MCPS CURRICULUM GUIDE - Social Studies
GRADE 2

COURSE SEQUENCE/Pacing

First Nine Weeks
- SOL 2.10 - Responsibilities of good citizenship
- SOL 2.3 - Changes in community life
- SOL 2.5 - Map and globe skills/continents/oceans/rivers
- SOL 2.6 - Construction of simple maps

Second Nine Weeks
- SOL 2.12 - Community diversity/state & local governments
- SOL 2.2 - Contributions of American Indians
- SOL 2.4 a,c,d - Map skills/American Indians

Third Nine Weeks
- SOL 2.11 - Famous Americans and their contributions (review as applicable throughout year)
- SOL 2.7 - Natural/human/capital resources
- SOL 2.8 - Barter/money
- SOL 2.9 - Scarcity/producers/consumers

Fourth Nine Weeks
- SOL 2.1 - Contributions of ancient China and Egypt
- SOL 2.4a, b - Map skills/China/Egypt
- REVIEW of SOLs 2.1 - 2.12
| SOL 2.10 The student will explain the responsibilities of a good citizen, with emphasis on  |
|-----|-----|-----|-----|
| a) respecting and protecting the rights and property of others.  |
| b) taking part in the voting process when making classroom decisions.  |
| c) describing actions that can improve the school and community.  |
| d) demonstrating self-discipline and self-reliance.  |
| e) practicing honesty and trustworthiness.  |

A good citizen has a variety of responsibilities.

**Skills**  
Students will be able to:  
- Participate in groups and democratic society.  
- Make decisions.
### VA Standards of Learning (SOL) Essential Understandings and Skills

SOL 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Communities change over time for a variety of reasons.

**Skills**

Students will be able to:
- Make and explain graphs.
- Compare and contrast information.
- Gather, classify, and interpret information.

### Essential Questions and Knowledge

**How and why have communities changed over time?**

**Terms to know**

- Community: A place where people live, work, and play.
- Population: The number of people living in a community.
- Transportation: A way of moving people and things from one place to another.

The way people live today is different from the way people lived long ago.

New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.

### Textbook and Children’s Literature Connections

**Our World Near And Far** Five Ponds Press

**Assessments and Activities Binder**

- Graphing Your Class p. 17
- Then and Now p. 18
- Changing Times p. 19

### Supporting Materials

**TAH Second Grade Resource Room**
(Log into Moodle and go to 2nd grade Social Studies)

**Enhanced Scope and Sequence Activities and Assessments:**

- SOL Review Cards
- Civics Poster Set
<table>
<thead>
<tr>
<th>VA Standards of Learning (SOL)</th>
<th>Essential Questions and Knowledge</th>
<th>Textbook and Children's Literature Connections</th>
<th>Supporting Materials</th>
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</thead>
<tbody>
<tr>
<td>Essential Understandings and Skills</td>
<td>Where are the seven continents, the five oceans, and the equator located on maps and globes? Where are these major rivers, lakes, and mountain ranges located on a map of the United States and the world?</td>
<td><strong>Our World Near And Far</strong> Five Ponds Press <strong>Assessments and Activities Binder</strong> Wide World Word Bank p. 24 Three 3-D Rivers, p. 25 Make a Compass Rose p. 26</td>
<td>TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies) Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
<tr>
<td>SOL 2.5 Students will develop map skills by a) locating the equator, the seven continents, and the five oceans on maps and globes. b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.</td>
<td>Maps can be used to locate land and water features. Maps and globes help people study the Earth. <strong>Skills</strong> Students will be able to: • Locate areas (regions) on maps and globes.</td>
<td></td>
<td>SOL Review Cards</td>
</tr>
<tr>
<td>VA Standards of Learning (SOL) Essential Understandings and Skills</td>
<td>Essential Questions and Knowledge</td>
<td>Textbook and Children's Literature Connections</td>
<td>Supporting Materials</td>
</tr>
<tr>
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<tr>
<td>SOL 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose. People who make maps include a title, map legend, and compass rose. A map is a drawing that shows what places look like from above and where they are located. A map legend includes symbols that represent objects and places. <strong>Skills</strong> Students will be able to: • Use a map legend. • Draw maps of familiar areas. • Make and use simple map symbols. • Use a compass rose to identify directions. <strong>Maps include the following</strong> • Title—The name or kind of map. • Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for. • Compass rose—A symbol that shows direction (north, east, south, and west) on a map.</td>
<td><strong>What is included when making a map?</strong></td>
<td><strong>Our World Near And Far</strong> Five Ponds Press <strong>Assessments and Activities Binder</strong> Are You a Map Master? p. 27</td>
<td><strong>TAH Second Grade Resource Room</strong> (Log into Moodle and go to 2nd grade Social Studies) <strong>Enhanced Scope and Sequence Activities and Assessments:</strong> <strong>SOL Review Cards</strong> <strong>Geography Poster Set</strong></td>
</tr>
</tbody>
</table>
**VA Standards of Learning (SOL) Essential Understandings and Skills**

