Grade 2 Social Studies / History  
Social Studies 2

Government: Rules and Laws

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Reading: Informational Text

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Reading: Literature

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

OH Grade 2 OH: Social Studies (2012)

Government

Theme: People Working Together Civic Participation and Skills

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

11. Groups are accountable for choices they make and actions they take.

Rules and Laws

12. There are different rules that govern behavior in different settings.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. governing rules
2. purpose of rules
3. consequences of rules
4. Constitution Day
5. civic participation

Skills

1. Critique the purpose of rules for my environment.
2. Discuss following rules and predict the consequences for violating rules in different settings.
3. Investigate the Constitution and its purpose for our country.
4. Understand that personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
5. Understand how groups are accountable for choices they make and actions they take.
6. Explain how different rules govern behavior in different settings.
7. Examine the Constitution and its purpose for our country.

Common Core/Literacy

1. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3. Recall information from experiences or gather information from provided sources to answer a question.

Essential Questions

1. To what degree do citizens in a democracy have roles and responsibilities?
2. How do rules vary in different settings?
3. How does the Constitution play a role in our life?
4. to what extent am I responsible for the choices I make?

Additional Vocabulary

1. govern
2. hypothesize
3. consequences
4. violating
5. investigate
6. Constitution
7. distinguish

Stage 2: Assessment Evidence

Ten Commandments Poster

Summative: Posters

Partners create a Ten Commandment poster to represent the meaning of the words.

Debate

Summative: Oral Assessment

Children will take a stance to debate rules.

Constitution Day Poster Contest

Summative: Posters

Each child will create a poster for Constitution Day.

Problems in the Lunch Room

Formative: Class Discussion

Using the Lessons for Constitution Day in the Links section, children will discuss and solve the problems included in the materials, such as the scenario, "Problems in the Lunch Room."

Stage 3: Learning Plan

Learning Experiences

1. Debate. Children will debate the question: Should we have rules or not? Children will formulate points and reasons on index cards to prepare for the debate. The class will form two groups, one group defending having rules and the other group defending having no rules.
2. Discussion. Children will examine and interpret the Ten Commandments. They will begin by writing on Post-Its words that they do not know. The class will research the meaning of these words to better understand the meaning of the Ten Commandments. After the class discusses the significance of the Ten Commandments and relates them to the following of rules, children will then work in partners or threes to illustrate the meaning of a Commandment.
3. Reflective Drawing. After learning about Constitution Day, children will create a poster for the Constitution Day Poster Contest. (See link)
4. Game. Children will play the Constitution Game online using the link provided.
5. Interview. Children can practice their interviewing skills by using the link provided to interview Ben Franklin regarding his contributions to America.
6. Problem Solving. Using the Lessons for Constitution Day in the Links section, children will discuss and solve the problems included in the materials, such as the scenario, "Problems in the Lunch Room."

Resources

* Constitution Day Poster Contest (<http://www.constitutionfacts.com/constitution-poster-design-contest>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Constitution Day* (First Step Nonfiction) by Robin Nelson  
   *Constitution Day* (Celebrations in My World) by Molly Aloian  
   *We Follow the Rules* by Robin Stern  
   *Being a Good Citizen: A Book About Citizenship (Way to Be!)* by Mary Small  
   *Know and Follow* *Rules* by Cheri J. Meiners  
   *Grody's Not So Golden Rules* by Nicole Rubel
3. **Video Resources**  
   *The Birth of The Constitution: This is America, Charlie Brown* [VHS] Starring Erin Chase, Brandon Stewart, Erica Gayle

Resources

* Constitution Day Poster Contest (<http://www.constitutionfacts.com/constitution-poster-design-contest>)

Grade 2 Social Studies / History  
Social Studies 2

History: Calendar & Historical Thinking

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading: Informational Text

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OH Grade 2 OH: Social Studies (2012)

History

Theme: People Working Together Historical Thinking and Skills

1. Time can be shown graphically on calendars and timelines.

2. Change over time can be shown with artifacts, maps, and photographs.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

Content

1. time shown graphically
2. calendar times
3. historical events
4. historical artifacts, maps, and photographs
5. past and present in daily life
6. Christian beliefs over time

Skills

1. Explain that time can be shown graphically on calendars and timelines.
2. Categorize calendar times by days, weeks, months, and years.
3. Design a timeline in chronological order based on a historical event.
4. Organize historical artifacts, maps and photographs.
5. Show change over time with historical artifacts, maps and photographs.
6. Compare and contrast daily life in the past with the present.
7. Identify ways people have expressed Christian beliefs and value through worship over time.
8. Compare and contrast their life with the life of Jesus.

