

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

Topic	Week and Weekly Text Topic	Weekly Focus	Standards
History	Week 1: Studies Weekly Week 22	Students will read and learn about democracy, respect and fairness.	2.28
History	Week 2: Studies Weekly Week 23	Students will read about different cultural groups in their community and country.	2.01
Economics	Week 3: Studies Weekly Week 25	Students will learn about how different cultures share their ideas, goals, principles and traditions through advertisements, books, newspapers and other written works.	2.03
Economics	Week 4: Africa in April Botswana	Students will learn about the way of life for the people of Botswana.	2.03
History	Week 5: Studies Weekly Week 28	Students will study the concepts of supply and demand.	2.06
History	Week 6: Studies Weekly Week 29	Students will learn about the difference between imports and exports	2.07
History	Week 7: Studies Weekly Week 30	Students continue their study of imports and exports. Students will also work to answer the questions: What would happen if we could not get the goods that come from other countries? What would happen if the U.S. couldn't export any goods to these countries? How would that impact the U.S.?	2.08
History	Week 8: Studies Weekly Week 31	Students explore different elements of advertisements (jingles, slogans, sponsors, etc.) as a means to sell products.	2.09
Economics	Week 9: Studies Weekly Week 32	Students will learn about the purpose of budgets.	2.10

Second 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 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- Practicing Democracy (Studies Weekly-Week 22)

Essential Question(s)	How might our class promote equality and respect for all people in our school?		
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	Government, respect, 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? Why do you feel that way? • 	<p>Fairness for All The Golden Rule</p> <ul style="list-style-type: none"> • Turn and talk with your elbow buddy about a time when you saw something unfair happen. Why was it unfair? • Give an example of someone following the Golden Rule. • What was the problem in the play, “The Golden Rule”? • How did the kids in the play solve their problem? 	<p>What Is Democracy?</p> <ul style="list-style-type: none"> • What does it mean to live in a democracy? • What was your favorite part about the democracy group game you played? What was your least favorite part?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Think, Pair, Share
Extension Activities	<p>1) Students will complete the We Live in a Democracy activity sheet to share details about a democracy.</p> <p>2) Students will complete the United States Stories activity sheet to read short stories and categorize them as fair, unfair, equality, or inequality.</p>		
Additional Topic Specific Resources	Democracy: Video		
Assessment	Studies Weekly Assessment: Week 22		

Week 2- Do You Know Where You're From? (Studies Weekly-Week 23)

Essential Question(s)	Where did your parents, grandparents or great-grandparents come from before they lived in the United States?		
Standards	2.01 Identify various cultural groups within the U.S. and the students' community.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Civil rights, culture, customs, diversity, tradition		
Teacher Guided Text Specific & Text Dependent Questions	<p>Do You Know Where You're From?</p> <ul style="list-style-type: none"> • How would you answer the question in the title? • When you look at a map of the world, where do you think that your cultural background is? • How do the illustration and title help you understand this page? • What cultures would Rev find in our classroom? 	<p>The American Dream What is Culture?</p> <ul style="list-style-type: none"> • What do these pictures show about culture? • An artifact is an object from the past. • What cultural artifacts have you seen? • Where were they from? • What other culture would you like to learn more about? • How could you do that? 	<p>Diversity in Tennessee African Americans in Tennessee</p> <ul style="list-style-type: none"> • What is the author's purpose for writing this article? • What are some key details of this paragraph? • How are the two paragraphs on this page alike?
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 Sort These Artifacts activity sheet to sort objects as things to eat, places to live, religious believes, or items for work.		
Additional Topic Specific Resources	Where Do We Come From: Family Interview Questions		
Assessment	Studies Weekly Assessment: Week 23		

Week 3- Cultures and Traditions (Studies Weekly-Week 25)

Essential Question(s)	How are the principles, goals and traditions of the United States shared amongst the citizens that live here?	
Standards	2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.	
Texts	Tennessee Second Grade: Life in the United States	
Vocabulary	Culture, tradition, principle, goal, celebrate	
Teacher Guided Text Specific & Text Dependent Questions	<p>Cultures and Traditions</p> <ul style="list-style-type: none"> • What is culture? • Why is culture important? • How do you think reading can help us learn about other cultures in different countries? 	<p>Halloween Independence Day</p> <ul style="list-style-type: none"> • Who first celebrated Halloween? What did they do? • According to the article, what is Independence Day? • Why are celebrations important? <p>Principles and Goals American Principles Germany, South Korea and Chile</p> <ul style="list-style-type: none"> • What are some American principles and goals that we share? • Why is it important to have principles and goals to live by? in our country? personally? • How do principles help to shape a country?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share
Extension Activities	<p>1) Students will reflect on their reading of different principles and goals they have learned about across various countries. Students will then use the My Constitution activity sheet to write some principles that feel are important to have in their classroom.</p> <p>2) Students will use the information you read about the principles, traditions and goals you learned about each country to complete the Principles, Goals, and Traditions activity sheet.</p> <p>3) Students will complete the What is Culture activity sheet to read a text about culture and answer text dependent questions.</p>	
Additional Topic Specific Resources	Culture: Read Aloud Text	
Assessment	Studies Weekly Assessment: Week 25	

