

2022 - 2023, Second Grade, Social Studies, Quarter 1

Big Ideas/Key Concepts: Culture Students will explore how collaboration and respect for others is necessary to achieve and maintain a functioning society.	
2.WCE.SS.1 Teachers will honor the U.S. Constitution and recognize its significance and purpose. Federal Mandate 36 U.S. Code § 106 Freedom Week TCA § 49-6-1014	I can honor the Constitution and identify its purpose.
Standards	Student Friendly "I Can" Statements
2.01 Identify various cultural groups within the U.S. and the students' community. 2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. 2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.	I can identify various cultural groups within the U.S. and my community. I can compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. I can distinguish how people from various cultures in the community and nation share principles, goals and traditions.

Big Ideas/Key Concepts: Economics Students will analyze the U.S. in economic terms, including: producers and consumers, supply and demand, imports and exports, and why budgets are important.	
Standards	Student Friendly "I Can" Statements
2.04 Examine different types of producers and consumers in the U.S.	I can analyze different types of producers and consumers in the U.S.

<p>2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.</p> <p>2.06 Analyze how supply and demand influence production.</p> <p>2.07 Differentiate between imports and exports.</p> <p>2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.</p> <p>2.09 Explain why and how producers advertise to sell a product or service.</p> <p>2.10 Describe the purpose of a budget.</p> <p>2.32 Contrast primary and secondary sources.</p>	<p>I can describe major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.</p> <p>I can summarize how supply and demand influence production.</p> <p>I can recognize the differences between imports and exports.</p> <p>I can summarize how imports and exports help to meet the needs of people in the U.S.</p> <p>I can explain why and how producers advertise to sell a product or service.</p> <p>I can identify the purpose of a budget.</p> <p>I can explain the differences between primary sources and secondary sources.</p>
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2022 - 2023, Second Grade Social Studies, Quarter 2

Big Ideas/Key Concepts: Geography Students will examine the geography of the U.S. in relation to the world, continue to learn that maps communicate useful information, and explore how the availability of resources affects the way people live.	
Standards	Student Friendly "I Can" Statements
<p>2.11 Compare how maps and globes depict geographical information in different ways.</p> <p>2.12 Identify and locate the four hemispheres (i.e., Northern, Southern, Eastern, and Western), equator, prime meridian, North and South Poles, and the seven continents.</p> <p>2.13 Recognize that the U.S. is part of the North American continent and identify the U.S land/water borders including: Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</p> <p>2.14 Recognize the difference between physical and political maps.</p> <p>2.15 Use legends and cardinal directions to determine locations on physical and political maps.</p>	<p>I can compare and contrast different types of maps.</p> <p>I can define the word "geography."</p> <p>I can identify, locate, and label the following on a map: Northern, Southern, Eastern, and Western Hemispheres; equator, prime meridian, North and South Poles, and the seven continents.</p> <p>I can recognize the U.S. as a part of the continent of North America.</p> <p>I can identify, locate, and label the land and water borders of the U.S, including Canada, Mexico, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.</p> <p>I can describe physical and political maps and tell how they are alike and different.</p> <p>I can find places on physical and political maps using the map legend and cardinal directions.</p> <p>I can explain a map legend and cardinal directions.</p>

<p>2.16 Compare physical features of the earth, including:</p> <ul style="list-style-type: none"> • Island • Lake • Mountain • Ocean • Peninsula • Plain • Plateau • River • Valley <p>2.17 Compare and contrast regions of the U.S. (i.e., Southeast, Northeast, Great Plains, Southwest, Rocky Mountain, and Pacific Northwest) in terms of climate, physical features, and population.</p> <p>2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.</p> <p>2.32 Contrast primary and secondary sources.</p>	<p>I can describe the similarities between the following physical features of the earth:</p> <ul style="list-style-type: none"> • Island • Lake • Mountain • Ocean • Peninsula • Plain • Plateau • River • Valley <p>I can name the different regions of the U.S. (Southeast, Northeast, Midwest, Southwest, and West.)</p> <p>I can tell how the climate, landforms, and populations of the different regions of the U.S. are alike and different.</p> <p>I can define the words climate, landform, region, and population.</p> <p>I can describe how the region where people live affects their food, clothing, homes, transportation, and activities.</p> <p>I can explain the differences between primary sources and secondary sources.</p>
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2022 - 2023, Second Grade, Social Studies, Quarter 3

