

**Portales Municipal Schools
Social Studies Curriculum Map-2010
Grade 2**

ESSENTIAL QUESTIONS: How are rules important in our classroom and in our community? Who are the governing officials in our community and what are their roles?

STRAND: Civics and Government Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	BENCHMARK: K-4 III-A: Know the fundamentals purposes, concepts, structures, and functions of local, state, tribal, and national governments. BENCHMARK: K-4 III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local state, tribal and national levels that exemplify ideals and provide continuity and a sense of community across time.
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STANDARD: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

Identify local governing officials and explain how their roles reflect their community.

9 w e e k s	PERFORMANCE STANDARD I= Introduce R=Review and Extend M=Master	CONCEPTS/SKILLS CITIZENSHIP	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 s t	<p>Benchmark: III-A 1. Understand the purposes of government</p> <p>2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).</p> <p>Benchmark: III-B 1. Identify local governing officials and explain how their roles reflect their community.</p>	<p>Identify functions of government.</p> <p>Understand and use the voting process.</p> <p>Understand who the local officials are in our community and what is their role in our community.</p>	<p>Class will read and discuss Unit 4 in Social Studies book.TSW work in groups to create a poster labeling local areas of government (Mayor, City Council, Citizens). Define the role of each. The students will present their posters.</p> <p>TSW in small groups list a set of classroom rules on chart paper. Whole class will come to a consensus on a final list of classroom rules. Class will discuss why we need rules.</p> <p>TSW will do research on computer and in local newspapers on present mayor and develop questions for guest speaker. Each group will come up with one intelligent and reasonable question. Have mayor visit classroom and discuss what his role is in the community. Students will do a KWL chart before presentation and after.</p>	<p>Group Presentation/Rubric</p> <p>The final product/Classroom rules.</p> <p>Do KWL Chart before guest speaker. Write what they have learned. Student groups will present findings to class.</p>	<p>Social Studies book Unit 4, poster board, markers.</p> <p>Poster board, markers</p> <p>Guest speaker, chart paper, computer,</p>

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ESSENTIAL QUESTIONS: What are the characteristics of good citizens? What is the meaning of the “public good”?					
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STANDARD: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.					
9 w e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS CITIZENSHIP	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
1 s t	Benchmark: III-D 1. Understand characteristics of “good citizenship” as exemplified by historic and ordinary people. 2. Explain the responsibilities of being a member of various groups (e.g. family school and community.) Benchmark: III-C 1. Describe the concept of “public good and identify local examples of systems that support the “public good”.	Explain what it means to be a good citizen. Explain the responsibilities of being a member of a family, school and community. Identify and list the systems that support our local community.	TSW choose one characteristic of good citizenship and list example in journal. The teacher will take students characteristics and make a class list. Journal write what his/her responsibilities are at home and at school. Students will compare and contrast individual responsibilities on a T-Chart. Make a collage showing people working for the good of their community.	List, journals, teacher observation Journal, T-Chart Collage	Character Counts Pillars, chart paper, markers. Journal, T-Chart Magazines, chart paper, markers, glue, scissors. Web Sites: www.charactercounts.org www.kids.gov http://perry.net.stark.k12.oh.us/webunits/bb/Hero/rubrics.html www.timeforkids.com

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ESSENTIAL QUESTIONS: How has history influenced our community and our country?					
STRAND: History Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience		BENCHMARK: K-4 I A: New Mexico: Describe how contemporary and historical people and events have influenced New Mexico communities and regions. BENCHMARK: K-4 I B: United States: Understand connections among historical events, people and symbols significant to United States history and cultural.			
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Cultural Diversity-Heritage	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2 n d	Benchmark: I-A 1. Describe how historical people, groups and events have influenced the local community. Benchmark: I-B 1. Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g. George Washington, Ben Franklin, Cesar Chaves, Rosa Parks, National Association for Advancement of Colored People, tribal leaders, American Indian Movement.)	Understand how history has influenced our community. Understand what cultural diversity is.	The class will take a field trip to the local museum located at ENMU. Describe in writing what you saw at the museum. Venn Diagram on our community then and now. TSW choose a historical figure to research and give a presentation on their findings. They will write four sentences and include an illustration of their historical figure.	Venn Diagram and Journal Presentation/Rubric	Venn Diagram, Journals, Research time, computers, library books, Social Studies text book.

