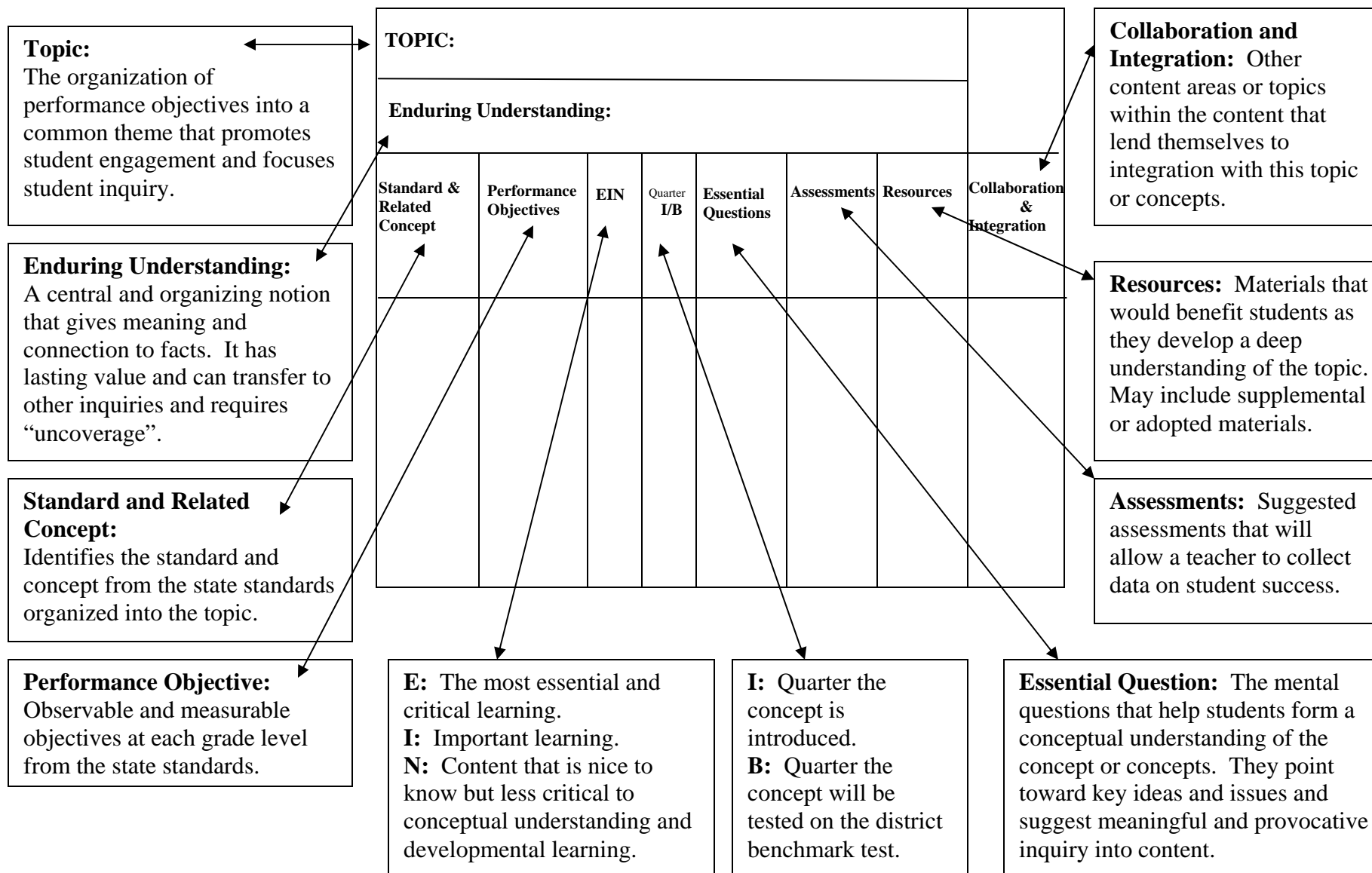
Deer Valley Unified School District Social Studies Curriculum



