

2009-2010

Grade 2

History - Social Science

SCOPE

&

SEQUENCE



Redlands Unified School District



REDLANDS UNIFIED SCHOOL DISTRICT

History-Social Science

Scope & Sequence

INTRODUCTION:

The History Social-Science *Scope & Sequence* Committees have worked to develop pacing guides for grades Kindergarten through fifth, that ensure RUSD curriculum addresses the Content Standards for California Public Schools. Pearson, Scott Foresman's History Social-Science for California, are the adopted materials. With this in mind, teachers are to use this *Scope & Sequence* as the core of their History-Social Science instruction. Lessons listed in **bold** under "Instructional Support" are "core" lessons and have been selected to ensure that all students have access to the Content Standards for California Public Schools. Lessons listed in *italics* are suggested lessons.

A WORD ABOUT THE DEVELOPMENT OF THE *SCOPE & SEQUENCE*:

The *Scope & Sequence* was developed by grade level groups of teachers from traditional and year-round schools. It is divided into trimesters. The History-Social Science committees used the 2005 Edition of the History-Social Science Framework for California Public Schools as a guide.

Pearson, Scott Foresman History Social-Science for California Series

This adoption is unique in that there are three complementary paths of instruction. The paths each address unique aspects of the standards and are meant to offer a variety of strategies for teaching the standard. Icons have been placed in the Scope and Sequence to identify each path. In addition, Reading, Writing, and Vocabulary lessons are contained within this program. These lessons address the ELA Standards but use the History-Social Science materials. The Scope and Sequence committee was asked to determine from among the materials, lessons that are to be considered "core."

PACING:

Pacing for lessons is not specifically defined and should be planned trimester to trimester. History-Social Science lessons listed in the *Scope and Sequence* are considered the minimum of what should be covered in each grade level. Not all lessons in the Scott Foresman textbook are listed in the *Scope and Sequence*. Only those lessons that adequately address the grade level standards are designated as "core" in this *Scope and Sequence*. Therefore, each trimester may be planned utilizing the following table that lists the number of lessons per trimester:

Lessons by Trimester

	Trimester 1	Trimester 2	Trimester 3
Grade 2	Units 1, 2	Unit 3, (4)	Units (4), 5
	7 Lessons	3 Lessons	3 Lessons



ACKNOWLEDGEMENTS

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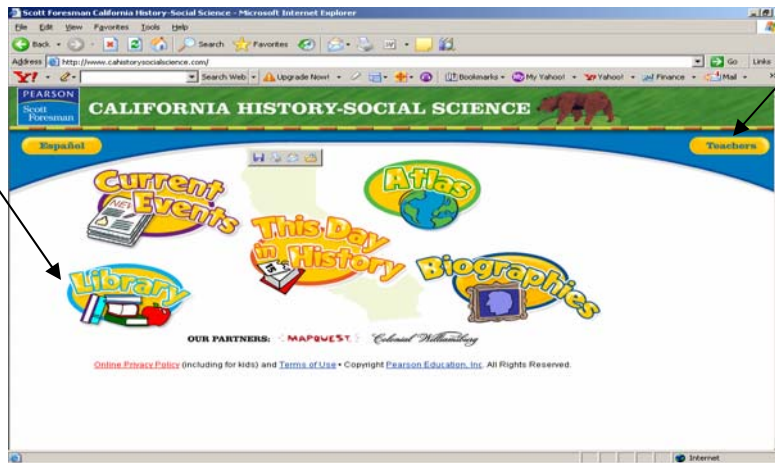
Jennifer Henderson

Multimedia / Digital Path

Scott Foresman History Social Science for California

This site is
mostly the
“extras”

www.cahistorysocialscience.com







This Tab
does have
information
to support
the printed
materials






www.ca-hss.com






This site
supports the
printed
materials





This site requires a User Name and a Password. This information will be available at each school site




STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.1	Students differentiate between things that happened long ago and things that happened yesterday.	<p>Unit 1 – Long Ago and Yesterday</p> <p>Lesson 2.1.1</p> <p> Digital Path TE p. 4T1 (DVD) Introduction and Video – My Family History (DVD) Unit Song – Send Me a Letter</p> <p>Flip Chart – Meet My Family TE p. 1T8; flip chart p. 4</p> <p> Text Path TE p. 1T14 Student Text Transparencies Envelope pp. 1-4</p> <p> Active Path TE p. 4T2</p> <p><i>Find Out More – How do we learn family history? TE p. 4T5</i></p> <p><i>Content Reader – <u>Meet Our Families, Family Histories, Remembering Our Past</u> TE p. 12T10</i></p> <p><i>Challenge – All About My Ancestor TE pp. 4T3-4</i></p> <hr/> <p><i>English Learners – ELA Transparencies Envelope, R1 – Ask and Answer Questions, Synonyms TE p. 1T13</i></p> <hr/> <p><i>Extra Support – Make a Chart TE p. 1T13</i></p>
H-SS	2.1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/ or guardians.	<p>Lesson 2.1.2</p> <p> Digital Path TE p. 8T1 (DVD) Introduction and Video – Daily Life Then and Now</p> <p>Read-Aloud Literature – <u>The Patchwork Quilt</u> TE p. 12T11</p>





STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	<p>Flip Chart – Vocabulary and Unit Essential Question TE p. 1T8; flip chart p. 3</p> <p> Text Path TE p. 5T4</p> <p>Student Text Transparencies Envelope pp. 5-8</p> <p> Active Path TE p. 8T2</p> <p><i>Find Out More – How is Life Different Today? TE p. 8T6</i></p>
			<p><i>English Learners – Reading Transparency, R2 – Ask and Answer Questions, Antonyms TE p. 5T3</i></p>
			<p><i>Extra Support – Analyze TE p. 5T3</i></p>
			<p><i>Challenge – “When you were my age. . .” TE pp. 8T3-4</i></p>
			<p>Lesson 2.1.3</p>
			<p> Digital Path TE p. 12T1 (DVD) Introduction and Video – Putting Events in Order</p>
			<p>Flip chart – Picture Glossary TE p. 1T8; flip chart p. 36</p>
			<p> Text Path TE p. 9T4</p>
			<p>Student Text Transparencies Envelope pp. 9-12</p>
			<p> Active Path TE p. 12T2</p>
			<p><i>Find Out More – How can we put events in order? TE p. 12T5</i></p>
			<p><i>English Learners – Reading Transparency, R3 – Ask and Answer Questions, Multiple Meanings TE p. 9T3</i></p>
			<p><i>Extra Support – Make a Story Board TE p. 9T3</i></p>
			<p><i>Challenge – Major Events in My Life TE pp. 12T3-4</i></p>



STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT






STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.2 2.2.1	Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	<p>Unit 2 – Map Skills</p> <p>Lesson 2.2.1</p> <p> Digital Path TE p. 16T1 (DVD) Introduction and Video – Grids and Maps</p> <p>(DVD) Unit Song – Continent So Grand</p> <p>Flip chart - People Live Everywhere TE p. 13T8; flip chart p. 9</p> <p>ELA Transparencies Envelope, R4 - Use Graphic Organizers, Compound Words TE p. 13T13</p> <p> Text Path TE p. 13T14 Student Text Transparencies Envelope pp. 13-16</p> <p> Active Path - Community Grid TE p. 16T4</p> <p><i>Flip Chart Atlas and Student Atlases TE p. 13T5</i></p> <p><i>Content Readers - <u>Our Communities, Communities All Over, Communities: Alike and Different</u> TE p. 28T10</i></p> <hr/> <p><i>English Learners – Visualizing Grids (Intermediate) TE p. 13T13</i></p> <hr/> <p><i>Extra Support – Model Concepts TE p. 13T13</i></p> <hr/> <p><i>Challenge – Blank Grid TE p. 16T3</i></p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	<p>Lesson 2.2.2</p> <p> Digital Path TE p. 20T1 (DVD) Introduction and Video – What Makes Up a Map?</p> <p>Flip Chart - People Live Everywhere TE p. 13T8; flip chart p. 9</p> <p>Read-Aloud Literature - <u>Are We There Yet, Daddy?</u> TE p. 28T11</p> <p> Text Path TE p. 17T4</p> <p>Student Text Transparencies Envelope pp. 17-20</p> <p>Worksheet - What Does a Map Show? TE p. 20T6</p> <hr/> <p><i>English Learners – Map Concepts (Intermediate) TE p. 17T3</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Extra Support – Make Connections TE p. 17T3</i></p> <hr style="border-top: 1px dashed black;"/> <p><i>Challenge – North American Map TE pp. 20T3-4</i></p>
H-SS	2.2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	<p>Lesson 2.2.3</p> <p> Digital Path TE p. 24T1 (DVD) Introduction and Video – Where My Family is From</p> <p>Flip Chart - A Parrot’s Long Journey TE p. 13T9; flip chart p. 10</p> <p> Text Path TE p. 21T4</p> <p>Student Text Transparencies Envelope pp. 21-24</p> <p>Worksheet - Where Did My Family Come From? TE p. 24T6</p>




STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.	<p><i>English Learners - ELA Transparencies Envelope, R6 - Ask and Answer Questions, Synonyms TE p. 21T3</i></p>
		<p><i>Extra Support - Apply Concepts TE p. 21T3</i></p>
		<p><i>Challenge – My Family TE p. 24T4</i></p>
		<p>Lesson 2.2.4</p> <p> Digital Path TE p. 28T1 (DVD) Introduction and Video – California’s Communities</p> <p> Text Path TE p. 25T4</p> <p>Student Text Transparencies Envelope pp. 25-28</p> <p> Active Path TE p. 28T5</p>
		<p><i>English Learners - ELA Transparencies Envelope, R7 - Use Graphic Organizers, Prefixes TE p. 25T3</i></p>
		<p><i>Extra Support – Compare and Contrast TE p. 25T3</i></p> <p><i>Challenge – Flip Book TE pp. 28T3-4</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
<p>H-SS</p>	<p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p>2.3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.</p>	<p>Unit 3 – Our Government</p> <p>Lesson 2.3.1</p> <p> Digital Path TE p. 32T1 (DVD) Introduction and Video – The Role of Government (DVD) Unit Song – Right and Wrong Flip Chart – Vocabulary and Unit Essential Question TE p. 29T6; flip chart p. 13</p> <p>Flip Chart - Citizens One and All TE p. 29T7; flip chart p. 15</p> <p> Text Path TE p. 29T12</p> <p>Student Text Transparencies Envelope pp. 29-32</p> <p> Active Path TE p. 32T2</p> <p>Find Out More - What do governments do? TE p. 32T5 <i>Content Readers - <u>It's the Law, Making a Law, Lawmaking in the United States</u> TE p. 36T10</i></p> <hr/> <p><i>English Learners – Conceptualize Key Lesson Vocabulary TE p. 29T11</i></p> <hr/> <p><i>Extra Support – Make Connections TE p. 29T11</i></p> <hr/> <p><i>Challenge – The Branches of Our Government TE pp. 32T3-4</i></p>
	<p>2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.</p>	<p>Lesson 2.3.2</p> <p> Digital Path TE p. 36T1 (DVD) Introduction and Video – Diplomacy Read-Aloud Literature - <u>Duck For President</u> TE p. 36T11</p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
		<p> Text Path TE p. 33T4 Student Text Transparencies Envelope pp. 33-36</p> <p>Reading Transparency, R9 - State the Purpose, Multiple-Meaning Words TE p. 33T3</p> <p> Active Path Find Out More - How do people solve problems? TE p. 36T5</p> <hr/> <p><i>English Learners - Relations Among Nations</i> TE p. 33T3</p> <hr/> <p><i>Extra Support – Build Background</i> TE p. 33T3</p> <hr/> <p><i>Challenge – Write a Treaty</i> TE p. 33T3</p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	<p>Lesson 2.4.2</p> <p> Digital Path TE p. 44T1 (DVD) Introduction and Video – Consumers and Producers</p> <p>Flip Chart - Super Sellers! TE pp. 37T8-9; flip chart pp. 19-20</p> <p> Text Path TE p. 41T4</p> <p>Student Text Transparencies Envelope pp. 41-44</p> <p> Active Path TE p. 44T5</p> <hr/> <p><i>English Learners - Role-Play TE p. 41T3</i></p> <hr/> <p><i>Extra Support – Build Background</i> <i>Extra Support – Apply Concepts</i> <i>TE p. 45T3</i></p> <hr/> <p><i>Challenge – Who are buyers and sellers?</i> <i>TE p. 44T6</i></p>
	2.4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	<p>Lesson 2.4.3</p> <p> Digital Path TE p. 48T1 (DVD) Introduction and Video – Using Resources</p> <p>Read-Aloud Literature - <u>Pigs Go To Market</u> TE p. 48T11</p> <p> Text Path TE p. 45T4</p> <p>Student Text Transparencies Envelope pp. 45-48</p> <p>Teacher Directed Activity - Extra Support – Build Background, Model Concepts TE p. 45T3</p> <p>ELA Transparencies Envelope, R12-Cause and Effect TE p. 45T3</p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
		<p><i>English Learners – Role-play the Role of Resources TE p. 45T3</i></p> <hr/> <p><i>Extra Support – Build Background Extra Support – Model Concepts TE p. 45T3</i></p> <hr/> <p><i>Challenge - Make a Chart, Create a Resource TE p. 5T3</i></p>

STANDARD		OBJECTIVE	INSTRUCTIONAL SUPPORT
H-SS	2.5	<p>Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>	<p>Unit 5 – People in History</p> <p>Lesson 2.5.1</p> <p> Digital Path TE p. 52T1 (DVD) Introduction and Video – Heroes in History</p> <p>(DVD) Unit Song – We Are Heroes</p> <p>Read-Aloud Literature - <u>Roberto Clemente: Pride of the Pittsburgh Pirates</u> TE p. 52T11</p> <p> Text Path TE p. 49T12</p> <p>Student Text Transparencies Envelope pp. 49-52</p> <p>Flip Chart - A Poor Man Gets a Wife TE p. 49T6; flip chart pp. 24-25</p> <p>Flip Chart - Famous People TE p. 49T7; flip chart p. 26</p> <p> Active Path - Honoring Someone Special TE p. 52T4</p> <p>Assessment - People in History TE pp. 52T27-28</p> <p><i>Content Reader - <u>Abraham Lincoln, Abraham Lincoln: Our Sixteenth President, Abraham Lincoln: Great Man, Great Words</u> TE p. 52T10</i></p>

STANDARD	OBJECTIVE	INSTRUCTIONAL SUPPORT
		<p><i>English Learners – Heroes and Leaders TE p. 49T11</i></p> <hr/> <p><i>Extra Support – Build Background Extra Support – Apply Concepts TE p. 49T11</i></p> <hr/> <p><i>Challenge – Make Hero Cards, TE p. 49T11</i></p>