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ESSENTIAL QUESTIONS: What are the similarities and differences among cultures? How can you create a timeline using historical events? What are traditions and how do they apply to you?	
STRAND: History Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Geography Students understand how physical, natural, and cultural process influence where people live, the ways in which people live, and how societies interact with one another and their environments.	BENCHMARK: K-4: I C-World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries. BENCHMARK: K-4: I D- Understand time passage and chronology. BENCHMARK: K-4: II E- Describe how economic, political, cultural, social process interact to shape patterns of human populations, and their interdependences, cooperation, and conflict.
STANDARD: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.	

9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
2 n d	Benchmark: I-C 1. Describe and compare similarities of the history of peoples in North America through literature (e.g. story-telling, fables, folktales and fairy tales.) Benchmark: I-D 1. Correctly sequence historical events. Benchmark: II-E 1. Describe how characteristics of culture affect behaviors and lifestyles	Cultural Diversity-Heritage That there are similarities and differences among cultures. Create and interpret a time line. Understanding what traditions are and how they can be different in different cultures.	The student will be able to: The teacher will read two Folktales from different cultures and lead a classroom discussion on the similarities and differences. The class will do a group Venn Diagram. TSW will pick their favorite of the two and draw a picture and write three sentences telling why the one they picked was their favorite. TSW create a time line that shows how you have grown from baby to 2 nd grader. TSW will create a report on family traditions. Students will bring photos, artifacts and examples of their family traditions. They will do a presentation in the format they have chosen.	Venn Diagram, chart paper, drawing paper. Time line Presentation/Rubric	Folktales and Fables Paper, markers, pictures Chart paper, markers, and personal artifacts from home. Web Sites: www.mlkonline.net www.readwritethink.org/classroom-resources/lesson-plans/family-traditions-class-book-941.html http://www.mrdonn.org/stories.html http://teachingheart.net/readerstheater.htm

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ESSENTIAL QUESTIONS: How does food get to the grocery store and then to our tables? Who are the workers in our community? How is currency different from one country to another? What are the difference between wants and needs?					
STRAND: Economics Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.			BENCHMARK: K-4: IV B II- Understand that economics systems impact the way individuals, households, businesses, governments, and societies make decisions about goods and services. BENCHMARK: K-4: IV C- Understand the patterns and results of trade and exchange among individuals, households, businesses, governments, and societies, and their interdependent qualities. BENCHMARK: K-4: IV A- Understand that individuals, households, businesses, governments, and societies make decisions that affect the distribution of resources and that these decisions are influenced by incentives (both economic and intrinsic).		
STANDARD: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS Economy	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How) The student will be able to:	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
3 r d	<p>Benchmark: IV-B</p> <p>1. Understand the roles of producers and consumers in the production of goods and services.</p> <p>2. Explain the role of the worker in the local economy.</p> <p>Benchmark: IV-C</p> <p>1. Understand that money is the generally excepted medium of exchange in most societies, and that different countries use different currencies.</p> <p>Benchmark: IV-A</p> <p>1. Identify economic decisions made by individuals and households and explain how resources are distributed.</p>	<p>Understanding the roles of producers and consumers and where products come from and how they get to our households.</p> <p>Understanding who are the workers in our community.</p> <p>Recognizing that there are different currencies for different cultures.</p> <p>Recognizing the difference between wants and needs.</p>	<p>Social Studies book page 120-123(Goods from the Factory to You) Class discussion on what was read. Field trip to Leslie's Candy's factory (Clovis, New Mexico). TSW observe the sequence of events in the production of candy.</p> <p>TSW read and discusses pages 112-115 in Social Studies Book. (Services in our Community and Workers in our Community) TSW create a web in their journals listing workers in our community.</p> <p>The teacher will provide examples of and information on different kinds of currencies (e.g., internet research). TSW will bring in any money they have that is from a different country. They will compare and contrast money from different countries using a Venn Diagram and writing four sentences describing their findings.</p> <p>TSW define wants and needs. The class will make a list of wants and needs. Class will read page 130-131 on Pie Chart. Teacher will model creating and using a Pie Chart. Students will create their own pie chart showing what they would do with their money defining what are wants and needs.</p>	<p>Write the sequence of events in journals.</p> <p>Workbook pg. 28 (Services in our Community)</p> <p>Venn Diagram and Journal entry on money.</p> <p>Pie Chart</p>	<p>Social Studies Book (People and Places) Journals, Field Trip</p> <p>Social Studies Book, workbook, journals.</p> <p>Money from home, journals, Venn Diagram.</p> <p>Chart paper, Social Studies book, markers, pie chart.</p> <p>Web Sites: www.thinkfinity.org http://lessonplanz.com www.bcps.org/offices/lis/models/workers/index.html http://teacherscholastic.com/commclub/index.htm</p>

