

<b>Unit of Study 1</b>	<b>Second Grade</b>	<b>Quarters 1 &amp; 2</b>	<b>Social Studies 05/05/12</b>
<b>Concepts:</b>		<b>Skills:</b>	
<b>Compare/Contrast, Change over Time; Navigation</b>		<b>Geographic skills pertaining to maps and globes; listening; explaining</b>	
<b>Standards:</b>			
Standard I: Students will recognize and describe how people within their community, state, and nation are both similar and different.			
Standard II: Students will recognize and practice civic responsibility in the community, state, and nation.			
Standard III: Students will use geographic tools and skills to locate and describe places on earth.			
<b>Utah Core Social Studies Literacy Standards</b>			
<b>Social Studies Content Objectives</b>	<b>Vocabulary students should use</b>		<b>Lessons</b>
<b>I can:</b> <ul style="list-style-type: none"> <li>examine and identify cultural differences within the community.</li> <li>recognize and describe the contributions of different cultural groups in Utah and the U.S.</li> <li>explain civic responsibility and demonstrate good citizenship.</li> <li>identify individuals within the school community and how they contribute to the school's success.</li> <li>investigate and show how communities, states, and the nation are united by symbols.</li> <li>identify common symbols and physical features of a community and explain how they affect people's activities in that area.</li> <li>demonstrate geographic skills on a map and globe.</li> </ul>	<ul style="list-style-type: none"> <li>community</li> <li>tradition</li> <li>custom</li> <li>immigrant</li> <li>celebration</li> <li>contribution</li> <li>culture</li> <li>group</li> <li>state</li> <li>nation</li> <li>place</li> <li>compare</li> <li>contrast</li> <li>respect</li> <li>citizen</li> <li>traffic sign</li> <li>modify</li> </ul>	<ul style="list-style-type: none"> <li>environment</li> <li>map key/legend</li> </ul>	<ul style="list-style-type: none"> <li>*School Roles</li> <li>*My Story</li> <li>*Cultures in Our Community</li> <li>*Community Culture Trunk</li> <li>*Navigating Maps &amp; Globes</li> <li>*The Care I Give for Where I Live</li> <li>*Do Unto Otters</li> <li>*What is a Good Citizen?</li> <li>*ABCs of Civic Responsibility</li>   <li>*Essential Lessons</li> </ul>
<b>Social Studies Language Objectives</b>			
<ul style="list-style-type: none"> <li>Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of details in a text.</li> <li>Describe how characters in a story respond to major events and challenges.</li> <li>Explain how images contribute to and clarify a text.</li> <li>Compare and contrast the most important points presented by two texts on the same topic.</li> <li>Recall information from experience or gather information from provided sources to answer a question.</li> <li>Tell a story or recount an experience with facts and details.</li> <li>Produce complete sentences when appropriate to a task.</li> </ul>			
<b>Assessment Options:</b> <u>Interconnection Lessons</u> -each lesson has an assessment.			
<b>General:</b> Exit slips, graphic organizer, class/group discussions, teacher observations, performance tasks.			

Unit of Study 2	Second Grade	Quarter 3 & 4		Social Studies 05/05/12
<b>Concepts:</b>		<b>Skills:</b>		
Compare/Contrast, Change over Time; Navigation		Mapping skills, making choices, writing, presenting; analyzing		
<b>Standards:</b>				
Standard III: Students will use geographic tools and skills to locate and describe places on earth.				
Standard IV: Students will explain how the economy meets human needs through the interaction of producers and consumers.				
<b>Utah Core Social Studies Literacy Standards</b>				
<b>Social Studies Content Objectives</b>		<b>Vocabulary students should use</b>		<b>Lessons</b>
<b>I can:</b> <ul style="list-style-type: none"> <li>identify common symbols and physical features of a community, and explain how they affect people’s activities in that area.</li> <li>demonstrate geographic skills on a map and a globe.</li> <li>describe how producers and consumers work together in the making and using of goods and services.</li> <li>describe the choices people make in using goods and services.</li> </ul>		<ul style="list-style-type: none"> <li>continent</li> <li>ocean</li> <li>the poles</li> <li>equator</li> <li>origin</li> <li>river</li> <li>mountain</li> <li>desert</li> <li>grid</li> <li>United States</li> </ul>		<ul style="list-style-type: none"> <li>produce</li> <li>consume</li> <li>supply</li> <li>technology</li> <li>business</li> <li>government</li> <li>goods</li> <li>services</li> <li>cash</li> <li>credit card</li> <li>check</li> <li>income</li> <li>purchase</li> <li>savings account</li> <li>traffic sign</li> <li>environment</li> <li>map key/legend</li> </ul> <p><i>*Safety Safari</i>  <i>*Navigate the World</i>  <i>*Where on Earth?</i>  <i>*Give &amp; Take</i>  <i>*Paying for Goods &amp; Services</i>  <i>*Navigation a World of Food</i></p> <p>*Essential Lessons</p>
<b>Social Studies Language Objectives</b>				
<ul style="list-style-type: none"> <li>Describe how characters in a story respond to major events and challenges.</li> <li>Explain how images contribute to and clarify a text.</li> <li>Compare and contrast the most important points presented by two texts on the same topic.</li> <li>Recall information from experience or gather information from provided sources to answer a question.</li> <li>Tell a story or recount an experience with facts and details.</li> <li>Produce complete sentences when appropriate to a social studies task.</li> <li>Ask and answer questions about what a speaker says.</li> <li>Participate in collaborative conversations.</li> </ul>				
<b>Assessment Options:</b> <u>Interconnection Lessons</u> -each lesson has an assessment <b>General:</b> Exit slips, graphic organizer, class/group discussions, teacher observations, presentations, performance tasks.				