Common Core/Literacy

1. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

1. How can we measure time?
2. In what ways can we learn from the past?
3. How can the past be used to help us solve problems and make decisions?
4. Who do interpretations of the past change over time?
5. How am I connected to those in the past?

Additional Vocabulary

1. chronological order
2. categorize
3. historical events
4. historical artifacts
5. compare and contrast
6. graphical
7. artifacts
8. timeline

Stage 2: Assessment Evidence

Timeline of Jesus or Personal Timeline

Summative: Project

Student will create a personal timeline or timeline of Jesus' life/miracles/Holy Week, etc.

Diorama

Summative: Project

Students create a diorama to replicate the past.

Daily Life Then and Now

Formative: Graphic Organizer

Children will use a Venn diagram to compare and contrast daily life in the past with the present.

Personal Interviews

Summative: Listening Task

Children will choose friends or family members of a previous generation to interview about changes in technology, communication, or transportation. After creating questions for the interviews and conducting the interviews, the children will write up their findings and present them to the class.

Stage 3: Learning Plan

Learning Experiences

1. Storytelling. Introduce timelines by mapping events of students' lives: birth, walking, talking, first day of school, riding a two-wheeler, tying shoes, sibling birth, First Reconciliation and First Communion. Children will tell the story of their life based on their timeline.
2. Discussion. Using informational text on historical events, maps and photographs, children will locate and discuss the text features.
3. Creative Project. Children will create a timeline to illustrate the miracles that Jesus performed or a timeline of their own lives.
4. Graphic Organizer. Children will use a Venn diagram to compare and contrast daily life in the past with the present.
5. Creative Project. Children will design a diorama to replicate daily life from the past (home, people, transportation, etc.).
6. Interview. Children will choose friends or family members of a previous generation to interview about changes in technology, communication, or transportation. After creating questions for the interviews and conducting the interviews, the children will write up their findings and present them to the class.

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *Then and Now* by Heather Amery  
   *Transportation Then and Now* by Robin Nelson  
   *Communication Then and Now* by Robin Nelson  
   *School Then and Now* by Robin Nelson  
   *Travel (Then and Now)* by Vicki Yates  
   *Life at Home (Then and Now)* by Vicki Yates  
   *Having Fun (Then and Now)* by Vicki Yates  
   *Life at Work (Then and Now)* by Vicki Yates  
   *Long Ago and Today* by Rozanne Lanczak Williams  
   *Then and Now* by Samantha Berger

Resources

* Interactive Calendar (<http://www.apples4theteacher.com/calendar.html>)

Grade 2 Social Studies / History  
Social Studies 2

Government: Civics

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Writing

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OH Grade 2 OH: Social Studies (2012)

Government

Theme: People Working Together Civic Participation and Skills

10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.

11. Groups are accountable for choices they make and actions they take.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. personal accountability
2. civic responsibility
3. government systems
4. patriotism
5. respect for national symbols and landmarks
6. negotiation
7. compromise
8. collaboration
9. democracy

Skills

1. Demonstrate personal accountability which includes making responsible choices, taking responsibility for personal actions, and respecting others.
2. Show that civic participation includes participating in elections.
3. Examine the election process by identifying governmental leaders and how they are elected.
4. Examine how a system of government provides order to a group and why government is necessary.
5. Demonstrate a sense of patriotism and respect for national symbols and landmarks and the ideals that they represent.
6. Explain that groups are accountable for choices they make and actions they take.
7. Value responsible citizenship.
8. Work cooperatively in a group setting.
9. Display Christian traits when working with a group.
10. Identify governmental leaders.

Common Core/Literacy

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. How are governments created, structured, maintained, and changed?
2. Why do governments exist?
3. To what degree do citizens in a democracy have roles and responsibilities?
4. How do nationalism, patriotism, and civic ideals contribute to American democracy?
5. What is my civic duty as a second grader?