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ESSENTIAL QUESTIONS: How do you read and use a map? What are landforms? How does climate affect our surrounding area? How do resources satisfy our basic needs?					
STRAND: Geography Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.			BENCHMARK: K-4: II A: Understand the concept of location by using and constructing maps, globes, and other geographic tools to identify and derive information about people, places, and environments. BENCHMARK: K-4: II B: Distinguish between natural and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and patterns of change.		
STANDARD: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
9 w e e k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 t h	<p>Benchmark: II-A</p> <p>1. Use a variety of maps to locate specific places and regions.</p> <p>2. Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.</p> <p>Benchmark: II-B</p> <p>1. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.</p> <p>2. Explain how people depend on the environment and its resources to satisfy their basic needs.</p>	<p>Environment</p> <p>Understanding how to read and use a map.</p> <p>Draw and label major landforms.</p> <p>Understanding the climate in our surrounding area and how it affects our resources and activities.</p> <p>The surrounding environment and resources provide for our basic needs.</p>	<p>The student will be able to:</p> <p>TSW will learn how to use a compass rose and map keys. As a class the students will locate our state, town and capital.</p> <p>TSW read and discuss pages 56-59. (Interview with a Geographer). Label landforms.</p> <p>TSW define the characteristics of a desert area and how it will affect resources. Students will take a map of New Mexico and label desert areas, mountain areas. Then the students will compare and contrast desert and mountain areas (Climate, wildlife, plant growth, temperature, and natural hazards).</p> <p>TSW will be able to distinguish between wants and needs and then define what we need in order to survive (group/classroom discussion). Student groups will create a poster with headings (Food, Water and Shelter) they will list environmental resources under each heading that provide the basic needs.</p>	<p>Label state, town and capital on map of the United States.</p> <p>Workbook pages 14 and 15</p> <p>Final group product of map/Rubric</p> <p>Group Project</p>	<p>Maps of the United States</p> <p>Social Studies Book, Workbook, crayons.</p> <p>New Mexico maps, research materials on New Mexico. (Computer, books, personal knowledge).</p> <p>Poster board, markers,</p>

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ESSENTIAL QUESTIONS: What is from nature and what is made by humans? How can we conserve natural resources? What are the physical processes that affect the Earth's features? What is a water cycle?					
STRAND: Geography Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.		BENCHMARK: K-4: II C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present. BENCHMARK: K-4: II F: Describe how natural and man-made changes affect the meaning, use, distribution, and value of resources. BENCHMARK: K-4: II D: Understand how physical processes shape the Earth's surface patterns and biosystems.			
STANDARD: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
9 w e c k s	PERFORMANCE STANDARD	CONCEPTS/SKILLS	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS AND RESOURCES
4 t h	<p>Benchmark: II-C 1. Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.</p> <p>Benchmark: II-F 1. Describe ways that people and groups can conserve and replenish natural resources.</p> <p>Benchmark: II-D 1. Describe the physical processes that affect the Earth's features (e.g., weather, erosion). 2. Identify characteristics of physical systems (e.g., water cycle).</p>	<p>Environment</p> <p>Knowing the difference between natural and man-made environments.</p> <p>Know the value of conserving natural resources.</p> <p>Know what the physical processes are that affect the Earth's features.</p> <p>Understanding the water cycle.</p>	<p>The student will be able to:</p> <p>The teacher and class will create a list of things from nature and things that are made by humans. TSW create a nature mobile (e.g. grass, leaves, flowers, branches). Students can have the choice of drawing nature items or bringing real items.</p> <p>TSW will create Earth Day Pledges describing how they will take care of the earth. They will write three sentences and illustrate.</p> <p>Students will create an example of a process that affects the Earth's surface (e.g., tornado in a bottle, volcano).</p> <p>The teacher describes the stages and processes of the water cycle. TSW be able to identify the stages of the water cycle. The students will draw and label the stages of the water cycle.</p>	<p>Nature Mobile</p> <p>Earth Day pledges and writing.</p> <p>Final group project</p> <p>Student water cycle</p>	<p>Drawing paper, markers, crayons, scissors, and yarn.</p> <p>Earth Day pledge sheet</p> <p>Materials depend on what groups chose for their projects.</p> <p>Chart paper, markers, crayons,</p> <p>Web Sites: www.geography.ppst.com/mapskills.html www.kids.gov www.abcteach.com</p>