**SOL 2.12** The student will understand that the people of Virginia:

b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.

They contribute to their community by practicing the responsibilities of good citizens.

Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.

**Skills**

Students will be able to:

- Compare and contrast differing sets of ideas.
- Make generalizations of data.
- Gather and classify information.

**Essential Questions and Knowledge**

- **How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?**

  People living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.

  People contribute to their community by practicing the responsibilities of good citizens.

  While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.

  People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.

**Textbook and Children's Literature Connections**

- **Our World Near And Far** Five Ponds Press

- **Assessments and Activities Binder**
  - Diversity Bingo p. 40-41
  - Passport Please p. 42
  - Invent a Holiday p. 44
  - All About Diversity p. 45

**Supporting Materials**

- TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies)

- Enhanced Scope and Sequence Activities and Assessments:
  - SOL Review Cards
### VA Standards of Learning (SOL) Essential Understandings and Skills

Continued

SOL 2.12 The student will understand that the people of Virginia have state and local government officials who are elected by voters.

Virginia cities and counties have elected state and local government officials.

**Skills**

Students will be able to:

- Compare and contrast differing sets of ideas.
- Make generalizations of data.
- Gather and classify information.

### Essential Questions and Knowledge

<table>
<thead>
<tr>
<th>Essential Questions and Knowledge</th>
<th>Textbook and Children’s Literature Connections</th>
<th>Supporting Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are state and local government officials elected?</td>
<td><strong>Our World Near And Far</strong> Five Ponds Press</td>
<td>TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies)</td>
</tr>
<tr>
<td>Voters in Virginia elect officials to make decisions for them in the state and local governments.</td>
<td><strong>Assessments and Activities Binder</strong></td>
<td>Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
</tbody>
</table>

### Supporting Materials

- **SOL Review Cards**
**VA Standards of Learning (SOL) Essential Understandings and Skills**

**SOL 2.2** The student will compare the lives and contributions of three American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

American Indian peoples have lived in Virginia and in other regions of America for thousands of years.

American Indians developed different cultures because they lived in different environments of North America.

American Indians have made and continue to make contributions to present-day life.

**Skills**

**Students will be able to:**
- Compare and contrast differing sets of ideas.
- Gather, classify, and interpret information.
- Construct and explain simple charts.
- Collect, organize, and record information.

**Essential Questions and Knowledge**

**In what ways were past American Indian lifestyles in Virginia similar to and different from those of the Lakota and Pueblo Indians?**

**What are some contributions of American Indian culture to present-day life?**

**How are American Indians of the past different from those of today?**

**Terms to know**

- **Regions:** Places that have common (the same) characteristics.