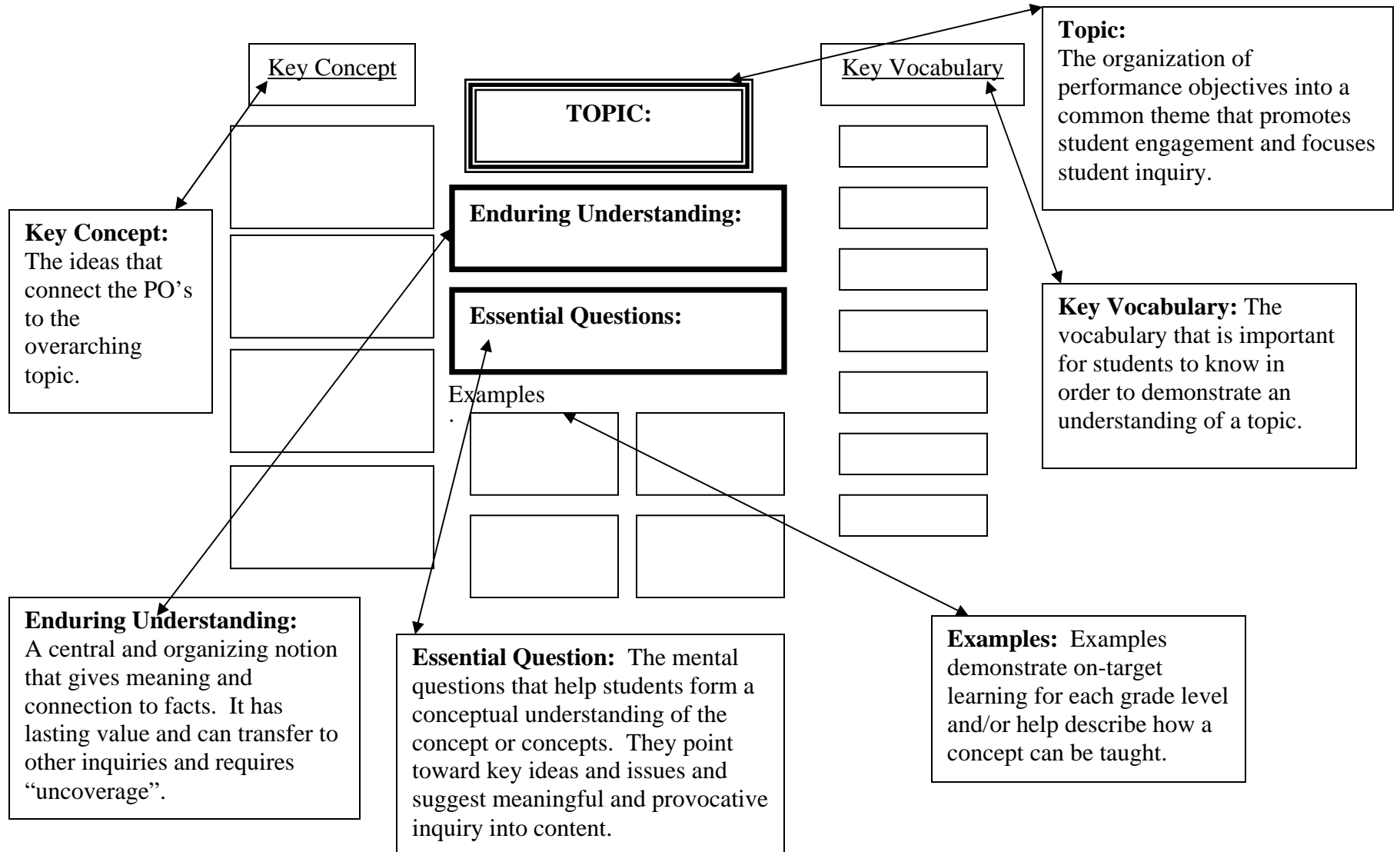
2nd Grade

REVISED 02/28/06

Curriculum Definition Page



Concept Map Definition Page



Deer Valley Social Studies Quarterly Scope

Grade: 2nd

TOPIC: American History						Quarter this will be taught: _____
Enduring Understanding: Our past has a direct impact on our present lives.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 1: Research Skills for History	PO1: Place important life events in chronological order on a timeline	E	How do we make sense of past events?			
	PO 2: Place historical events from content studied in chronological order on a timeline.	E				
	PO 3: Recognize how archaeological research adds to our understanding of the past	I				
	PO 4: Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past.	I	How do past events impact society today?			
	PO 5: Retell stories to describe past events, people, and places.	E				
Strand 1 Concept 2: Early Civilizations	PO 1: Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.	N				

