

Second Grade-Life in the United States: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Topic	Weekly Focus	Standards
History	Week 1: Studies Weekly Week 12	Students will distinguish between primary and secondary sources.	2.32
History	Week 2: Studies Weekly Week 9	Students will analyze important contributions made by significant individuals in history.	2.29
Economics	Week 3: Studies Weekly Week 10	Students will look at periods of time, including days, weeks, months, years, decades and centuries.	2.30
Economics	Week 4: Studies Weekly Week 11	Students will examine chronological timelines.	2.31
History	Week 5: Studies Weekly Week 19	Students will look at people who served in government positions, like the armed forces, so this country could remain free. Students will learn ways to be a responsible U.S. citizen and how they will practice their rights.	2.25
History	Week 6: Studies Weekly Week 20	Students will examine their voting rights. They will look at the 19th Amendment, which allowed women to vote	2.26
History	Week 7: Studies Weekly Week 21	Students will learn about how people can become citizens of the United States of America.	2.27
History	Week 8: Studies Weekly Week 22	Students will read about democracy, respect and fairness	2.28
Economics	Week 9: Studies Weekly Week 26	Students will learn what producers and consumers are. Students will learn about starting a business. They will also look at how many different products	2.04
Economics	Week 10: Studies Weekly Week 27	Students will tour different U.S. industries. They will learn about the main crops produced in the U.S., tourist attractions, transportation options and other industries found in the United States.	2.05

Second Grade-Life in the United States: Quarter 3 Curriculum Map Introduction

What Will Second Grade Students Learn This Year?

Second grade students will learn about life in the United States, including the culture, economics, geography, government and civics, and history of our country by studying their identity as citizens and how our nation operates.

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. **It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).**

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

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- Primary and Secondary Sources (Studies Weekly-Week 12)

Essential Question(s)	Why primary and secondary sources are important?		
Standards	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. 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.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Primary source, secondary source, witness		
Teacher Guided Text Specific & Text Dependent Questions	Primary and Secondary Sources <ul style="list-style-type: none"> • What is missing in the story? • Why do you think Rev is going to the gym first? • What do you think happened to the ball? 	Primary Sources / Secondary Sources <ul style="list-style-type: none"> • What is a primary source? • What are some examples of primary sources? • Why are primary sources important? • What is a secondary source? 	Library Sources / Doing Research <ul style="list-style-type: none"> • When it comes to finding primary sources, why is the library your best friend? • What is research? • What are some of the steps we need to follow to do a research?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Think, Pair, Share
Extension Activities	1) Students will complete the Primary Pieces activity sheet to cut and paste pictures primary and secondary sources on a T-Chart. 2) Students will complete the Revere's Detective Agency activity sheet to read a text and determine the primary and secondary sources mentioned in the text.		
Additional Topic Specific Resources	Primary Sources Examples: Library of Congress		
Assessment	Studies Weekly Assessment: Week 12		

Week 2- Do You Know Who I Am (Studies Weekly-Week 9)

Essential Question(s)	What important things did these famous Americans do?		
Standards	2.29 Examine the significant contributions made by people of the U.S., including: Neil Armstrong, David Crockett, Benjamin Franklin, Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Wilma Rudolph, Sequoyah, George Washington		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Courage, frontiersman, congressman, Declaration of Independence, segregation, protest, disabilities, civil rights, silversmith		
Teacher Guided Text Specific & Text Dependent Questions	<p>Do You Know Who I Am?</p> <ul style="list-style-type: none"> • What is courage? • Why do we need courage? • When have you shown courage? 	<p>Courageous Americans</p> <ul style="list-style-type: none"> • How do you think Neil Armstrong was able to walk on the moon? • What did he mean by, "One small step for man, one giant leap for mankind"? • What is a frontiersman? • What is a congressman? • Why was the discovery of electricity important? • What was the Declaration of Independence? • What are equal rights? • What are nonviolent protests? • What is segregation? • How did Rosa Parks show courage? 	<p>Courageous Americans</p> <ul style="list-style-type: none"> • How did Wilma Rudolph show courage? • What are civil rights? • Why was it important for the Cherokees to have their own writing system? • How do you think being an army commander may have helped George Washington become the first President?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will read the Dr. Martin Luther King, Jr. text, then work in pairs or groups to make a list of facts and opinions about Dr. Martin Luther King, Jr. using evidence from the text.</p> <p>2) Students will read the Story of Dr. Martin Luther King, Jr. and answer text dependent questions about the text.</p>		
Additional Topic Specific Resources	MLK: Mini Biography Video		
Assessment	Studies Weekly Assessment: Week 9		