Week 4- Africa in April-Botswana

Standards	1.03 Compare and contrast family traditions and customs among different cultures within a student’s community and state.		
Texts	Tennessee Kindergarten Studies Weekly-The World Around US		
Vocabulary	Flag, country, continent, Africa, cuisine		
Teacher Guided Text Specific & Text Dependent Questions	<p>Botswana</p> <ul style="list-style-type: none"> • When did Botswana gain its independence? • Where is Botswana located? • What plants and animals can be found in Botswana? 	<p>Botswana</p> <ul style="list-style-type: none"> • When did Botswana gain its independence? • Where is Botswana located? • What plants and animals can be found in Botswana? 	<p>Botswana</p> <ul style="list-style-type: none"> • When did Botswana gain its independence? • Where is Botswana located? • What plants and animals can be found in Botswana?
Suggested Protocols and Resources	Back to Back, Face to Face	Back to Back, Face to Face	Back to Back, Face to Face
Extension Activities	<p>1) Students will complete a bubble map to list different details about Botswana.</p> <p>2) Students will use the Botswana Coloring Sheet color the Botswana flag and write sentences to describe the flag. Sentence stem examples: The flag is _____. The flag is the shape of a _____.</p>		
Additional Topic Specific Resources	<p>Elephants in Botswana: Video</p> <p>All About Botswana: Read Aloud Text</p>		
Assessment	Students will draw a picture and write sentences to describe things that can be found in Botswana using the Write and Draw Template.		

Week 5-Going, Going, Gone! (Studies Weekly-Week 28)

Essential Question(s)	How can supply and demand influence production?		
Standards	2.06 Analyze how supply and demand influence production.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Demand, depend produce, resources, supply		
Teacher Guided Text Specific & Text Dependent Questions	<p>Going, Going, Gone!</p> <ul style="list-style-type: none"> • What can you think of that is going away or becomes less? • What are some solutions to Rev’s problem? • Why did the price of the glasses get higher? 	<p>Supply and Demand Right Clothes, Wrong Weather!</p> <ul style="list-style-type: none"> • What are some reasons this “pass” was so valuable? • What words and definitions does the author give in the first paragraph? • What items would be in high demand in winter, spring, summer or fall? 	<p>Want Some Apples? People Depend on Each Other</p> <ul style="list-style-type: none"> • What is produced? • What is the main idea of “Want Some Apples”? “People Depend on Each Other?” • How do you depend on other people?
Suggested Protocols and Resources	Back to Back, Fact to Face	Think, Pair, Share	Back to Back, Fact to Face
Extension Activities	<ol style="list-style-type: none"> 1) Students will complete the Supply and Demand activity sheet to categorize words associated with supply and demand. 2) Students will complete the Cause and Effect: Supply and Demand activity sheet to list the effects of different scenarios. 3) Students will work in groups to create supply and demand scenarios. Students will be sure to highlight when there is a need to increase or decrease supply based on demand from consumers. 		
Additional Topic Specific Resources	Introduction to Supply and Demand : Video		
Assessment	Studies Weekly Assessment: Week 28		

Week 6- The Fruits and Vegetables Highway (Studies Weekly-Week 29)

Essential Question(s)	How does the U.S. buy and sell things with other countries?		
Standards	2.07 Differentiate between imports and exports.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Import, export, goods, services		
Teacher Guided Text Specific & Text Dependent Questions	The Fruits and Vegetables Highway Exporting and Importing <ul style="list-style-type: none"> • What does Revere know about fruits and vegetables? • Why would some fruits and vegetables come from other places? • What is the difference between exporting and importing? 	Exporting and Importing The U.S. Imports and Exports <ul style="list-style-type: none"> • List some things that the U.S. exports and imports. • What are the major U.S. imports? • How would you compare U.S. exports to imports? 	Tennessee Exports <ul style="list-style-type: none"> • Where and what are some things that Tennessee exports? • Why is exporting good for Tennessee? • Why is importing and exporting good in general for our country?
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 Tennessee's Exports activity sheet to identify countries that receive exports from Tennessee. 2) Students will read the Imports and Exports in Tennessee text and answer text dependents questions about the text. 3) Students will create a t-chart with one side listing examples of exporting goods and the other side listing examples of importing goods.		
Additional Topic Specific Resources	Imports and Exports: Video		
Assessment	Studies Weekly Assessment: Week 29		

