

2nd Grade - Life in the United States: Quarter 4 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Resources and Choices	Resources and Choices	Students will extend and refine their knowledge of human, natural and capital resources and the ways they are used. They will know that there are costs and benefits of making choices.	2.7, 2.8, 2.9, 2.12, 2.40
Goods and Services	Goods and Services	Students will extend and refine their knowledge of the requirements of various jobs, understand that most people work to produce goods or services, and understand that work provides income.	2.7, 2.8, 2.10, 2.11, 2.12
Economics	Money and Markets	Students will understand the purpose of markets and the functions of a bank. They will also understand that people in different places depend on each other for goods and services.	2.9, 2.12, 2.40
Economics	Economic Interdependence	This inquiry is an initial exploration into the concept of interdependence through the lens of community economics and the idea of an economy as a diverse, mutually supportive web of needs and wants, workers and consumers, and problems and solutions. The compelling question "What makes me become we?" challenges students to consider interdependence among individuals and groups and think about how a community is not just a bunch of individual "mes" living in a shared space but also a collective "we" that interacts, grows and contracts, and tries to solve issues.	2.7, 2.9, 2.10
Culture	Culture	Students will learn about the components of culture and what makes up the American culture. Studies will learn about and discuss the contributions of immigrants.	2.1, 2.2, 2.3, 2.6
Government and Civics	Civic Ideas and Practices	Through the compelling question "Do we <i>have</i> to have rules?" this annotated inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society.	2.29
History	How Do We Know About Long Ago?	Students will learn that many different types of sources such as artifacts and documents exist to help us gather information about the past. Students will understand that sources need to be critically analyzed and categorized as they are used. Students will also learn that a limited number of artifacts and documents survive from the past. Therefore, they cannot reveal everything that happened long ago. So, historians often have to fill in the gaps by drawing logical inferences from the evidence that is available.	2.35, 2.40

2nd Grade-Life in the United States: Quarter 4 Curriculum Map Introduction

What Will Second Grade Students Learn This Year?

Second grade students will learn about government and civics, economics, geography, and history by studying more about who they are as Americans. They will examine the geography of the United States, its national symbols and landmarks, and how our nation operates. Students will explore the structure and purpose of government at the local, state, and national levels, and the responsibilities, rights, and privileges of the citizens of the United States. Second grade students will acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices.

Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to www.studiesweekly.com and login with username: **shelby_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Resources and Choices					
Essential Question(s)	Why is it important for citizens to make good choices about using resources?				
Texts	Required Texts: Second Grade Studies Weekly: Life in the United States				
Vocabulary	resources, capital resources, human resources, natural resources, neighborhood, goods and services				
Teacher Guided Text Specific & Text Dependent Questions	Resources and Choices <ul style="list-style-type: none"> • What is a resource? • Why is it important for communities and people to use resources wisely? Volunteering <ul style="list-style-type: none"> • How do many people help their community? • What are some ways people volunteer? Capital Resource <ul style="list-style-type: none"> • What is a capital resource? • How do people use money? 	Making Choices <ul style="list-style-type: none"> • What do we have to do when we use capital resources? • What do people have to do if they do not have enough money to buy all the things they want? Spend or Save <ul style="list-style-type: none"> • Why do some people spend money? • Why do some people save money? • What are ways people save money? 	Natural Resources <ul style="list-style-type: none"> • What are some examples of natural resources? • What happens when too many trees are cut down? How do people use trees? Costs and Benefits <ul style="list-style-type: none"> • What are some choices people have to make? • What could be considered a cost? • What are benefits? 	Oil <ul style="list-style-type: none"> • Oil is what type of resource? • What are some forms of transportation that use oil as fuel? • What are some examples of things made with oil? • Which state produces the most oil in the United States? Eating at a Restaurant <ul style="list-style-type: none"> • What are the costs of eating at a restaurant? • What are the benefits of eating at a restaurant? 	Coasts and No Benefits <ul style="list-style-type: none"> • What is an example of a task that has costs and no benefits? • What is the cost of letting the water run while brushing your teeth? • What is the benefit of letting the water run while you brush your teeth? Replacing Resources <ul style="list-style-type: none"> • Can people replace natural resources? • How long does it take to grow a new tree? • How often can new fruits and vegetables grow? • What does the word "extinct" mean?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will create a chart to list examples of capital resources and natural resources. 2) Using a teacher-created list of different scenarios/tasks, students will create tri-folds or other graphic organizers to list the scenarios/tasks, the costs of the scenarios/tasks, and the benefits of the scenarios/tasks. Sample scenarios/tasks may include: taking a shower for 30 minutes, plating a flower, using wood to build a doghouse, watering a garden with water from the water hose, planting a vegetable garden, driving a car, riding city bus, and riding a bike.				
Assessment	Students will use the week's texts to complete the prompt: Why is it important for citizens to make good choices about using resources?				
Standards	2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States. 2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries. 2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.				