Week 3- Short and long Term Goal (Studies Weekly-Week 10)

Essential Question(s)	How are the periods of time in this lesson connected with each other?	
Standards	2.30 Describe periods of time in terms of: Days, Weeks, Months, Years, Decades, Centuries	
Texts	Tennessee Second Grade: Life in the United States	
Vocabulary	Year, month, goal, week, day, period, centenarian	
Teacher Guided Text Specific & Text Dependent Questions	<p>Short and long Term Goals</p> <ul style="list-style-type: none"> • How many months are in a year? • Which month does school begin and which month does school end? • What are short-term goals? 	<p>Days and Weeks and Months, Oh My! / Time Flies</p> <ul style="list-style-type: none"> • What is the smallest period of time: day, week, month or year? • What is the largest period of time: day, week, month or year? • How many days are in a week, months in a year and years in a decade? • What is the difference between a decade and a century? <p>Happy Birthday! / Plan for the Future</p> <ul style="list-style-type: none"> • What is a centenarian? • What's the difference between short-term and long-term goals? • What's the difference between a weekday and a weekend, and how do they work together to create a week?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share
Extension Activities	<ol style="list-style-type: none"> 1) The teacher and students will create an anchor chart to detail and define the terms days, weeks, months, years, decades, and centuries. 2) Students will write sentences to describe actions and events that can happen on days or throughout weeks, months, years, decades, and centuries. <i>Examples: I will celebrate my 8th birthday in a year. My mom was born 3 decades ago. The first electronic television was invented almost a century ago.</i> 3) Students will complete the Interval of Time activity sheet to list the time frame in which activities can be done. 4) Students will complete the Short and Long-Term Goals activity sheet to determine if certain goals should be categorized as long-term or short-term. 	
Additional Topic Specific Resources	What is a Year: Informational	
Assessment	Studies Weekly Assessment: Week 10	

Week 4- Time Lines (Studies Weekly-Week 11)

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Essential Question(s)	How can a timeline help us understand chronological events?		
Standards	2.31 Analyze and interpret events placed chronologically on a timeline.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Chronological, future, goals, present, past, timeline		
Teacher Guided Text Specific & Text Dependent Questions	<p>Time Lines</p> <ul style="list-style-type: none"> • What is a timeline? • What are goals? Can you provide one example? • Is a timeline a good way to organize goals? 	<p>Timelines Measure</p> <ul style="list-style-type: none"> • What does chronological mean? • Is going to the supermarket an event? Why or why not? • Ask the students to explain in their own words the steps to create a chronological timeline. 	<p>Historic Events</p> <ul style="list-style-type: none"> • How can timelines help us learn about history? • How are history timelines measured? • Do you think a timeline is a good way to remember the events of a story? Why or why not?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the Organizing a Timeline activity sheet to place picture and date chronologically.</p> <p>2) Students will complete the Timeline Quests activity sheet to answer document based questions using the timeline.</p> <p>3) Students will create a timeline of their life using a blank timeline template. Students should start the timeline with their birthday and ending with the current date.</p>		
Additional Topic Specific Resources	What is a Timeline? Explained in 60 seconds		
Assessment	Studies Weekly Assessment: Week 11		

Week 5-Responsible U.S. Citizens (Studies Weekly-Week 19)