<table>
<thead>
<tr>
<th>Region</th>
<th>Indians</th>
<th>Homes</th>
<th>Occupation</th>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Woodlands</td>
<td>Powhatan</td>
<td>Wood and bark houses</td>
<td>Fishermen Hunters</td>
<td>Walked Paddled canoes</td>
</tr>
<tr>
<td>Plains</td>
<td>Lakota</td>
<td>Teepee</td>
<td>Hunters Horsemen</td>
<td>Walked Used horses</td>
</tr>
<tr>
<td>Southwest</td>
<td>Pueblo</td>
<td>Multi-story terraced buildings</td>
<td>Farmers</td>
<td>Walked</td>
</tr>
</tbody>
</table>

**Contributions of American Indians**

- Arts (jewelry, pottery, weaving)
- Legends and stories
- Respect for nature
- Farming

**Textbook and Children’s Literature Connections**

- **Our World Near And Far** Five Ponds Press
- **Assessments and Activities Binder**
  - Sharing America’s Native Heritages p. 11
  - Virtual Beadwork p. 12
  - First Americans Word Search p. 13
  - Pueblo Kachinas p. 14
  - The First Americans p. 15
  - Pueblo Ways p. 16

**Supporting Materials**

- **TAH Second Grade Resource Room**
  - (Log into Moodle and go to 2nd grade Social Studies)
- **Enhanced Scope and Sequence Activities and Assessments:**
  - SOL Review Cards
  - Early Civilizations Poster Set
### VA Standards of Learning (SOL) Essential Understandings and Skills

**SOL 2.4** The student will develop map skills by
- **a)** locating the United States on world maps.
- **c)** locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps.
- **d)** understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

People relate to their environment in different ways.

#### Skills

**Students will be able to:**
- Locate regions on maps and globes.
- Locate and use information from print and non-print sources.
- Use resource materials.
- Collect, organize, and record information.
- Gather, classify, and interpret information.

### Essential Questions and Knowledge

- **How did the environment affect the Powhatan, Lakota, and Pueblo Indians?**
- **How are the climates, land, and plant life of these regions similar and different?**
- **How did the Powhatan, Sioux, and Pueblo people relate to their environments?**

#### Terms to know
- **Climate:** The kind of weather an area has over a long period of time.
- **Land:** The shape of the land’s surface.
- **Environment:** Surroundings.

The United States is located in North America.

<table>
<thead>
<tr>
<th>Climate</th>
<th>Land</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eastern Woodlands (Powhatan)</strong></td>
<td>Mid winters&lt;br&gt;Hot, humid summers&lt;br&gt;Rivers, Hills, Mountains&lt;br&gt;coastline</td>
</tr>
<tr>
<td><strong>Plains (Lakota)</strong></td>
<td>Hot summers&lt;br&gt;Harsh, cold winters&lt;br&gt;Plains&lt;br&gt;Prairies&lt;br&gt;Rolling hills</td>
</tr>
<tr>
<td><strong>Southwest (Pueblo people)</strong></td>
<td>Hot days&lt;br&gt;Cold nights&lt;br&gt;Literary rainfall&lt;br&gt;High flatlands</td>
</tr>
</tbody>
</table>

### Textbook and Children’s Literature Connections

- **Our World Near And Far** Five Ponds Press
- **Assessments and Activities Binder**
  - Growing Pains p. 20
  - My Weather Journal p. 21
  - Climates Are Cool p. 22
  - How is the Weather p. 23

### Supporting Materials

- TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies)
- Enhanced Scope and Sequence Activities and Assessments:
  - SOL Review Cards
  - Early Civilizations Poster Set
### VA Standards of Learning (SOL) Essential Understandings and Skills

**SOL 2.11** The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Individuals in the past have worked successfully to improve the lives of other Americans in the United States.

**Skills**

Students will be able to:
- Collect, organize, and record information.
- Gather, classify, and interpret information.
- Compare and contrast different personalities and behaviors.
- Explain cause and effect relationships.

### Essential Questions and Knowledge

How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?

#### Famous Americans and their contributions

- **George Washington:** He led the fight for freedom from England and helped establish a new country.
- **Abraham Lincoln:** He was the President of the United States who helped free African American slaves.
- **Susan B. Anthony:** She led the struggle to give women equal rights, including the right to vote.
- **Helen Keller:** She overcame disabilities and worked to help others who were blind and deaf.
- **Jackie Robinson:** He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.
- **Martin Luther King, Jr.:** He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.