Additional Vocabulary

1. personal accountability
2. responsible choices
3. civic participation
4. governmental leaders
5. elected
6. government
7. patriotism
8. national symbols
9. landmarks
10. ideals

Stage 2: Assessment Evidence

City Hall Writing

Summative: Writing Assignment

After visiting City Hall, children write what they learned.

President/Mayor Research

Summative: Research Project

Children will research the jobs of the mayor or president, write their findings, and create a poster for their election.

National Symbols/ Landmark Model

Summative: Visual Arts Project

Children will create a model or booklet of a national symbol/landmark. Symbol/landmark needs to be depicted accurately.

In the Words of Ben Franklin

Formative: Response Journal

After children review information at Ben Franklin's Guide to U.S. Government K-2 online, they can choose one interesting fact they learned and write a journal entry in the voice of Ben Franklin explaining why this fact is important to the government of America.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. Children will frequently have roles in cooperative group activities. Each time groups meet, they will be familiar with roles and responsibilities. Groups will rotate groups and roles often so students participate in diverse groups.
2. Simulation. Children will participate in practicing the election process by electing class officials.
3. Discussion. Children will review the election process through a series of videos and then engage in class discussion on the benefits of the process. (See link)
4. Journal. After children review information at Ben Franklin's Guide to U.S. Government K-2 online, they can choose one interesting fact they learned and write a journal entry in the voice of Ben Franklin explaining why this fact is important to the government of America. (See link)
5. Field Trip. Children will visit City Hall to gain information on the local government. They will then write a paragraph about what they learned and use a computer to revise, edit, and publish their writing.
6. Research Project. Children will research the jobs of the mayor or/and president. First, they will write questions they have for what they want to research in regard to the job of the mayor/president. Then they will use informational text to gather information. Children will use digital tools to produce their writing. When students have learned the jobs of a president or mayor, they will create a poster of them running for office and what they can contribute to the job.
7. Research Project. Children will create a model or booklet of the different national symbols along with researching the symbols and landmarks to show what they represent. Children will produce writing on what they have researched and attach to their model or add to their booklet.

Resources

* Election process (<http://disneydvd.disney.go.com/schoolhouse-rock-election-collection.html>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**  
   *The Ballot Box Battle* by Emily Arnold  
   *Our Election* by Richard Steins  
   *Uncle Sam Old Glory: Symbols of America* by Delno C. West  
   *Duck for President* by Doreen Cronin  
   *Vote!* by Eileen Christelow  
   *Voting (True Books: Civics)* by Sarah E. De Capua  
   *The Bald Eagle (Welcome Books)* by Lloya G. Douglas  
   *The Liberty Bell (Welcome Books)* by Lloya G. Douglas  
   *The Story of the Statue of Liberty* by Betsy C. Maestro and Giulio Maestro  
   *The Flag We Love* by Pam Munoz Ryan and Ralph Masiello  
   *The Star-Spangled Banner* by Francis Scott Key and Peter Spier

Resources

* Election Process (<http://disneydvd.disney.go.com/schoolhouse-rock-election-collection.html>)

Grade 2 Social Studies / History  
Social Studies 2

History: Heritage

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Reading: Informational Text

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

OH Grade 2 OH: Social Studies (2012)

History

Heritage

3. Science and technology have changed daily life.

4. Biographies can show how peoples actions have shaped the world in which we live.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

Content

1. change in science, technology, transportation and communication
2. biographies of how people's actions shape the world
3. importance of social, political and religious leaders, explorers, inventors, and scientists to the history of the world

Skills

1. Cite evidence of how science, technology, transportation, and communication have changed the daily lives of people.
2. Compare and contrast how jobs in the past are similar and/or different from those of today.
3. Research biographies, discussing the importance of social, political, religious leaders, inventors, scientists, and explorers and how their actions have shaped the world in which we live.
4. Identify ways that individuals can live their Catholic faith by their contributions and service to society.
5. Identify the work that people performed to make a living in the past.
6. Compare and contrast the importance of an individual with the ability to make a difference in the lives of others.
7. Discuss the importance of social, political and religious leaders, explorers, inventors, and scientists to the history of the world.
8. Identify ways that individuals can contribute to society.

Common Core/Literacy

1. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 23 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Essential Questions

1. In what ways have science, technology, transportation, and communication changed the daily lives of people?
2. How have jobs changed over time?
3. To what degree have people's actions shaped our world?
4. To what degree have people's actions benefited us?
5. How can I shape the world I live in?