Week 7- Imports and Exports (Studies Weekly-Week 30)

Essential Question(s)	How do imports and exports help meet the needs of people in the U.S.?		
Standards	2.08 Evaluate how imports and exports help to meet the needs of people in the U.S.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Ingredients, benefit, trade, services, resources		
Teacher Guided Text Specific & Text Dependent Questions	<p>Imports and Exports</p> <ul style="list-style-type: none"> • What does Team Muffin have that Team Cookie Bakers' needs? • What is the term used when you exchange goods with someone else? • The Cookie Bakers team gets chocolate chips from the Muffin team. Getting what they need from someone else is called? • The Cookie Bakers team wants chocolate chips that the Muffin team has, and the Muffin team needs sugar that the Cookie Bakers team has. What would be all the possible ways they could obtain these items? • 	<p>It Benefits Everyone Trading</p> <ul style="list-style-type: none"> • Name the ways exporting goods to another country benefits our country. • Name the ways importing goods from another country benefits our country. • Why is it important that we export and import goods and services in the world? 	<p>Meeting the Needs of People</p> <ul style="list-style-type: none"> • What would transportation be like in this country if we ran out of gas? • Would not having gas benefit people? How? • How does providing gas to our country benefit other countries?
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 Help the World activity sheet to imagine they could invent something that anyone in the world could use. Students will then answer questions about their invention. 2) Students will complete an activity sheet to detail information about imports and exports.		
Additional Topic Specific Resources	Import and Export Lesson Plan		
Assessment	Studies Weekly Assessment: Week 30		

Week 8- Catchy Jingles (Studies Weekly-Week 31)

Essential Question(s)	What makes a product popular to people?		
Standards	2.09 Explain why and how producers advertise to sell a product or service.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Advertising, jingle, commercial, slogan		
Teacher Guided Text Specific & Text Dependent Questions	<p>Catchy Jingles</p> <ul style="list-style-type: none"> • Which ad did you like best? • Why did you like that ad best? • Compare your most favorite ad and your least favorite ad. What makes them different? 	<p>What is Advertising? Jingles are Fun!</p> <ul style="list-style-type: none"> • What is a jingle? What is advertising? • Why do businesses choose to advertise their products? • What are the similarities and differences between the ads in the U.S. and the ads from other countries? 	<p>Other Ways to Advertise Easy to Remember</p> <ul style="list-style-type: none"> • What is a slogan? • Why would advertisers want to include a slogan when advertising their product? • What do you think is more powerful, a slogan or a jingle? Why?
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 Advertisement activity sheet to create an advertisement.</p> <p>2) Students will complete the Vocabulary Story activity sheet to determine if mentioned events showed fairness, unfairness, equality, or inequality.</p> <p>3) The teacher will select and play various TV commercials and students will determine or highlight things the company does to attract children.</p>		
Additional Topic Specific Resources	Junk Food: Text and TDQs		
Assessment	Studies Weekly Assessment: Week 31		

Week 9- Planned Saving (Studies Weekly-Week 32)

Essential Question(s)	Why are budgets important?		
Standards	2.10 Describe the purpose of a budget.		
Texts	Tennessee Second Grade: Life in the United States		
Vocabulary	Needs, wants, budget, income, expenses		
Teacher Guided Text Specific & Text Dependent Questions	<p>Planned Saving</p> <ul style="list-style-type: none"> • What is the difference between needs and wants? • Are the items Rev wants to buy needs or wants? • Why does Rev’s mom tell him he needs a budget? 	<p>What is a Budget?</p> <ul style="list-style-type: none"> • Describe a way to get income. • Name two expenses you might have. • What could happen if you spend more money than what you make? 	<p>Planning a Budget Saving is the Way to Go!</p> <ul style="list-style-type: none"> • What is the main idea of this paragraph? • What might happen if you never save money? • What is a good way to use any extra money that is left after expenses?
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 work in pairs or groups to complete the Help Rev with His Budget activity sheet to determine ways Rev can save money.</p> <p>2) Students will read the What is a Budget text and answer text dependent questions.</p> <p>3) Students will complete the Budget Vocabulary Match Up activity sheet to identify words that are associated with budgeting.</p>		
Additional Topic Specific Resources	CashVille Kidz: SMART Budgeting-Video		
Assessment	Studies Weekly Assessment: Week 32		