Strand 1 Concept Revolution and New Nation	PO 1: Recognize that American colonist and Native American groups lived in the area of the Thirteen Colonies which were ruled by England	I	What happened as the birth of America and how do those events still influence America today?			
	PO 2: Recognize dissatisfaction with England's rule as a key issue that led to the Revolutionary War.	N				
	PO 3: Describe how the colonist demonstrated their discontent with British Rule.	N				
	PO 4: Discuss contributions of key people in gaining independence during the American Revolution (e.g., George Washington, Thomas Edison, Benjamin Franklin).	I				
	PO 5: Know that the United States became an independent country as a result of the Revolutionary War.	I				
Strand 1 Concept 5: Westward Expansion	PO 6: Discuss the challenges faced by the United States following the Revolutionary War: a. need for a strong central government b. writing of the Constitution and Bill of Rights	E	How can past experience and advancements help us make decisions in the future?			
	PO 1: Identify the reasons (e.g., economic opportunity, political, or religious freedom) for immigration to the United States.	E				
	PO 2: Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	I				
	PO 3: Discuss the experiences of the pioneers as they journeyed west to settle new lands (e.g., leaving homeland, facing unknown challenges).	I				

<p>Strand 1</p> <p>Concept 10:</p> <p>Contemporary</p> <p>United States</p>	<p>PO 4. Describe how new forms of transportation and communications impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph)</p> <p>PO 5. Discuss the effects of Westward Expansion on Native Americans (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools).</p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 2. Connect current events with historical events from content and issues studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Recognize that although our country is diverse it also has significant threads of commonality (e pluribus Unum).</p> <p>PO 4. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p>	<p>I</p> <p>E</p> <p>E</p> <p>I</p> <p>I</p> <p>N</p>	<p>How to current events relate to history?</p>			
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TOPIC:
American History

Creating a timeline

Retell stories that describe past events

Recognize the impact of Revolutionary War and leaders

Discuss the need for strong central government and writing of the Constitution and Bill of Rights

Describe how new forms of communication and transportation impacted Western expansion

Describe current events and connect them with historical events

Enduring Understanding:

American history has a direct impact on our present lives.

Essential Question(s):

How do we make sense of past events in American history?

How do past events impact society today?

What happened as the birth of America and how do those events still influence America today?

How can past experiences and advancements influence decisions in the future?

How to current events relate to history?

Examples:

Create a personal timeline and share

Act out important historical events in America's past.

Place historical figures from America's past in a newspaper article.

Use a Venn diagram to compare past transportation and communication with that of the present.

Chronological

Timeline

Colonists

Independent

Immigration

Freedom

Pioneer

Territories

Revolution

Government

Expansion

Deer Valley Social Studies Quarterly Scope

Grade: 2nd

TOPIC: World history Enduring Understanding: Studies of world history are integral in understanding the development of civilizations and their contributions.						Quarter this will be taught:
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	
Strand 2 Concept 1: Research Skills for History	PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) to study people and events from the past. PO 5. Retell stories to describe past events, people and places.	E E I I E	How do we gain and make sense of events in world history?			
Strand 2 Concept 2: Early Civilizations	PO 1. Recognize that civilizations developed in China, India, and Japan. PO 2. Recognize how art (porcelain, poetry), architecture (pagodas, temples), and inventions (paper, fireworks) in Asia contributed to the development of their own and later civilizations.	N I	What the advancements, inventions, and literature that affect the world today?			
Strand 2 Concept 5: Encounters and Exchange	PO 1. Describe how trade (e.g., Marco Polo's travels to Asia) led to the exchange of goods (i.e., spices, silk) and ideas.	I				

TOPIC: World History

Key Concepts:

Use events in world history to create a timeline.

Recognize the effects of conflict and invention.

Describe current events using various mediums.

Vocabulary:

Archeological

Artifacts

Civilizations

Trade

Conflict

Revolution

Exchange

Enduring Understanding:

Studies of world history are integral in understanding the development of civilizations.