Essential Question(s)	What are some rights and responsibilities of United States citizens?		
Standards	2.25 Identify the rights and responsibilities of citizens of the U.S.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Rights, responsibilities, citizen, press, assembly, petition		
Teacher Guided Text Specific & Text Dependent Questions	<p>Responsible U.S. Citizens</p> <ul style="list-style-type: none"> Who are the people who protect our country? How are the words rights and responsibilities alike? How are they different? What is the main focus/main idea of this article? 	<p>Rights are Freedoms in America!</p> <ul style="list-style-type: none"> How many rights does the Bill of Rights contain? Why does attending school help you prepare for a great future? Voting and attending school are rights you have as a citizen. What are some other rights and why are they important? 	<p>Being Responsible</p> <ul style="list-style-type: none"> What does it mean to be responsible? Why are you a responsible citizen when you place trash in a trash can? How are you responsible in your home?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the Vocabulary Match activity sheet to correctly define key terms. Students will then use the back of the sheet to use the highlighted terms to write sentences about the rights and responsibilities of U.S. citizens.</p> <p>2) Students will complete the Responsible Citizen Flipbook template to categorize responsibilities of citizens at home, at school and in the community.</p>		
Additional Topic Specific Resources	<p>Vocabulary Visuals: Game and Slideshow Good Citizens: Video</p>		
Assessment	Studies Weekly Assessment: Week 19		

Week 6- Voting Rights (Studies Weekly-Week 20)

Essential Question(s)	Why is the right to vote important to the American people?		
Standards	2.26 Understand that there are laws written to protect citizens' right to vote.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Amended, Constitution, 19 th Amendment, civic duty, vote, diary, citizen		
Teacher Guided Text Specific & Text Dependent Questions	<p>Voting Rights</p> <ul style="list-style-type: none"> • What was the date that women were granted the right to vote? • What does Rev mean when he says, “she comes alive through her words”? • How do you think women felt on August 19, 1920 and why? 	<p>Women’s Right to Vote! /You Have the Right to Vote!</p> <ul style="list-style-type: none"> • What are the names of the two women who worked together to have the law changed so that women could vote? • Why were women not allowed to vote prior to August 19, 1920? • In the U.S., what three national leaders can we vote for? 	<p>Voting is a Right in America! Where do people go to vote?</p> <ul style="list-style-type: none"> • What are the two requirements someone needs to vote in America? • Why is it important that voting is private? • In the U.S. is everyone required to vote? • What are some examples of public places to vote?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	1) Students will complete the Vocabulary Match activity sheet then write a diary entry to describe a time they had to vote for something. 2) Students will read the Right to Vote text and answer text dependent questions.		
Additional Topic Specific Resources	If I Were President Activity Sheet		
Assessment	Studies Weekly Assessment: Week 20		

Week 7- How to Become a Citizen (Studies Weekly-Week 21)

Essential Question(s)	How does a person become a citizen of the United States of America?		
Standards	2.27 Compare the ways one becomes a citizen (i.e., by birth or naturalization).		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Immigrants, refugees, citizen, naturalization, allegiance		
Teacher Guided Text Specific & Text Dependent Questions	<p>How to Become a Citizen</p> <ul style="list-style-type: none"> • What do you think some reasons are for immigrants traveling to America? • Where did Rev’s great-grandmother’s parents come from? • What is the difference between an immigrant and a refugee? 	<p>Naturalization</p> <ul style="list-style-type: none"> • What is the meaning of naturalization? • How old do you have to be to become a citizen through naturalization? • What can you do to be a good citizen? 	<p>U.S. Citizenship</p> <ul style="list-style-type: none"> • If you are born outside of the United States but your parents are citizens, what does that make you? • What’s the difference between a U.S. citizen and an immigrant? • How should we treat people who are not from this country?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the How to Become a US Citizen activity sheet to categorize the different step to being a US citizen.</p> <p>2) Students will use subtext How to Become a Citizen to complete the Grandma’s Story activity sheet to sequences steps to becoming a citizen.</p>		
Additional Topic Specific Resources	Becoming a U.S. Citizen: What You Need to Know-Video		
Assessment	Studies Weekly Assessment: Week 21		