### Textbook and Children’s Literature Connections

- **Our World Near And Far** Five Ponds Press
- **Assessments and Activities Binder**
  - By George p. 32
  - Vote for Lincoln p. 33
  - That’s So Unfair! p. 34
  - Learning Braille p. 35
  - That Winning Season p. 36
  - I Have a Dream p. 37
  - Great Americans p. 38
  - American Heroes p. 39

### Supporting Materials

- TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies)
- Enhanced Scope and Sequence Activities and Assessments:
  - SOL Review Cards
  - Famous Americans Poster Set
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<thead>
<tr>
<th>VA Standards of Learning (SOL) Essential Understandings and Skills</th>
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</thead>
<tbody>
<tr>
<td>SOL 2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).</td>
<td><strong>What are natural, human, and capital resources?</strong></td>
<td><strong>Our World Near And Far</strong> Five Ponds Press</td>
<td>TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies)</td>
</tr>
<tr>
<td>The three main types of resources are natural, human, and capital.</td>
<td><strong>Terms to know</strong></td>
<td><strong>Assessments and Activities Binder</strong> Kid-Biz p. 28</td>
<td>Enhanced Scope and Sequence Activities and Assessments:</td>
</tr>
<tr>
<td><strong>Skills</strong> Students will be able to:</td>
<td></td>
<td></td>
<td>SOL Review Cards</td>
</tr>
<tr>
<td>• Gather, classify, and interpret information.</td>
<td><strong>Examples of resources</strong></td>
<td></td>
<td>Economics Poster Set</td>
</tr>
<tr>
<td></td>
<td>• Natural resources: Materials that come directly from nature.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Human resources: People working to produce goods and services.</td>
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</tr>
<tr>
<td>VA Standards of Learning (SOL) Essential Understandings and Skills</td>
<td>Essential Questions and Knowledge</td>
<td>Textbook and Children’s Literature Connections</td>
<td>Supporting Materials</td>
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</tr>
</tbody>
</table>
| SOL 2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services. People acquire goods and services through barter or through the exchange of money. | **What is the difference between using barter and using money in exchange for goods and services?** **Terms to know**  
- Barter: The exchange of goods and services without the use of money.  
- Money: Coins, paper bills, and checks used in exchange for goods and services. | **Our World Near And Far** Five Ponds Press  
**Assessments and Activities Binder**  
Got Any Change? p. 29 | TAH Second Grade Resource Room  
(Log into Moodle and go to 2nd grade Social Studies)  
Enhanced Scope and Sequence Activities and Assessments:  
SOL Review Cards  
Economics Poster Set |
### VA Standards of Learning (SOL)

**Essential Understandings and Skills**

<table>
<thead>
<tr>
<th>SOL 2.9</th>
<th>The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>People are both producers and consumers.</td>
<td></td>
</tr>
<tr>
<td>People must make economic choices because resources are limited (scarcity).</td>
<td></td>
</tr>
</tbody>
</table>

**Skills**

Students will be able to:
- Make decisions based on information.
- Gather, classify, and interpret information.

### Essential Questions and Knowledge

<table>
<thead>
<tr>
<th>What is scarcity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a consumer?</td>
</tr>
<tr>
<td>What is a producer?</td>
</tr>
<tr>
<td>Why do people have to make economic choices?</td>
</tr>
</tbody>
</table>

### Terms to know

- **Scarcity**: Not being able to meet all wants at the same time because resources are limited.
- **Consumer**: A person who uses goods and services.
- **Producer**: A person who uses resources to make goods and/or provide services.

People must make economic choices because resources and goods and services are scarce (limited).

### Textbook and Children's Literature Connections

- **Our World Near And Far** Five Ponds Press
- **Assessments and Activities Binder**
  - It's Your Choice p. 30
  - Are You a Smart Spender p. 31

### Supporting Materials

- **TAH Second Grade Resource Room**
  - (Log into Moodle and go to 2nd grade Social Studies)
- **Enhanced Scope and Sequence Activities and Assessments**
  - SOL Review Cards
  - Economics Poster Set
### VA Standards of Learning (SOL)

**Essential Understandings and Skills**

**SOL 2.1** The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Ancient people made contributions that affect the present world.

