

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 1: ECONOMICS				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. What are ways people earn, spend and save money?		Options include, but are not limited to: <ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4 Assessment</li> <li>• Social Studies Alive: Lesson 8 Assessment</li> </ul>		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Economic Reasoning Skills</p> <p><u>Standard:</u> People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.</p>	<p>Given a goal and several alternative choices to reach that goal, select the best choice and explain why. (Standard : 2.2.1.1.1)</p>		<ul style="list-style-type: none"> <li>• Reading (cause and effect)</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4, Lesson 1</li> <li>• Social Studies Alive: Lesson 8</li> <li>• Everyday Math Unit 3, Unit 10</li> <li>• <u>Alexander Who Used to Be Rich Last Sunday</u> by Judith Viorst</li> <li>• <u>Pigs Will Be Pigs</u> by Amy Axelrod</li> <li>• <u>Money Madness</u> by David Adler</li> </ul>
<p><u>Substrand:</u> Fundamental Concepts</p> <p><u>Standard:</u> Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.</p>	<p>Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen. (Standard: 2.2.3.3.1)</p> <p>For example: Joe can visit his grandparents, go to a park, or see a movie. He only has enough time do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second.</p>		<ul style="list-style-type: none"> <li>• Reading (problem and solution)</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4, Lessons 1 and 4</li> <li>• Houghton Mifflin: Extend Lesson 4.4</li> <li>• Social Studies Alive: Lesson 8.1</li> <li>• <u>Alexander Who Used to Be Rich Last Sunday</u></li> <li>• <u>Pigs Will Be Pigs</u></li> <li>• <u>Money Madness</u> by David Adler</li> </ul>

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

<b>UNIT 1: ECONOMICS (continued)</b>				
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency (To be determined by teachers/teams)</b>	<b>Can Be Embedded into Another Content Area</b>	<b>Resources</b>
<p><u>Substrand:</u> Fundamental Concepts <u>Standard:</u> Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.</p>	<p>Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. (Standard: 2.2.3.5.1)</p> <p>For example: Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.</p>		<ul style="list-style-type: none"> <li>• Health and Nutrition</li> <li>• Science – Plant Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4, Lesson 5 and Unit 2, Lesson 5</li> <li>• Social Studies Alive: Lesson 5</li> </ul>
<p><u>Substrand:</u> Fundamental Concepts <u>Standard:</u> Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.</p>	<p>Identify money as any generally accepted item used in making exchanges. (Standard: 2.2.3.5.2)</p> <p>For example: United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE.</p>		<ul style="list-style-type: none"> <li>• Math Unit 3, 10</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4, Lesson 6</li> <li>• Social Studies Alive: Lesson 14</li> <li>• <u>Money Madness</u> by David Adler</li> </ul>

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

<b>UNIT 2: HISTORY – PEOPLE, CULTURES AND CHANGE OVER TIME</b>				
<b>Big Questions</b>		<b>Formative/Summative Assessments</b> (To be determined by teachers/teams)		
1. How have people’s lives changed over time? 2. How have the lives of Minnesota Ojibwa/Anishinabe OR Dakota changed over time? (before/after European contact, today)		Options include, but are not limited to: <ul style="list-style-type: none"> <li>• Students write/draw about a special activity/tradition in their family.</li> <li>• History Alive Assessment Lesson 10</li> </ul>		
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency</b> (To be determined by teachers/teams)	<b>Can Be Embedded into Another Content Area</b>	<b>Resources</b>
<u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historians generally construct chronological narratives to characterize eras and explain past events and change over time.	Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events. (Standard : 2.4.1.1.1)		<ul style="list-style-type: none"> <li>• Math. Unit 1 Lesson 3</li> <li>• Science – Weather Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 5, Lesson 6</li> <li>• Houghton Mifflin: Unit 3, Lessons 1 and 2</li> <li>• Anishinaabe Harvest Calendar (See 2<sup>nd</sup> grade shared social studies folder)</li> </ul>
<u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Use historical records and artifacts to describe how people's lives have changed over time. (Standard: 2.4.1.2.1)  For example: Historical records—photos, oral histories, diaries/journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools.			<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 5, Lessons 6 and 7</li> <li>• Houghton Mifflin: Unit 3 Lessons 1 and 2</li> </ul>
<u>Substrand:</u> Peoples, Cultures and Change Over Time <u>Standard:</u> The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Compare and contrast daily life for Minnesota Dakota or Anishinabe peoples in different times, including before European contact and today. (Standard: 2.4.2.4.1)			<ul style="list-style-type: none"> <li>• Growing Up Ojibwa supplement</li> <li>• Anishinaabe Ricing supplement (See 2<sup>nd</sup> grade shared social studies folder)</li> </ul>
<u>Substrand:</u> Peoples, Cultures and Change Over Time <u>Standard:</u> The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	Describe how the culture of a community reflects the history, daily life or beliefs of its people. (Standard: 2.4.2.4.2)  For example: Elements of culture—foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.		<ul style="list-style-type: none"> <li>• Legends</li> <li>• Language Arts (Integrate with 2.4.2.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Legend of the Ladyslipper</u> by Lise Lunge-Larson and Margi Preus</li> <li>• <u>The Windigo’s Return: A Northwoods Story</u> by Douglas Wood</li> <li>• Growing Up Ojibwa supplement</li> <li>• Anishinaabe Ricing supplement (See 2<sup>nd</sup> grade shared social studies )</li> <li>• Houghton Mifflin: Unit 3 Lessons 1 and 2</li> </ul>

