SENECA VALLEY SCHOOL DISTRICT

CURRICULUM

Course Title: Social Studies
Grade Level(s): Two
Periods Per Week:
Length of Period:
Length of Course:
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COURSE DESCRIPTION:

The foundation for social studies, economics, geography, history and the workings of government begin with children's personal experiences and their initial understanding of themselves in relation to their families, homes and school. As their perception grows, they further expand their understanding of their role in the community, larger democratic society and as a global citizen. Using an interdisciplinary approach, teachers facilitate children's social studies skill development by helping them engage in active, age-appropriate investigations that build knowledge and understanding.

All concepts will be integrated throughout the curriculum and applied to the students' daily life.

The state has developed anchors (points of focus) in (Course Name). The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3

The Objectives that address anchors have been bolded.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)			
Economics **I. Economics Systems** A. Describe how people balance unlimited wants with limited resources	A. ▪ Describe ways in which families spend and save money ▪ Identify reasons why people save money for the future ▪ Use a given budget to decide how to spend money ▪ Practice exchanging manipulative money for classroom goods to demonstrate the process of buying and selling			

B. Identify local employment/producers
        1. Jobs
        2. Products/Services
	B.
	 ▪ Create a list of various community professions and discuss if the professions provide goods, services, or both			

COURSE OUTLINE	OBJECTIVES (PA standard)			

II. Markets and the Functions of Governments
 	
A. Define and identify goods, services, consumers and producers
 	
B. Identify and compare means of payment
  1. Money
  2. Checks
	A.
	▪ List various goods and services (ex. toys vs. doctor)
	▪ Discuss how consumers and producers rely on one another
	
	B.
	▪ Discuss how consumers pay for goods and services through the use of trade and money			

COURSE OUTLINE	OBJECTIVES (PA standard)			

III. Scarcity and Choice
 	
  A.   Define scarcity and identify limited resources through **Earth Day and other** discussion
 	
  B. Identify and define natural and human resources
	A.
	▪ Explain what scarcity means and list various limited resources
	
	  C. Discuss natural resources (water, gas soil, and trees)			

COURSE OUTLINE	OBJECTIVES (PA standard)			
IV. Work and Earnings A. Explain why people work to get goods and services B. Identify different occupations C. Describe businesses that provide goods and businesses that provide services D. Define saving and explain why people save	A. ▪ List reasons why people work. C. ▪ Compare and contrast businesses that provide goods with those that provide services (i.e. restaurants/mail carrier) ▪ Explain the term entrepreneurship D. ▪ Explain what it means to save			

COURSE OUTLINE	OBJECTIVES (PA standard)			
Geography **I. Basic Geographic Literacy** A. Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys, and cardinal directions B. Identify the continents and oceans E. Know Home Address	A. ▪ Explain the characteristics and purposes of different geographic representations ▪ Use and make maps to identify and locate familiar places or objects within the state and country B. ▪ Name the seven continents and four oceans on a map and globe C. Write home address			

COURSE OUTLINE	OBJECTIVES (PA standard)			
II. The Physical Characteristics of Places and Regions A. Identify physical characteristics of places, noting physical properties (landforms such as swamps, hills, and mountains), weather, climate, vegetation, animals, bodies of water such as creeks, rivers, ponds, lakes, and human made forms such as highways, streets, building, and bridges B. Identify basic processes (e.g. flood, tornado) that affect the physical characteristics of places and regions	A. ▪ Describe the interactions between people, animals, and physical features of their environment ▪ Discuss the earth-sun relationship and how it effects seasons, length of daylight, weather, and climate B. ▪ Investigate the causes of extreme physical events and describe the effects of such events on the environment			

COURSE OUTLINE	OBJECTIVES (PA standard)			
III. The Human Characteristics of Places and Regions A. Identify the human characteristics that are affected by places and regions B. Identify how places and regions are impacted by people	A. ▪ Describe the reason why people settle in specific regions B. ▪ Describe how people affect the places in which they live			

COURSE OUTLINE	OBJECTIVES (PA standard)			
IV. The Interactions Between People and Places A. Identify the human characteristics that are affected by places and regions B. Identify how places and regions are impacted by people	A. ▪ Describe how the weather and natural resources impact people (e.g., drought, snowfall, soil quality) B. ▪ Describe the various things people do to impact the environment (both positively and negatively)			