Additional Vocabulary

1. evidence
2. technology
3. biography
4. social
5. political
6. inventor
7. explorer
8. contribute

Stage 2: Assessment Evidence

Famous American Research/Presentation

Summative: Research Project

Children will choose a "Famous American" in the area of politics, religion, science, or exploration to research. At the end of the research, students will dress as their "Famous American" and present to the class how they shaped our society.

Pull-A-Profession

Formative: Oral Assessment

Children will pull a profession from a bag and the children have to reflect on that profession in terms of how long this profession has been around and how this profession has changed over time. Children can write informal notes in a journal to use during a class discussion on the changes in the professions.

Changes Over Time

Summative: Project

Children will work in shared research groups and divide up science, technology, transportation, and communication. They will spend a few days researching their topic to share with the class how the changes over time have impacted our daily lives. Students may want to create a poster, collage, etc. to demonstrate these changes.

Contributions to Society

Formative: Class Discussion

With a partner, children will identify ways that individuals can live their Catholic faith by their contributions and service to society. Partners will share with the class.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Research Project. Children will work in shared research groups and divide up science, technology, transportation, and communication. They will spend a few days researching their topic to share with the class how the changes over time have impacted our daily lives. Students may want to create a poster, collage, etc. to demonstrate these changes.
2. Reflective Discussion. Children will pull a profession from a bag and the children have to reflect on that profession in terms of how long this profession has been around and how this profession has changed over time. Children can write informal notes in a journal to use during a class discussion on the changes in the professions.
3. Research Project. Children will choose a "Famous American" in the area of politics, religion, science, or exploration to research. At the end of the research, students will dress as their "Famous American" and present to the class how they shaped our society.
4. Think-Pair-Share. With a partner, children will identify ways that individuals can live their Catholic faith by their contributions and service to society. Partners will share with the class.

Resources

Resources

Resources

1. **i Pad Resources**
2. **Literature Connection**  
   *Albert Einstein: Young Thinker (The Childhood of Famous Americans Series)* by Marie Hammontree  
   *50 American Heroes Every Kid Should Meet* by Dennis Denenberg  
   *13 American Artists Children Should Know* by Brad Finger  
   *Abigail Adams: First Lady of the American Revolution (Stories of Famous Americans)* by Patricia Lakin, Bob Dacey and Debra Bandelin  
   *If You Lived a Hundred Years Ago* by Ann McGovern  
   *Tales of Famous Americans* by Connie and Peter Roop

*Famous Americans (Yale Series of Younger Poets)* by Loren Goodman  
*If Your Name Was Changed at Ellis Island* by Ellen Levine  
*If You Lived When Women Won Their Rights* by Anne Kamma

Resources

* Amazing Americans (<http://www.americaslibrary.gov/>)

Grade 2 Social Studies / History  
Social Studies 2

Geography: Map Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

OH Grade 2 OH: Social Studies (2012)

Geography

Theme: People Working Together Spatial Thinking and Skills

5. Maps and their symbols can be interpreted to answer questions about location of places.

Places and Regions

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Human Systems

7. Human activities alter the physical environment, both positively and negatively.

8. Cultures develop in unique ways, in part through the influence of the physical environment.

9. Interactions among cultures lead to sharing ways of life.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

Content

1. maps
2. globes
3. symbols
4. geographical representations
5. map construction
6. cardinal directions
7. compass rose
8. state of Ohio
9. United States
10. continents
11. oceans

Skills

1. Interpret maps and globes and their symbols to answer questions about location of places.
2. Distinguish among a variety of maps, globes, and other geographical representations.
3. Design a map that includes a map title and key that explains symbols used.
4. Show cardinal directions.
5. Interpret a compass rose to locate items on a map.
6. Interpret a map to name and locate the state of Ohio, the United States, continents and oceans.

Common Core/Literacy

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
3. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
4. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
5. Build on others talk in conversations by linking their comments to the remarks of others.
6. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Essential Questions

1. How do maps and globes help us understand the world?
2. In what ways do we use maps and globes in our lives?
3. In what ways have maps changed over time?

Additional Vocabulary

1. symbols
2. resources
3. title
4. key
5. cardinal directions
6. compass rose
7. continents
8. oceans

Stage 2: Assessment Evidence

Design a Map

Summative: Visual Arts Project

Children will design a map of a familiar place that incorporates a map title, compass rose and key.