	2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services. 2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.
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Week 2: Goods and Services Explorers					
Essential Question(s)	How do citizens benefit from taxes?				
Texts	Required Texts: Second Grade Studies Weekly: Life in the United States				
Vocabulary	taxes, income, goods, services, producers, consumers				
Teacher Guided Text Specific & Text Dependent Questions	Goods and Services <ul style="list-style-type: none"> • What are goods? • Who makes goods? • Who buys goods? Work or Duty <ul style="list-style-type: none"> • What is a service? • What are some examples of services people may receive? 	Income <ul style="list-style-type: none"> • Why do people work? • What is earned money called? • How does income help people? Keep People Healthy <ul style="list-style-type: none"> • What professionals help keep people healthy? • How many years of training does it take to become a doctor? 	Photographers <ul style="list-style-type: none"> • What do photographers do? • What do photographers help people do? Taxes <ul style="list-style-type: none"> • Who pays taxes? • How are taxes used to benefit citizens? • Why do people have to pay taxes? 	Librarians <ul style="list-style-type: none"> • What do librarians do? • How long do librarians have to go to college? Farmers <ul style="list-style-type: none"> • What do farmers do? • What do farmers have to know to be successful farmers? • What affects a farmer's income? 	Responsibilities <ul style="list-style-type: none"> • What do people who work have? • What are some examples of responsibilities of workers? Workers on Farms <ul style="list-style-type: none"> • About how many people in the United States work on farms? • What are two jobs on a farm? • What is produce? • Who helps get produce to consumers after farm workers have done their job?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will accurately categorize a teacher-created list of goods and services. The teacher-created list may include: video games, getting a haircut, going to the doctor, books, going to the nurse, work of a teacher, houses, cars, vans and trucks, work of a firefighters, apples and oranges, work of plumbers, work of a veterinarian, toys, work of a babysitter, work of the cook in the cafeteria 2) Students will write to compare and contrast goods and services. 3) Students will work in groups to list services that are paid for with taxes. Student will also work to describe how communities would change if their listed services did not exist.				
Assessment	Students will use the week's texts to complete the prompt: How do citizens benefit from taxes?				
Standards	2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States. 2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries. 2.10 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.				

	2.11 Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service. 2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services.
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Week 3: Money and Market					
Essential Question(s)	Why do people earn money? How can people make purchases without having cash money? Why do prices of resources increase and decrease?				
Texts	Required Texts: Second Grade Studies Weekly: Life in the United States				
Vocabulary	Allowance, credit card, Euro, interest, bank, market, money				
Teacher Guided Text Specific & Text Dependent Questions	People Depend on Each Other • Why does the United States get goods from other countries? • Who receives goods from the United States? Money and Markets • How do people usually earn money? • What is one way children may get money? • What are some things people may do with their money?	Different Markets • Who is a part of a market? • How can a market be more than just a store? How People Use Money • In what ways do most people use their money? • Why do some people save their money?	Banks • How do banks help people in need of money? • How do banks charge people for the loans they distribute? • What do people have to do when they borrow money from a bank? Interest and Fees • What is a bank? • How do people earn interest when dealing with a bank?	What is a Market? • What is a market? • How do markets help people? Credit Cards • What are the benefits of using a credit card? • How do people pay for using a credit card? • How do people get credit cards?	Supply and Demand • What is a resource? • What two things determine the price of a resource? • What is supply? • What is demand? • What makes the price of a resource go up? • What makes the price of a resource go down? Euro • What decision did many European countries make in 2002? • How did the decision help or benefit the people of Europe?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will create a tri-fold graphic organizer to detail how people earn, save, and spend money. Students will then write to express their opinion of the best ways to earn, save and spend money. 2) After reading and discussing Supply and Demand, students will work in groups to list multiple supply and demand scenarios to explain the increase and decrease of prices of resources?				
Assessment	Students will use the week's texts to complete the prompt: How can people be different, but alike?				
Standards	2.9 Create a graphic organizer or concept map that describes how supply and demand influences production. 2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services. 2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.				

Weeks 4: Economic Interdependence (C3 Teacher Inquiry Design Model Unit)	
Compelling Question(s)	How do people meet their needs and wants? What challenges do people face in meeting their needs and wants? How can people work together to overcome the challenges of meeting their needs and wants?
Unit Texts and Resources	"Farmers Grow Corn" "First in Her Family to Own a Home" "Oranges from Tree to You" "Poor People Cannot Find Fresh and Healthy Food" "Winter Usually Brings Snow and Water to California, but It's Still Dry" "A Fruit Farm in a City" "A Playground Problem" Alex's Lemonade Stand
Unit Overview	This inquiry is an initial exploration into the concept of interdependence through the lens of community economics and the idea of an economy as a diverse, mutually supportive web of needs and wants, workers and consumers, and problems and solutions. The compelling question "What makes me become we?" challenges students to consider interdependence among individuals and groups and think about how a community is not just a bunch of individual "mes" living in a shared space but also a collective "we" that interacts, grows and contracts, and tries to solve issues. Access: Here
Standards	2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States. 2.9 Create a graphic organizer or concept map that describes how supply and demand influences production. 2.10 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.

