

MJSD TWI 2nd Grade Social Studies Scope and Sequence

Unit 1	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
Political Science and Citizenship: Power, Authority, Governance, and Responsibility (Sept. 1 - Oct. 9)	I want my students to understand that citizens have roles, rules, and responsibilities that contribute to the well-being of the community.	C.2.1 Identify and explain your roles and responsibilities to your community. C.2.3 Explain how and why communities have rules, why they are important, and what happens if you break a rule. C.2.5 Understand civic actions and how they contribute to the well-being of the community. C.2.6 Locate, organize, and use relevant information to understand an issue in a classroom or school, while taking into account the viewpoints and interests of different groups and individuals. E.2.5 Understand how community helpers contribute to the well-being of the community and society.	Community (Henkes) RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print	-character development -narrative structure	recall, relate, identify, sketch, illustrate, describe, discuss, assess

			or digital text to demonstrate understanding of its characters, setting, or plot.		
Unit 2	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
History: Time, Continuity, and Change Part 1 (Oct. 12-Nov. 6) Narrative	I want my students to understand that our country values freedom, democracy, and justice and that those values are represented by our national symbols and landmarks.	B.2.5 Understand the meaning of important political values such as freedom, democracy, and justice B.2.6 Know and describe key national symbols and landmarks	RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.7 Use information gained from the illustrations and words in a print or digital text to	-character development -narrative structure	recall, relate, identify, sketch, illustrate, describe, discuss, assess

			demonstrate understanding of its characters, setting, or plot. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Unit 3	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
Behavioral Science: Individuals, Institutions, and Society (Nov. 9- Jan. 15)	I want my students to understand that people study cultures in various times and settings to	B.2.3 Examine folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their	-compare and contrast -analyze theme, moral, and message	list, recognize, distinguish, dramatize, choose, compare, conclude, respond (rewrite, generate)

(Informational in uos)	understand differences among people.	E.2.11 Give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures E.2.14 Describe how differences in cultures may lead to understanding or misunderstanding among people. E.2.9 Explain how people learn about others who are different from themselves	central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	-evaluate character development	
Unit 4	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards

Geography: People, Places and Environments Part 1 (Jan. 18 - Feb. 12) Poetry	I want my students to understand that map features are used to locate continents, oceans, and landmarks on a map.	A.2.1 Use map features: map scale, compass rose (NW, SW, NE, SE, etc.) A.2.2 Locate and Label continents and oceans on a map A.2.3 Construct a map of an urban, rural, or suburban community showing the location of important landmarks. A.2.5 Use databases (Google Earth and Maps) and atlas to locate different communities.	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-analyze language	Identify, extend, illustrate and dramatize, categorize, write and generate, appraise
Unit 5	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
Geography: People, Places and Environments Part 2 (Feb 15. - March 18) Information?	I want my students to understand that rural, urban, and suburban communities change over time are connected through interactions.	A.2.4 Describe similarities and differences in ways people interact within or between rural, urban, and suburban communities. A.2.7 Understand connections between rural, urban, and suburban communities A.2.8 Understand how rural urban, and suburban communities have changed over time	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific	-identify main idea -recognize connections -compare and contrast	Name/ relate, recognize, classify employ/ illustrate, design, create, explain and interpret (create ideal model of community)(museum model)

			ideas or concepts, or steps in technical procedures in a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. W.2.8 Recall information from experiences or gather information from provided sources to answer a question. W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding		
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			statement or section.		
Unit 6	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
History: Time, Continuity, and Change Part 2 (March 28 - April 29) Narrative?	I want my students to understand that communities have changed socially, culturally, and technologically over time.	B.2.4 Describe how modern day life/communities compares and contrasts socially and culturally with communities and life from the past. B.2.8 Compare and contrast how technologies related to transportation and communication has changed over time between rural, suburban, and urban areas.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and	-examine point of view	relate, explain,, practice, categorize, assess

			provide a sense of closure.		
Unit 7	Big Idea	SS	Literacy (Reading and Writing)	Strategies	WIDA Standards
Economics: Production, Distribution, Exchange, Consumption (May 2 - June 3) Opinion	I want my students to understand the importance of money in a community where businesses produce and provide goods and services in a variety of ways.	D.2.1 Understand the role of money in the community D.2.3 Understand the difference between a good and a service. D.2.4 Understand unit and assembly line production. D.2.5 Distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service)	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.8 Describe how reasons support specific points the author makes in a text. W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words	-identify main idea -describe author's purpose -generate reasons and information to support an opinion	describe, recognize, practice, experiment, explain/ compare

			(e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		
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