"Guess the Source"

Formative: Peer Assessment

After children write clues to a geographical resource, they will guess the resource based on the clues.

World Map

Summative: Visual Arts Project

Children will create a world map using construction paper, labeling the continents/oceans/United States/Ohio.

Stage 3: Learning Plan

Learning Experiences

1. Questioning. Using wall maps, atlases and globes, children will investigate the key components on a map to ask and answer questions.
2. Game. Children will play "Guess the Source." As the teacher gives children the name of a geographical resource (road map, building map, GPS, atlases, globe, etc.), children will write clues to the source to share with the class so they can guess.
3. Creative Project. Children will design a map of their choice that incorporates a map title, compass rose and key (map of home, how to get to school, map to friends house).
4. Peer Partner Learning. Children will interpret a map created by a partner (activity above) to locate items on the map using the compass rose.
5. Game. Children will play a game of North, South, West, East, just like four corners, but label the room with the cardinal signs.
6. Model Building. Children will create a map of the world using blue and green construction paper. Students will cut and label each continent and ocean in its proper location. Children will use another color construction paper to add the United States and Ohio.
7. Game. The children will receive a map of the school building and grounds from the teacher. They will go on a treasure hunt, solving clues along the way, in order to get to a final destination determined by the teacher. There they will discover a treasure or prize if they have read the map and figured out the clues correctly.

Resources

1. **iPad Resources**
2. **Literature Connection**  
   *Mapmaking with Children: Sense of Place Education for the Elementary Years* by David Sobel  
   *Blast Off to Earth!: A Look at Geography* by Loreen Leedy

*Beginning Map Skills* by Jon and Patty Carretello

*My Map Book* by Sara Fanelli

*Map Keys (Rookie Read-About Geography)* by Rebecca Aberg

*Types of Maps (Rookie Read-About Geography)* by Mary Dodson Wade  
*Basic Skills Map Skills, Grade 2* by Renee Cummings  
*Map Skills Grade 2* by Mary Rosenberg  
*Maps and Globes (Reading Rainbow Book)* by Jack Knowlton  
*Me on the Map (Dragonfly Books)* by Joan Sweeney  
*Mapping Penny's World* by Loreen Leedy  
*There's a Map on My Lap!: All About Maps* by Tish Rabe  
*Follow That Map!: A First Book of Mapping Skills* by Scot Ritchie

Resources

* Map Skills for Second Grade (<http://www.dovewhisper.com/2nd_grade_map_skills.html>)

Grade 2 Social Studies / History  
Social Studies 2

Geography: Our Place on Earth

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OH Grade 2 OH: Social Studies (2012)

Geography

Theme: People Working Together Spatial Thinking and Skills

5. Maps and their symbols can be interpreted to answer questions about location of places.

Places and Regions

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Human Systems

7. Human activities alter the physical environment, both positively and negatively.

8. Cultures develop in unique ways, in part through the influence of the physical environment.

9. Interactions among cultures lead to sharing ways of life.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. influence of human activities on the physical environment
2. influence of physical environment on culture
3. cultural sharing
4. cultural practices and products on different continents
5. influence of cultural expressions
6. cultural contributions of significant individuals
7. acceptance of diverse cultures

Skills

1. Compare and contrast the effect of human activities on physical environment (both positively and negatively).
2. Determine how cultures develop in unique ways, in part through the influence of the physical environment.
3. Show how interactions among cultures lead to sharing ways of life.
4. Investigate the cultural practices and products of people on different continents.
5. Discuss ways in which cultural expressions influence the behavior of people living in a particular culture: language, stories, music, artistic creations.
6. Investigate the contributions of significant individuals to the cultural heritage of the United States.
7. Exhibit acceptance and understanding of diverse cultures.
8. Interpret maps and symbols to answer questions about location of places.

Common Core/Literacy

1. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observation).
2. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

1. In what ways are places unique and different?
2. How do environments influence the way I live?
3. How can I identify the characteristics of culture?
4. Why should I respect cultural differences of others?
5. In what ways are my family and I influenced by our culture?
6. How do my Catholic values affect how I view others?

Additional Vocabulary

1. human activities
2. physical environment
3. cultures
4. influence
5. cultural practices
6. cultural products
7. continents
8. cultural expressions
9. diversity
10. collaboration

Stage 2: Assessment Evidence

Postcard

Summative: Written Assessment

Children send a postcard to a family member explaining how we harm and protect our physical environment.