Week 5: Culture			
Essential Question(s)	What makes up the American culture? How would life in American be without the contribution of immigrants?		
Texts	Required Texts: Culture (Username: shelby / Password: county), America: The Melting Pot of Cultures		
Vocabulary	Culture, society, customs. religion, ethnicity, unique, anthropologist, immigrant		
Teacher Guided Text Specific & Text Dependent Questions	<p>Culture</p> <ul style="list-style-type: none"> • What is culture? • What things make up a society's culture? • Who makes up an ethnic group? <p>Differences and Similarities</p> <ul style="list-style-type: none"> • Why is each culture considered to be unique? • What is the role of an anthropologist? • What information about culture have anthropologists discovered in their research and investigation over the years? <p>How Culture Changes</p> <ul style="list-style-type: none"> • How do young people learn about and understand their culture? • What happens to culture over time? • Why does culture change? <p>Earliest Culture</p> <ul style="list-style-type: none"> • When did culture develop? • How were customs developed? 	<p>People</p> <ul style="list-style-type: none"> • Whites make up about what fraction of the people in the United States? • Hispanics make up about what fraction of people of the United States? • African Americans make up about what fraction of the people of the United States? • What groups of people make up a small population in the United States in comparison to whites, Hispanics, and African American? • What religion is most commonly practiced in the United States? • What fraction of the people in the United States live in or near cities? • What are some of the largest cities in the United States? 	<p>America: The Melting Pot of Cultures</p> <ul style="list-style-type: none"> • What is an immigrant? • What do all immigrants bring with them to the United States? • Why do people call the United States the "melting pot" of cultures? • How are immigrants compared to the ingredients of a pot of soup? • How and why did American immigration begin? • In the 1600s, how was the journey to America different for Europeans and Africans? • What part of the United States did Chinese immigrants travel to long ago? • Where do most of the common foods American eat today come from? • From what country did spaghetti and pizza originate? • How did hotdogs get introduced to America? • What makes up the American culture? • How do immigrants contribute to the American culture?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35	Infer the Topic: Pg. 17
Extension Activities	1) Students will work in groups to create a graph to chart the population of different ethnics groups of America. 2) Students will create a 3-D melting pot that include different contributions immigrants brought to America. Students will label or create caption to identify the different "ingredients" in the melting pot ant its country of origin. Example items may include: pizza from Italy, hotdogs from Germany, a baseball from America, a soccer ball from England, etc. Students may research to find more "ingredients" for their melting pot.		
Assessment	Students will use the week's texts to support their response to the following prompt: How would life in American be without the contributions of immigrants? Why?		
Standards	2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts. 2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture. 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.		

	2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.
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Weeks 6-7: Memphis Bi-Centennial	
Compelling Questions	How has Memphis changed over time? What can I learn about the past from studying artifacts and documents on the history of Memphis, TN?
Overview	Students will inquire, research, and learn about the origins of Memphis, TN. Students will learn about Memphians who made significant contributions to Memphis, TN, the United States and the world. Students will research the geographical changes that have occurred over the years. Students will also research the change and growth of the people and many different cultures over the 200 years of the city's existence. Students will analyse primary and secondary sources to gain information on the growth and evolution of Memphis, TN over the past 200 years.
Resources	Memphis, TN Bi-Centennial , History of Memphis , Memphis , Historic Memphis , The Memphis Thirty-Five
Standards	<p>2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.</p> <p>2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.</p> <p>2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.</p> <p>2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.</p> <p>2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.</p> <p>2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.</p> <p>2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.</p> <p>2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States: Memphis, TN and the Mississippi River</p> <p>2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.</p> <p>2.19 Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.</p> <p>2.20 Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.</p> <p>2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. (Famous Memphians)</p> <p>2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.</p> <p>2.34 Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.</p> <p>2.35 Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p>

Weeks 8: Memphis in May	
Essential Questions	How do the celebrated country's cultural practices differ from the cultural practices of the United States? What contributions have the celebrated country provided to the world?
Overview	Students will learn that many different types of sources such as artifacts and documents exist to help us gather information about the celebrated country. Students will critically analyze and categorized information about the celebrated country to gain a better understanding of the country's culture and people.
Resources	Memphis in May Curriculum Guide
Standards	2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts. 2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners. 2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.

Weeks 9: Civic Ideals and Practices (C3 Teacher Inquiry Design Model Unit)	
Compelling Question	Do We Have to Have Rules?
Overview	Through the compelling question “Do we <i>have</i> to have rules?” this inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society. This question acknowledges outright that many students wonder about their roles in and responsibility for rule making. It gives voice to their legitimate concerns about the source of rules, the benefits of following them, and the consequences of not doing so. This inquiry taps into a common set of ideas that students have about the authority of rules and validates their honest hesitancy to follow rules simply because they are told to do so. Students learn that there is a key relationship between what we value and the rules we develop, follow, and enforce. Rules and laws are intended to express the shared values of a community, acting as statutes to uphold and protect such principles as fairness, equality, respect, and safety.
Resources	Civic Ideals and Practices
Standards	2.29 Identify the rights and responsibilities of citizens of the United States