Big Ideas/Key Concepts: History Students will analyze significant individuals and observances, utilize chronological sequences, and explore primary and secondary texts.	
Standards	Student Friendly "I Can" Statements
<p>2.29 Examine the significant contributions made by people of the U.S., including:</p> <ul style="list-style-type: none"> • Neil Armstrong • David Crockett • Benjamin Franklin • Martin Luther King, Jr. • Rosa Parks • Jackie Robinson • Wilma Rudolph • Sequoyah • George Washington <p>2.30 Describe periods of time in terms of:</p> <ul style="list-style-type: none"> • Days • Weeks • Months • Years • Decades • Centuries <p>2.31 Analyze and interpret events placed chronologically on a timeline.</p> <p>2.32 Contrast primary and secondary sources.</p>	<p>I can use information from different sources to describe the contributions of the following U.S. citizens:</p> <ul style="list-style-type: none"> • Neil Armstrong • David Crockett • Benjamin Franklin • Martin Luther King, Jr. • Rosa Parks • Jackie Robinson • Wilma Rudolph • Sequoyah • George Washington <p>I can describe time in terms of:</p> <ul style="list-style-type: none"> • Days • Weeks • Months • Years • Decades • Centuries <p>I can interpret and summarize events on a timeline.</p> <p>I can explain the differences between primary sources and secondary sources.</p>

2022 - 2023, Second Grade, Social Studies, Quarter 4

Big Ideas/Key Concepts: Government and Civics Students will explore the concept of democracy by learning about rules, authority, and national symbols in order to develop an understanding of the role of citizens and the U.S. government.	
Standards	Student Friendly "I Can" Statements
<p>2.19 Recall the origins, meaning, and lyrics of the "Star Spangled Banner".</p>	<p>I can identify Francis Scott Key as the writer of the "The Star Spangled Banner."</p> <p>I can identify the meaning of the lyrics and its origins in the War of 1812.</p> <p>I can recite/sing "The Star Spangled Banner."</p>
<p>2.20 Identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and bald eagle.</p>	<p>I can identify and examine the significance of well-known national symbols and landmarks, including: Mt. Rushmore, the White House, Statue of Liberty, and bald eagle.</p>
<p>2.21 Recognize that the U.S. has a constitution, which is the basis for our nation's laws.</p>	<p>I can recognize that the U.S. has a constitution, which is the basis for our nation's laws.</p>
<p>2.22 Recognize that Tennessee has a constitution, which is the basis for our state's laws.</p>	<p>I can recognize that Tennessee has a constitution, which is the basis for our state's laws.</p>
<p>2.23 Describe the three branches of U.S. government and the basic role of each.</p>	<p>I can create a graphic organizer that describes and defines the three branches of the U.S. government and the basic role of each.</p>
<p>2.24 Recognize that our nation makes laws and that there are consequences for breaking them.</p>	<p>I can recognize that our nation makes laws and that there are consequences for breaking them.</p>

<p>2.25 Identify the rights and responsibilities of citizens of the U.S.</p> <p>2.26 Understand that there are laws written to protect citizens' right to vote.</p> <p>2.27 Compare the ways one becomes a citizen (i.e., by birth or naturalization).</p> <p>2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.</p> <p>2.32 Contrast primary and secondary sources.</p>	<p>I can understand that being a citizen of the United States carries rights and responsibilities.</p> <p>I can recognize that there are laws written to protect citizens' right to vote.</p> <p>I can explain how someone becomes a United States citizen.</p> <p>I can explain and apply the following principles: equality, fair treatment for all, and respect for the property of others.</p> <p>I can explain the differences between primary sources and secondary sources.</p>
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