Classroom Pen Pals

Summative: Research Project

Children create a persona of a child from another state or region. They will research being this child in terms of daily life and cultural practices of where they live. After research, children will write to a pen pal in the class acting as the child that they researched.

Cultural Fair

Summative: Research Project

Students will work in groups to research a culture and become an expert on it. Groups will create a display to represent their culture and present this at a "Cultural Fair."

Cultural Practices

Formative: Class Discussion

After listening to the story such as How my Parents Learned to Eat by Ina R. Friedman, children will discuss the blending of cultural practices.

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Using a T-Chart, children will brainstorm a list of things they can do to protect our physical environment and what they do to harm our physical environment. Children will send a postcard to a family member or friend telling them the effects human activity has on physical environment.
2. Role Playing. Children will take on a different persona as a child from another state (such as living in the desert in Arizona or on an island in Hawaii or farm in Georgia). Children will research being a child in that region of the state. They will have a pen pal in their classroom and compose a letter describing their culture as based on where they live such as hobbies, how they get to school, how they eat, what they like to do on the weekends. Children will exchange their letters with their pen pal.
3. Writing/Technology. Children will correspond with children in another state or country by writing letters or emails. They can also Skype or Facetime with their pen pals from another state to learn about differences between their lives and those of their pen pals.
4. Discussion. After children hear the story of The First Thanksgiving and how the Pilgrims and Indians helped each other, they will have a class discussion about the story and the Pilgrims and Indians interactions.
5. Collaborative Groups. Children will work in small groups to research a culture, focusing on practices and products that come from that culture. Children will design a Tri-Fold board to represent that culture and set up a "Cultural Fair" so that all the groups will be represented. Parents or other classes will walk around, and when they come up to a table, that group will share their knowledge on that culture by using note cards, Tri-Fold board and artifacts.
6. Discussion. After listening to the story such as *How my Parents Learned to Eat* by Ina R. Friedman, children will discuss the blending of cultural practices.

Resources

1. **i Pad Resources**
2. **Literature Connection**  
   *How My Parents Learned to Ea*t by Ina R. Friedman  
   *Germany (Country Explorers)* by Robin Nelson (many countries in this series)  
   *Guatemala: A Question and Answer Book (Fact Finders: Questions and Answers: Countries)* by Mary Englar  
   *The Netherlands (Countries of the World)* by Michael Dahl (many countries in this series)  
   *Jamaica (True Books: Countries)* by Ann Heinrichs (many countries in this series)  
   *Children Just Like Me: A Unique Celebration of Children Around the World* by Anabel Kindersley and Barnabas Kindersley  
   *Children Just Like Me: Celebrations* by Anabel Kindersley and Barnabas Kindersley  
   *A School Like Mine: A Unique Celebration of Schools Around the World* by Penny Smith
3. **Videos Resources: Discovery Channel School Videos**  
   *Africa: People and Places*  
   *China: People and Places*  
   *Two Children, Two Cultures*  
   *Invention: Recycling*

Resources

* Pen Pals of the World (<http://www.studentsoftheworld.info/menu_pres.html>)

Grade 2 Social Studies / History  
Social Studies 2

Economics: Production and Consumption

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Assess how point of view or purpose shapes the content and style of a text.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.2.8. Describe how reasons support specific points the author makes in a text.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OH Grade 2 OH: Social Studies (2012)

Economics

Theme: People Working Together Economic Decision Making and Skills

13. Information displayed on bar graphs can be used to compare quantities.

Scarcity

14. Resources can be used in various ways.

Production and Consumption

15. Most people around the world work in jobs in which they produce specific goods and services.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. production of goods or services
2. variations of earning a living
3. work around the world
4. inequitable wages
5. obligations of affluent countries
6. buyers and sellers of goods and services
7. specialization of goods or services
8. impact of communication on the economy
9. ways resources can be used
10. scarcity of resources
11. wants and needs

Skills

1. Recognize that most people around the world work in jobs in which they produce specific goods or services.
2. Explore a variety of ways to earn a living.
3. Investigate why people in different parts of the world earn a living in different ways.
4. Analyze that people in different parts of the world may not earn enough to maintain a low level standard of living.
5. Recognize the obligation of affluent countries to take care of the poor.
6. Cite evidence of how people are both buyers and sellers of goods and services.
7. Identify reasons why some companies only produce one or a few goods or services.
8. Explore a variety of means of communication including the use of technology and the impact they have on the economy.
9. Explore how resources can be used in various ways.
10. Interpret how the scarcity of resources requires people to make choices to satisfy their needs and wants.
11. Information displayed on bar graphs can be used to compare quantities.