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

<b>UNIT 3: GEOGRAPHY – MAPS, LANDFORMS IN THE ENVIRONMENT</b>				
<b>Big Questions</b>		<b>Formative/Summative Assessments</b> (To be determined by teachers/teams)		
1. How do we use maps? 2. How do people help or harm the environment? 3. What are natural, physical, or manmade landmarks of the United States?		Options include, but are not limited to: <ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 2 Test</li> <li>• Social Studies Alive: Lesson 3.8</li> <li>• Persuasive essay about “Earth Day” topic of choice</li> </ul>		
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency</b> (To be determined by teachers/teams)	<b>Can Be Embedded into Another Content Area</b>	<b>Resources</b>
<u>Substrand:</u> Fundamental Concepts <u>Standard:</u> Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. (Standard: 2.2.3.5.1)  For example: Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.		<ul style="list-style-type: none"> <li>• Health and Nutrition</li> <li>• Science – Plant Unit</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 4, Lesson 5 and Unit 2, Lesson 5</li> <li>• Social Studies Alive: Lesson 5</li> <li>• Field trip to Minneapolis Mill City Museum (Minnesota Historical Society)</li> </ul>
<u>Substrand:</u> Geospatial Skills – The World in Spatial Terms <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. (Standard: 2.3.1.1.1)  For example: Spatial information—cities, roads, boundaries, bodies of water, regions.		<ul style="list-style-type: none"> <li>• Reading (setting) – visualizing and descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Alive: Lesson 3</li> </ul>
<u>Substrand:</u> Geospatial Skills – The World in Spatial Terms <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. (Standard: 2.3.1.1.2)  For example: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.			<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 2; Skillbuilders 2; Lessons 1 and 4</li> <li>• Social Studies Alive: Lesson 3</li> </ul>

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

<b>UNIT 3: GEOGRAPHY – MAPS, LANDFORMS IN THE ENVIRONMENT (continued)</b>				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Geospatial Skills – The World in Spatial Terms <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States (Standard: 2.3.1.1.3)</p> <p>For example: Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.</p>			<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 2 Lesson 3</li> <li>• Houghton Mifflin: Unit 3, Lesson 3</li> </ul>
<p><u>Substrand:</u> Geospatial Skills – The World in Spatial Terms <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Use maps, photos, or other geographic tools to answer basic questions about where people are located. (Standard: 2.3.1.1.4)</p> <p>For example: Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</p>			<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 2; Skillbuilders 2; Lessons 1 and 4</li> <li>• Houghton Mifflin: Unit 3 Lesson 2</li> <li>• Social Studies Alive: Lesson 3</li> </ul>
<p><u>Substrand:</u> Human Environment Interaction <u>Standard:</u> The environment influences human actions; and humans both adapt to, and change, the environment.</p>	<p>Identify causes and consequences of human impact on the environment and ways that the environment influences people. (Standard: 2.3.4.9.1)</p>		<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• Persuasive Writing</li> <li>• Cause and Effect</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 2, Lesson 5</li> </ul>

## GRADE 2: SOCIAL STUDIES CURRICULUM FRAMEWORKS

<b>UNIT 4: CITIZENSHIP</b>				
<b>Big Questions</b>		<b>Formative/Summative Assessments</b> (To be determined by teachers/teams)		
1. What rules, rights, and responsibilities do people have as citizens?		Options include, but are not limited to: <ul style="list-style-type: none"> <li>• Students display positive citizenship skills</li> <li>• Social Studies Alive: Lesson 13 Assessment</li> <li>• Houghton Mifflin: Practice Book Unit 6, page 49</li> </ul>		
<b>Substrand/Standard</b>	<b>Curriculum Benchmark</b>	<b>Standards of Proficiency</b> (To be determined by teachers/teams)	<b>Can Be Embedded into Another Content Area</b>	<b>Resources</b>
<u>Substrand:</u> Civic Skills <u>Standard:</u> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important. (Standard : 2.1.1.1.1)		<ul style="list-style-type: none"> <li>• Morning Meeting</li> <li>• Scholastic News (current events)</li> </ul>	<ul style="list-style-type: none"> <li>• Kids Vote</li> <li>• Responsive Classroom</li> <li>• Houghton Mifflin: Unit 6, Lesson 4</li> <li>• Social Studies Alive: Lesson 12</li> </ul>
<u>Substrand:</u> Civic Values and Principles of Democracy <u>Standard:</u> The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	Explain the importance of constitutions. (Standard: 2.1.2.2.1)  For example: Examples of constitutions— a classroom constitution, club charter, the United States Constitution.		<ul style="list-style-type: none"> <li>• Morning meeting (classroom rules)</li> <li>• Constitution Day (September 16)</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 6, Lessons 1, 2, 4, 5</li> <li>• Kids Vote</li> <li>• Responsive Classroom</li> </ul>
<u>Substrand:</u> Civic Values and Principles of Democracy <u>Standard:</u> The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. (Standard: 2.1.4.8.1)  For example: Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.		<ul style="list-style-type: none"> <li>• Morning Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Houghton Mifflin: Unit 6, Lesson 2</li> </ul>