Essential Question(s):

How do we gain and make sense of events in world history?

What the advancements, inventions, and literature that affect the world today?

How did change occur as a result of conflicts in the age of revolution?

How can current events be used to better understand world history?

Examples:

Research and locate current articles using magazines, Internet, books, maps, etc.

Compare/contrast an event before and after an invention or historical change.

Make an interactive timeline of an ancient civilization showing cultural advancements.

Recreate an archeological dig as students develop theories on their usage or purpose.

Deer Valley Social Studies Quarterly Scope

Grade: 2nd

TOPIC: Civics and Government						Quarter this will be taught:
Enduring Understanding: Everyone in a democratic republic influences government in various ways.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 3 Concept 1: Foundations of Government	PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the Capitol f. Liberty Bell Connect with: Strand 1 Concept 4	E	What is the meaning of symbols, documents, songs, monuments that represent American values?			
	PO 2. Recognize the U.S. Constitution represents American democracy and freedom: a. provides common laws b. protects people’s rights	E				
	PO 3. Describe the significance of national holidays: a. Presidents’ Day b. Martin Luther King, Jr. Day c. Veterans’ Day d. Memorial Day e. Fourth of July f. Constitution Day	I				
	PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions	E				

Strand 3 Concept 2: Structure of Government	<p>PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. Connect with: Strand 1 Concept 4</p> <p>PO 2. Identify current political leaders of the state and nation: a. President of United States b. Governor of Arizona c. local leaders (e.g., tribal council, mayor)</p> <p>PO 3. Recognize how Arizona and the other states combine to make a nation.</p>	<p>I</p> <p>E</p> <p>I</p>	<p>Who are the current political leaders of the state and nation and what are their jobs?</p>			
Strand 3 Concept 4:Rights, Responsibilities and Roles of Citizenship	<p>PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>PO 2. Describe the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why we have rules and the consequences for violating them d. responsibility of voting</p> <p>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together and service projects).</p> <p>PO 4. Identify traits of character that are important to the preservation and improvement of democracy (e.g., honesty, courage, cooperation and patriotism).</p>	<p>E</p> <p>E</p> <p>I</p> <p>E</p>	<p>What is being a responsible citizen and why is it important?</p>			

Key Concepts:

Discuss how Arizona is combined with other states to make a nation

Recognize the history and meaning of national symbols, documents, songs, monuments, and holidays

Importance of being a responsible citizen and contributions to society

TOPIC:
Civics and Government

Enduring Understanding:

Everyone in a democratic republic influences government in various ways.

Essential Question(s):

What is the meaning of symbols, documents, songs, monuments that represent American values?

Who are the current political leaders of the state and nation and what are their jobs?

What is being a responsible citizen and why is it important?

Examples:

Use manipulative to demonstrate/model parts of a whole (e.g., AZ is part of US)

Create a visual to demonstrate meaning of national symbols (e.g., cereal box reports, poster)

Create dramatic representation of character traits.

Memorize and sing the symbolic songs of America.

Vocabulary:

Monuments

Symbols

National

Traditions

Citizenship

Consequences

Character

Responsibility

Deer Valley Social Studies Quarterly Scope

Grade: 2nd

TOPIC: Geography						Quarter this will be taught: _____
Enduring Understanding: A variety of physical representations create a clearer understanding of the world and how it functions.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 4 Concept 1: The World in Spatial Terms	PO 1. Recognize different types of maps serve various purposes (e.g., political, physical, thematic).	E	Why do we use various types of maps? What are their purposes?			
	PO 2. Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols	E				
	PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend).	E	What are characteristics of human and physical features?			
	PO 4. Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	I	How are elements of a map used?			
	PO 5. Recognize characteristics of human and physical features: a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) b. human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles).	E				