Common Core/Literacy

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
4. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
5. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
6. Describe how reasons support specific points the author makes in a text.
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
9. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
10. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Essential Questions

1. How do societies organize their economic systems?
2. In what way does unequal distribution of resources affect the world economy?
3. In what way does unequal distribution of resources affect human morality?
4. In what way do wealthy countries have an obligation to poor countries?

Additional Vocabulary

1. goods
2. services
3. earn a living
4. low standard of living
5. obligation
6. affluent
7. poor
8. communication
9. economy
10. impact
11. technology
12. resources
13. scarcity

Stage 2: Assessment Evidence

Goods and Services Popsicle Sticks

Formative: Observation

Children hold up popsicle stick to show whether the job is producing a good or a service.

Interview Parents Professions

Summative: Written Assessment

Children interview their parents on what they do to earn a living and report to class.

Profession from Around the World

Formative: Reflective Writing

After gathering research about professions around the world, children choose one profession each to reflect on about having this job.

Buyer, Seller, Good or Service

Formative: Class Work

After creating picture cards of items, people, and activities, children describe each card as to what it is, whether it is a buyer, seller, good or service, and why they believe that to be true. Children can place them in a pocket chart under the correct category.

Stage 3: Learning Plan

Learning Experiences

1. Discussion. Children will have two popsicle sticks with the label "goods" and "services." Teacher states a job from around the world, and the students will hold up either their "goods" stick or "services" stick. Teachers can ask children to explain why they chose that.
2. Interview. Children will create a set of interview questions to interview their moms and dads to find out what they do to earn a living. Children will report to their group what they found out about how their parents earn a living.
3. Research Project. With teacher, children will research different jobs around the world (such as picking crops, working in factories, etc.) After gathering quite a few professions, each child has to choose one profession from another country that he/she would do for the rest of his/her life, living in that country, and reflect on how he/she would feel about this job.
4. Simulation. Children will be given a situation to reflect on a low level standard of living. On the board, start with a dollar amount of wages from work such as $1,000. Children should state how they like to spend their money and what they like to buy, such as new video games, going to the movies, or going out for ice cream, etc. Now, children find out they need to pay the house mortgage, so take away $500. Now they need to pay the utilities, car, groceries, etc. Deduct money to show how there are only $20 left. Now ask how much children can do with $20 and what would happen if the car needed repairs or they needed tennis shoes because their old ones are worn out, etc. Engage in class discussion about the effects of not making enough money to fulfill needs.
5. Service Project. Children can discuss and implement a service project to benefit a country in need, such as raising money or donating food or clothes.
6. Game. After creating picture cards of items, people, and activities, children describe each card as to what it is, whether it is a buyer, seller, good or service, and why they believe that to be true. Children can place them in a pocket chart under the correct category.
7. Reflective Writing. The teacher brings in eight chocolate chip cookies to the class and passes them out to eight students and says, "Oops, that's all that was at the store." After explaining to the class that when things are scarce, we can't always have everything we want and sometimes we have to make a choice, they should reflect on the situation. We all want a cookie today but we do not have enough. We will have to make a choice. Children will write three choices they could make (ex. only those 8 children get the cookies, split them in half till everyone gets a little part, no one gets the cookies, the teacher eats all the cookies, etc.) After children reflect on which choice they think is the best and why, engage children in a class discussion.