COURSE OUTLINE	OBJECTIVES (PA standard)			
History **I. Historical Analysis and Skills Development** 　A. Understand chronological thinking and distinguish between past, present, and future time 　B. Begin to develop an understanding of historical sources (e.g., author/biography, historical places, events, and artifacts) 　C. Understand historical research	A. ▪ Discuss family trees B. ▪ Read various folklore stories ▪ Listen to various historical biographies ▪ Discuss and/or visit historical sites ▪ Distinguish between fact and opinion ▪ Appreciate multiple points of view ▪ Discuss illustrations in historical stories ▪ Discuss cause/effect in historical events 　(e.g., westward expansion, Rosa Parks, slavery, etc.) C. ▪ Share stories from students' grandparents and their events from their childhood ▪ Read various folklore stories			

COURSE OUTLINE	OBJECTIVES (PA standard)			
II. Pennsylvania History A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history B. Identify and describe primary documents, material artifacts, historic sites important in Pennsylvania history	A. Biographies (famous Americans) ▪ Identify and explain the significance of Betsy Ross. ▪ Identify and explain the significance of William Penn. ▪ Identify and explain the significance of Benjamin Franklin. B. Identify and explain the significance of the Liberty Bell			
III. United States History A. Identify contributions of individuals and groups to United States history B. Identify and describe primary documents, material artifacts, and historic sites important in United States history	A. ▪ Identify and explain the political and/or cultural contributions of Famous Americans B. Examine primary documents: Constitution and Declaration			

COURSE OUTLINE	OBJECTIVES (PA standard)			

IV. World History
 	
  A. Identify Individuals and groups who have made significant contributions to world history units
     1. ancient measurements
     2. inventions
 	
  B. Identify historical sites important to world history
	A.B.
	▪ Natural Fit in your daily classroom discussions			

COURSE OUTLINE	OBJECTIVES (PA standard)			

Civics
 	
I. **Principles and Documents of Government**
 	
  A. Identify the visible roles that government serves
 	
  B. Identify the purposes of rules and laws and their importance in the classroom, school, community, state, and nation
 	
  C. Define the principles and ideals shaping government
 	
  D. Describe the purpose of the United States Flag, The Pledge of Allegiance, and the National Anthem
 	
  E. Identify framers of the Declaration of Independence
 	
  F. Explain why government in necessary in the classroom, school, community, state and the basic purpose of government
 	
  G. Explain the importance of respect for the property and the opinions of others
 	
  H. Identify symbols and political holidays
	A.
	■ Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes and providing services for the common good
	
	C.
	■ Explain truth, justice, and liberty
	
	D.
	■ Discuss how symbols are important
	
	E.
	■ Discuss the importance of Thomas Jefferson, John Hancock, John Adams, and Benjamin Franklin as framers of the Declaration of Independence
	
	H.
	■ Explain why we celebrate Veterans Day, Memorial Day, Labor Day, and Flag Day			

COURSE OUTLINE	OBJECTIVES (PA standard)			
I. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government	I. ▪ Discuss the following famous speeches: Martin Luther King Jr. "I have a dream…"			

COURSE OUTLINE	OBJECTIVES (PA standard)			
II. Rights and Responsibilities of Citizenship A. Identify examples of the rights and responsibilities of citizenship B. Identify personal rights and responsibilities C. Identify sources of conflict and disagreement and different ways conflicts can be resolved D. Identify the importance of political leadership and public service in the school, community, nation and state. E. Describe ways citizens can influence the decisions and actions of government F. Explain the benefits of following rules and laws and the consequences of violating them	A. ▪ Discuss the necessity of voting C. ▪ Use role plays to solve problems and disagreements D. ▪ Demonstrate ways to be a leader/role model in the classroom and community E. ▪ Influence the actions of government through letter writing, discussions with school/community leaders F. ▪ Develop roles and consequences within the classroom			

COURSE OUTLINE	OBJECTIVES (PA standard)			
III. How Government Works A. Identify the elected representative bodies responsible for making local, PA and Unite State laws B. Identify reasons for rules and laws in the school and community C. Identify services performed by the local, state and national governments D. Identify positions of authority at school and in local, state and national governments E. Explain what is an election F. Explain why being treated fairly is important G. Identify individual interests and explain ways to influence others H. Identify the role of the media in society I. Identify the ways a classroom is structured like a community	B. ▪ Explain how rules and laws keep the school and community operating smoothly and safely C. ▪ Identify services provided by government such as law enforcement, firefighters, animal control, hospitals, and education E ▪ Hold a mock election F. ▪ Discuss the importance of treating others fairly G.H. ▪ Discuss how advertising influences people I. ▪ Discuss how a classroom is governed like a community			