<p>Strand 4 Concept 2: Places and Regions</p> <p>Strand 4 Concept 3: Physical Systems</p>	<p>PO 6. Locate physical and human features using maps, illustrations, images or globes: a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert) b. human (i.e., Equator Northern and Southern Hemispheres, North and South Poles, city, state, country).</p>	E	<p>What are different cultural elements of a community or nation?</p>			
	<p>PO 1. Identify through images how places have distinct characteristics (e.g., Japan - Mt. Fuji; China -The Great Wall; United States - Washington Monument). PO 2. Discuss human features in the world (e.g., cities, parks, railroad tracks, hospital, shops, schools). PO 3. Discuss physical features in the world (e.g., mountains, rivers, deserts).</p>	<p>I</p> <p>I</p> <p>I</p>				<p>In science, measure and record weather conditions. Identify clouds and analyze relationship to temperature and weather patterns.</p>

<p>Strand 4 Concept 4: Human Systems</p>	<p>PO 1. Discuss the differences between urban and rural communities. PO 2. Describe the reasons for human settlement patterns (e.g., jobs, climate, family). PO 3. Discuss the major economic activities and land use of regions studied (e.g., agricultural, industrial, residential, commercial, recreational, resources). PO 4. Discuss cultural elements (e.g., food, clothing housing, sports, customs, beliefs) of a community or nation (e.g., Japan, China, India., United States). Connect with: Reading Strand 2Concept 2 PO 5. Recognize the connection between city, state, country, and continent.</p>	<p>I E I E E</p>				
<p>Strand 4 Concept 5: Environment and Society</p>	<p>PO 1. Identify ways in which humans depend upon, adapt to, and impact the earth (e.g., agriculture, structures, roads).</p>	<p>E</p>				
<p>Strand 4 Concept 6: Geographic Applications</p>	<p>PO 1. Discuss the ways places and regions change over time. PO 2. Discuss geographic concepts related to current events. PO 3. Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</p>	<p>I I I</p>				

Key Concepts:

Recognize and create different types of maps and their elements.

Recognize and discuss characteristics of physical and human features on a map, illustrations, image or globe.

Discuss and describe how cultures and physical environments affect communities.

Recognize the connections between city, state, country, and continent.

Find solutions for environmental problems using geographic concepts and skills.

TOPIC:
Geography

Vocabulary:

Customs

Agricultural

Urban

Rural

Continent

Culture

Regions

Environment

Goods and services

Enduring Understanding:

A variety of physical representations create a clearer understanding of the world and how it functions.

Essential Question(s):

Why do we use various types of maps? What are their purposes?
What are characteristics of human and physical features?
How are elements of a map used?
What are different cultural elements of a community or nation?

Examples:

Use interactive simulations found on www.interact-simulations.com

Create a map using various materials (e.g., cookie maps, salt dough maps)

Create a Venn diagram to compare urban and rural communities

Have a cultural fair to represent different cultural elements

Deer Valley Social Studies Quarterly Scope

Grade: 2nd

TOPIC: Economics						Quarter this will be taught:
Enduring Understanding: Economics influences society and individuals in various ways.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5 Concept 1: Foundations of Economics	PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	E	How does scarcity require people to make choices based on wants and needs?			
	PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).	E				
	PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	I				
	PO 4. Recognize that people trade for goods and services.	E	How do people exchange goods and services (i.e., money, bartering)?			
	PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).Connect with: Strand 2 Concept 2	E				
	PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.	I				
	PO 7. Discuss how people can be both producers and consumers of goods and services.	I				
Strand 5 Concept 5: Personal Finance	PO 1. Discuss costs and benefits of personal savings.	E	What are the benefits of personal savings?			

Key Concepts:

Discuss scarcity and its effect on choices

Identify differences among natural, human, and capital resources

Recognize that people trade goods for money as well as other products

Recognize that goods come from various places

Discuss that people are both producers and consumers of goods and services

Discuss costs and benefits of personal savings

**TOPIC:
Economics**

Vocabulary:

Scarcity

Resources

Opportunity cost

Natural resources

Human resources

Capital resources

Barter

Producer

Consumer

Goods and services

Savings

Exchange

Enduring Understanding:

Economics influences society and individuals in various ways.

Essential Question(s):

How does scarcity require people to make choices based on wants and needs?

How do people exchange goods and services (i.e., money, bartering)?

Where do goods come from?

What are the benefits of personal savings?

Examples:

Create goods and perform services within a classroom community

Create a representation of each kind of resources (human, natural, capital).

Set up a class store and have students manage expenses and profits.