**Skills**

Students will be able to:
- Locate and use information from print and non-print sources.
- Gather, classify, and interpret information.
- Use resource materials.
- Collect, organize, and record information.

### Essential Questions and Knowledge

**Essential Questions and Knowledge**

- What contributions did the people of ancient China and Egypt make to the development of written language?
- What inventions came from ancient China and Egypt?
- What examples of architecture from ancient China and Egypt are still present today?

### Terms to know

- Ancient: Long, long ago.
- Architecture: The design of buildings.
- Contribution: The act of giving or doing something.

### Contributions of Ancient China and Egypt

<table>
<thead>
<tr>
<th>China</th>
<th>Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Language</strong></td>
<td><strong>Characters, symbols</strong></td>
</tr>
<tr>
<td><strong>Inventions</strong></td>
<td><strong>Hieroglyphics</strong></td>
</tr>
<tr>
<td>Kite</td>
<td>Paper made from papyrus</td>
</tr>
<tr>
<td>Silk Cloth</td>
<td>365-day calendar</td>
</tr>
<tr>
<td>Compass</td>
<td>Clock</td>
</tr>
<tr>
<td>Bronze</td>
<td></td>
</tr>
<tr>
<td>Fireworks</td>
<td></td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td><strong>Great Wall</strong></td>
</tr>
<tr>
<td></td>
<td>Pyramids</td>
</tr>
</tbody>
</table>

Many inventions of ancient China and Egypt are still used today.

### Textbook and Children’s Literature Connections

**Our World Near And Far** Five Ponds Press

**Assessments and Activities Binder**
- Time Marches On p. 2
- Learning More About Ancient Egypt p. 3-4
- Inside the Mummy’s Tomb p. 5
- The Land of Egypt p. 6
- The Silkworm Project p. 7
- Our Great Wall p. 8
- Where’s North? p. 8
- Xie-Xie p. 9
- The China Challenge p. 10

### Supporting Materials

TAH Second Grade Resource Room
(Log into Moodle and go to 2nd grade Social Studies)

Enhanced Scope and Sequence Activities and Assessments:

- SOL Review Cards
- Geography Poster Set
<table>
<thead>
<tr>
<th>VA Standards of Learning (SOL) Essential Understandings and Skills</th>
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</thead>
<tbody>
<tr>
<td>SOL 2.4 The student will develop map skills by a) locating China and Egypt on world maps. b) understanding the relationship between the environment and the culture of ancient China and Egypt.</td>
<td>Where are China and Egypt located on a world map? How did the environment affect the culture of Egypt and China? How did the ancient Chinese and Egyptian people relate to their environments? Terms to know - Climate: The kind of weather an area has over a long period of time. - Land: The shape of the land’s surface. - Environment: Surroundings.</td>
<td><strong>Our World Near And Far</strong> Five Ponds Press <strong>Assessments and Activities Binder</strong> Growing Pains p. 20 My Weather Journal p. 21 Climates Are Cool p. 22 How is the Weather p. 23</td>
<td>TAH Second Grade Resource Room (Log into Moodle and go to 2nd grade Social Studies) Enhanced Scope and Sequence Activities and Assessments: <strong>SOL Review Cards</strong> <strong>Geography Poster Set</strong></td>
</tr>
<tr>
<td>People relate to their environment in different ways Skills Students will be able to: • Locate regions on maps and globes • Locate and use information from print and non-print sources. • Use resource materials • Collect, organize, and record information. • Gather, classify, and interpret information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td>Egypt</td>
<td>Climate</td>
<td>Land</td>
</tr>
<tr>
<td>Seasons</td>
<td>Hot, dry</td>
<td>Forests, Hills, Mountains, Deserts</td>
<td>Nile River Valley, Deserts, Flooding</td>
</tr>
<tr>
<td>China is located in Asia. Egypt is located in Africa. Ways people related to their environment • The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land. • The ancient Egyptians farmed and irrigated the land near the Nile River.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>