

SECOND GRADE SOCIAL STUDIES

1st QUARTER PLAN

STANDARD: Students will learn about a community in school, home, and neighborhood. Responsibilities, relationships and citizenship within a community.

TOPIC: OUR COMMUNITY

Week	Performance Objectives	Performance Indicators	SA	TA
1	Demonstrate understanding about community; in classroom, homes, school and neighborhood.	<i>I can give the meaning of the word community.</i>		
		<i>I can understand my role as a student.</i>		
		<i>I can obey my parents/ guardians rules.</i>		
		<i>I can behave being a good citizen.</i>		
2	Direct children's attention to the different settings -one in urban and one is rural.	<i>I can give the meaning of urban.</i>		
		<i>I can define rural.</i>		
		<i>I can differentiate suburb.</i>		
		<i>I can explain the difference of urban and rural.</i>		
3	Have children look and point out that people of all different ages live in towns and cities long ago and today.	<i>I can understand the life of people long ago how they use communication.</i>		
		<i>I can see the difference of people today to communicate to others.</i>		
		<i>I can see the difference of people's clothing long ago and today.</i>		
4	Help children read the title of the unit, demonstrate understanding about the laws and how to follow it.	<i>I can follow the rules in my community.</i>		
	Identify the qualities of good citizenship.	<i>I can identify the qualities of a good citizen.</i>		
	Recognize the way rules and laws help communities	<i>I can observe peace in my community.</i>		

5	Demonstrate understanding on how to read and use a calendar.	<i>demonstrate understanding on how to read and use a calendar.</i>		
STANDARD: Students will learn the states in Palau.				
TOPIC: The 16 STATES				
Week	Performance Objectives	Performance Indicators	SA	TA
6	Demonstrate understanding the location of the state/states in Palau, its capital and culture.	<i>I can spell and know the state and its capital.</i>		
		<i>I can spell and know the capital of the republic of Palau.</i>		
		<i>I can tell where the states are located.</i>		
7	Demonstrate understanding the president of Palau and other government officials.	<i>I can tell and write the name of the president and vice president of Palau.</i>		
	Demonstrate understanding of the two high chief and the roles.	<i>I can tell and write the two high chiefs of Palau.</i>		
2ND QUARTER PLAN				
STANDARD: Students will learn where we live, land and water, Earth's seasons, Earth's resources, people change Earth, and protecting Earth.				
TOPIC: ALL ABOUT EARTH				
Week	Performance Objectives	Performance Indicators	SA	TA
1	Identify the United States and its neighbors on a map and globe.	<i>I can identify the United States and its neighbors on a map and globe.</i>		
	Identify the oceans and the seven continents on a map and a globe .	<i>I can identify the oceans and the seven continents on a map and a globe .</i>		
		<i>I can read and spell the 4 biggest oceans.</i>		
		<i>I can read and spell the 7 continents.</i>		
2	Recognize different kinds of land and water found on Earth.	<i>I can read and know the landforms.</i>		
	Identify major landforms and bodies of water.	<i>I can identify the major landforms and bodies of water.</i>		
	Learn how a patriotic song about of the American landscape came to be written.	<i>I can sing a patriotic song of the American landscape.</i>		

3	Identify major landforms on maps.			
	Recognize the different between weather and seasons.	<i>I can recognize the different between weather and seasons.</i>		
	Find out how weather patterns affect people's activities.	<i>I can find out how weather patterns affect people's activities.</i>		
4	Explain what natural resources are.	<i>I can explain what natural resources are.</i>		
	Explain how people depend on natural resources to satisfy their basic needs.	<i>I can explain how people depend on natural resources to satisfy their basic needs.</i>		
	Obtain information about a topic using a bar graph.	<i>I can get information about a topic using a bar graph.</i>		
5	Learn why people change Earth.	<i>I can know the reasons why people change the Earth.</i>		
	Identify ways in which people change Earth.	<i>I can identify ways in which people change Earth.</i>		
	Sequence information chronologically.	<i>I can know how to do step by step about the information.</i>		
6	Identify ways of protecting Earth.	<i>I can identify ways of protecting Earth.</i>		
	Recognize ways people can conserve and replenish natural resources.	<i>I can recognize ways people can conserve and replenish natural resources.</i>		
	Identify John Muir.	<i>I can identify John Muir.</i>		
	Recognize John Muir's work for the environment as an example of good citizenship.	<i>I can learn from an example of John Muir.</i>		
7	Recognize that showing respect is a characteristic of good citizenship.	<i>I can show respect as a sign of a good citizen.</i>		
	Learn Amazon Rain Forest in Brazil.	<i>I can imagine about Amazon Rain Forest.</i>		
	Learn things that people can do to conserve natural resources.	<i>I can learn things that people can do to conserve natural resources.</i>		
END OF SECOND QUARTER				

SECOND GRADE -SOCIAL STUDIES**3rd QUARTER**

STANDARD: Students will learn America's First People, Sorting into Groups, The Spanish Come to America, The Pilgrims Arrive, Being a Good Citizen, From Colonies to States, Comparing Sources. They will also learn Our, Country at War, Sojourner Truth, From Sea to Sea, Using Time Lines , A Community's History, A Look at Australia's First People.