Resources

1. **iPad Resources**
2. **Literature Connection**  
   *Love as Strong as Ginger* by Lenore Look and Stephen T. Johnson  
   *The Goat in the Rug* by Charles L. Blood and Martin Link  
   *How to Make an Apple Pie* by Marjorie Priceman  
   *See the World* by Marjorie Priceman  
   *Charlie Needs a Cloak* by Tomie dePaola  
   *Weaving the Rainbow* by George Ella Lyon  
   *How to Make a Cherry Pie and See the U.S.A.* by Marjorie Priceman  
   *Somewhere in the World Right Now* by Stacey Schuett  
   *Richard Scarry's Busy, Busy Town* by Richard Scarry

Grade 2 Social Studies / History  
Social Studies 2

Economics: Financial Literacy

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 2 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

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SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Writing

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OH Grade 2 OH: Social Studies (2012)

Economics

Markets

16. People use money to buy and sell goods and services.

Financial Literacy

17. People earn income by working.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. use of money to buy and sell
2. obtaining goods without money
3. money in different countries
4. gaining income
5. benefits of taxes

Skills

1. Recognize that people use money to buy and sell goods and services.
2. Investigate ways that people may obtain goods and services other than using money.
3. Cite evidence that different countries use different forms of money.
4. Examine how people earn income by working.
5. Explain that taxes are collected as part of the selling of goods.
6. Develop an awareness of ways taxes benefit local communities.

Common Core/Literacy

1. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
2. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
5. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

1. How do individuals and groups make financial decisions?
2. In what ways do we use money in our daily lives?
3. Why do we need money?
4. What should I know about spending money?

Additional Vocabulary

1. money
2. trade
3. barter
4. income
5. taxes
6. benefit
7. local community
8. financial literacy

Stage 2: Assessment Evidence

Create a Business

Summative: Project

1. Choosegoods or a service.2.Make a business card for your good or service.3. Give your goods or service a name. Write your name and the name of yourbusinesson the card.4. Share your business cards withyour classmates. See how different eachone is.

Currency Comparison

Formative: Research Project

Children will choose a country to research what form of currency is used in that country. Children will share with the class what they found. If they have money from a country at home, they can bring that in too.

Taxes

Formative: Class Discussion

Each child will bring in a receipt from home to investigate the taxes on items. Children will engage in a discussion on the reason for having taxes and the effect on consumers.

Career Connection

Summative: Research Project

In pairs or small groups, students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Stage 3: Learning Plan

Learning Experiences

1. Simulation. Children will participate in a Trading Post. With parents' permission have children bring in something they would like to trade, such as an old toy or storybook. Set up a table to display the goods. Have each child create a sign on an index card that describes the item they want to trade. Have children place their index cards next to their goods. Set aside class time for children to review the goods that are on display at the trading post. Have children write down on a sheet of paper several possible goods on the table they would like to trade for. Have children take turns proposing their trades. Have possible trading partners work out the details of the trade. Then have children summarize the process of their trade, explaining why they agreed to it.
2. Research Project. Children will choose a country to research what form of currency is used in that country. Children will share with the class what they found. If they have money from a country at home, they can bring that in too.
3. Class Discussion. Each child will bring in a receipt from home to investigate the taxes on items. Children will engage in a discussion on the reason for having taxes and the effect on consumers.
4. Technology. Children will learn how taxes benefit those in the community through the website "Who Pays for City Hall?" See link. They will then engage in a class discussion on what they learned.
5. Simulation. Children will set up their own individual or class business by doing the following:

1. Choose goods or a service.

2. Make a business card for your goods or service.

3. Give your goods or service a name. Write your name and the name of your business on the card.

4. Share your business cards with your classmates. See how different each one is.

Research Project. In pairs or small groups, students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

* Economics ([www.econedlink.org/lessons/index.cfm?lesson=EM281](http://www.econedlink.org/lessons/index.cfm?lesson=EM281))

Resources

1. **i Pad Resources**
2. **Literature Connection**  
   *Pigs Will Be Pigs* by Amy Axelrod  
   *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan  
   *The Gardener* by Sarah Stewart  
   *Once Upon a Company....A True Story* by Wendy Anderson Halperin  
   *The Tortilla Factory* by Gary Paulsen  
   *From Wheat to Pasta* by Robert Egan  
   *From Tree to Paper* by Wendy Davis  
   *Charlie Needs a Cloak* by Tomie DePaola  
   *A Day's Work* by Eva Bunting  
   *Music, Music for Everyone* by Vera B. Williams  
   *Bunny Money* by Rosemary Wells  
   *Saturday Sancocho* by Leyla Torres  
   *Joseph Had a Little Overcoat* by Simms Tayback

Resources

* Economics ([www.econedlink.org/lessons/index.cfm?lesson=EM281](http://www.econedlink.org/lessons/index.cfm?lesson=EM281))