Week 8- Practicing Democracy (Studies Weekly-Week 22)

Essential Question(s)	What are the fundamental principles of American democracy and why is it important?		
Standards	2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Opportunity, government, respect, equality, background, democracy		
Teacher Guided Text Specific & Text Dependent Questions	<p>Practicing Democracy / Equality for All</p> <ul style="list-style-type: none"> • What root word do you see in the word equality? • With your group, talk about the rules that you have to follow at your house. • How do you feel about living in a Democracy? 	<p>Fairness for All / The Golden Rule</p> <ul style="list-style-type: none"> • What do all people deserve? • What does democracy mean? • What should you do if you feel you are being treated unfairly? • What is the golden rule? • What are some examples of following the golden rule? 	<p>What is Democracy?</p> <ul style="list-style-type: none"> • What does democracy mean? • What are some things American citizens can do because we live in a democracy? • What should leaders that have been elected by citizens do for citizens?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the We Live in a Democracy activity sheet to detail facts and key details about a democracy.</p> <p>2) Students will complete the United States Stories activity sheet to determine if mentioned events showed fairness, unfairness, equality, or inequality.</p>		
Additional Topic Specific Resources	Democracy: Video		
Assessment	Studies Weekly Assessment: Week 22		

Week 9- Business Shoppers (Studies Weekly-Week 26)

Essential Question(s)	What are different types of consumers and producers?		
Standards	2.04 Examine different types of producers and consumers in the U.S.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Immigrants, refugees, citizen, naturalization, allegiance		
Teacher Guided Text Specific & Text Dependent Questions	<p>Business Shoppers</p> <ul style="list-style-type: none"> • What role is the farmer, a producer or a consumer? • Why is the customer the consumer? • What are some other things that we buy besides food that have to be produced? 	<p>Producer and Consumer</p> <ul style="list-style-type: none"> • Where do we go to buy our food? • What are some examples of goods and services that consumers need? • Why do producers make items, and businesses provide services? 	<p>Lemonade Stand / We Need Each Other!</p> <ul style="list-style-type: none"> • What type of business would you like to have? • From our activity, what was the difference between a retailer and a business? • Why do professionals provide services?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<p>1) Students will complete the Goods and Services activity sheet to categorize goods and services.</p> <p>2) Students will complete the Producers and Consumers activity sheet to determine if a person is s producer or consumer.</p>		
Additional Topic Specific Resources	Producers and Consumers - Examples and Difference: Video		
Assessment	Studies Weekly Assessment: Week 26		

Week 10- Touring U.S. Industries (Studies Weekly-Week 27)

Essential Question(s)	What are the major U.S. industries?		
Standards	2.05 Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Goods, services, jobs, crops, consumers, producers, construction, engineering, transportation, employee, tourism		
Teacher Guided Text Specific & Text Dependent Questions	Touring U.S. Industries <ul style="list-style-type: none"> • What are goods and services? • What is the economy? • How do people pay for goods and services? • What are some examples of U.S. industries from the article? 	Goods Producers <ul style="list-style-type: none"> • What kinds of goods are produced in farms and in factories? • What things are built by the construction industry? • What kinds of workers are needed to bring these goods to the consumer? 	Service Providers <ul style="list-style-type: none"> • What are some examples of services you and your family pay to receive? • What do you think the service providers do with the money you pay them? • What are some of the jobs people do at the Dollywood theme park?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	Students will complete the What is in Tennessee activity sheet to identify Tennessee industries. Students will make a foldable to draw, label, and write sentences about different industries of the United States.		
Additional Topic Specific Resources	Let's Visit the Zoo: Activity Sheet What It's Like Inside A Modern, Growing U.S. Manufacturing Company NBC Nightly News		
Assessment	Studies Weekly Assessment: Week 27		