TOPIC: OUR PAST

Week	Performance Objectives	Performance Indicators	SA	TA
1	Identify Native Americans as the first people to live in North American.	I can identify Native Americans.		
	Explain Native American traditions.	I can explain Native Americans.		
	Categorize information about our country's past.	I can categorize information about country's past.		
	Learn about early explores to America.	I can learn about early explores to America.		
2	Identify historic figures who love individualism and inventiveness.	I can identify historic figures/ people.		
	Recognize how the pilgrims overcame hardship, and showed love of individualism.	I can recognize pilgrims hardships.		
	Identify characteristics of good citizenship.	I can identify characteristics of good citizenship.		
	Explain how the original 13 colonies became the United States.	I can enumerate the 13 colonies.		
3	Identify contributions of historical figures who have influenced the nation.	I can identify contributions of historic people.		
	Learn how to compare sources.	I can learn how to compare sources.		
	Learn about the painting " Spirit of 76".	I can learn about the painting " Spirit of 76".		
4	Identify this painting as an example of our cultural heritage.	I can identify this painting as an example of our cultural heritage.		
	Explain why the civil War was fought.	I can explain why the civil War was fought.		
	Identify how Harriet Tubman, Frederick Douglas, and Abraham Lincoln have influenced our country's history.	I can identify the people who have influenced our country's history.		

5	Identify how Sojourner Truth influenced our country.	I can identify how Sojourner Truth influenced our country.		
	Describe how the United States grew over time.	I can describe how the United States grew over time.		
	Understand the concepts of time and chronology.	I can understand the concepts of time and chronology.		
6	Learn how to read and use time lines.	I can learn how to read and use time lines.		
	Describe some of the history of Dayton, Ohio.	I can learn how to read and use time lines.		
7	Describe sequence by using ancient times and modern times.	I can describe sequence by using ancient times and modern times.		
	Learn about the Aboriginal people of Australia.	I can learn about the Aboriginal people of Australia.		

END OF 3RD QUARTER

**SECOND GRADE – SOCIAL STUDIES
4th QUARTER PLAN**

STANDARD: Students will learn many jobs, our needs and wants, good services, being a good citizen, locating information, producers and consumers. They will also tackle about celebrate work with a poem, from farm to factory, and following routes on a map. And lastly the students will learn trading with other countries, making predictions, new way to meet needs, biography of Robert Fulton and a look at work in China.

TOPIC: ALL ABOUT WORK

Week	Performance Objectives	Performance Indicators	SA	TA
1	Understanding that people work to earn money and help others.	I can understand that people work to earn money and help others.		
	Explain the choices people make about earning money.	I can explain the choices people make about earning money.		

	Identify needs and wants.	I can identify needs and wants.		
	Recognize ways that ordinary people can demonstrate good citizenship.	I can recognize ways that ordinary people can demonstrate good citizenship.		
2	Explain the choices people make about spending and saving.	I can explain the choices people make about spending and saving.		
	Distinguish between good and services.	I can distinguish between good and services.		
	Recognize the choices people on the U.S. can make about saving and spending their money.	I can recognize the choices people on the U.S. can make about saving and spending their money.		
	Obtain information using several different parts of a reference source.	I can obtain information using several different parts of a reference source.		
3	Use keywords to find information.	I can use keywords to find information.		
	Learn what producers and consumers are.	I can learn what producers and consumers are.		
	Distinguish between producing and consuming.	I can distinguish between producing and consuming.		
4	Describe what farmworker's job is.	I can describe what farmworker's job is.		
	Learn how paper towels are made from trees.	I can learn how paper towels are made from trees.		
	Trace product from a natural resource to finished goods.	I can trace product from a natural resource to finished goods.		
5	Learn how to follow a route on a map.	I can learn how to follow a route on a map.		
	Draw maps to show routes.	I can draw maps to show routes.		
	Understand trade and explain the choices people can make in a free enterprise system.	I can understand trade and explain the choices people can make in a free enterprise system.		
6	Practice making predictions.	I can practice making predictions.		
	Identify ways in which science and technology have affected communication, transportation, and recreation.	I can identify ways in which science and technology have affected communication, transportation, and recreation.		

	Identify Robert Fulton as a great U.S inventor.	I can identify Robert Fulton as a great U.S inventor.		
7	Learn about work in China.	I can learn about work in China.		
	Locate China on a map.	I can locate China on a map.		