

Dominican International School



Social Studies 2 **COURSE SYLLABUS**

GRADE LEVEL: 2

TEACHER: Mr. Charles Marks

SCHOOL YEAR: 2023-2024

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COURSE DESCRIPTION:

The second-grade Social Studies curriculum introduces children to the geography, history, government, and economy of the United States through the school's adapted American curriculum, which is in line with Core Common States Standards (CCSS). The subject area is also specifically adapted to help the learners to discover their own local community (i.e., the city, village, or township in which their school is located), as well as national and continent-wide cultures and issues. Ensuring learners can relate to the subject and content and create autonomous and lifelong learners, the students are encouraged to develop and share the many individual cultures they bring to our classroom. Many projects, classwork, and homework assignments will allow learners to share their personal and relevant learning experiences.

The children learn about people and events from the past that have shaped the United States of America, as well as those of the local community and our neighboring nations. With an emphasis on map skills, students will study the community's geography, its connections to neighboring communities, and the world beyond. They will begin to explore how people make a living in their local community and how goods and services move in and out of the local area and internationally. Students will have a good glimpse and a meaningful experience about the beauty of the differences, complexities, and diversities of the people and places of the world. Thus, this course aims to let students appreciate and respect the world's different people, places, and world cultures.

COURSE OBJECTIVES:

First Quarter

Define and identify *cities, suburbs, towns, relative location, absolute location, symbol, compass rose, historian, geography, globe, equator, latitude, longitude, legend, symbol, scale, compass rose, bar graph, flow chart, primary source, journal, artifact, architecture, secondary source, biography, autobiography, historian, immigrant, generation, tradition, ancestor, vocabulary, family, community, respect, responsible, extended family, citizen, guardian, practice, history, ancestor, culture, compare and contrast.*

Learn how to use globes and maps.

Learn how to read, make, and understand charts and graphs.

Learn the keys to writing better.

Find better ways to use the library, the Internet, and our online platforms.

Understand the difference between a primary and secondary source.

Identify key changes in history.

Identify differences between your immediate and extended family.

Identify ways we can show respect and responsibility.

Learn about immigration and citizenship.

Identify traditions in our families and communities.

Make a timeline.

Learn about our ancestors and cultures.

Write a sequential paragraph.

Study our separate family histories.

Be able to say and write your absolute and relative location.

Second Quarter

Define and identify *geographer, landform, model, migrate, harbor, evidence, urban, suburb, weather, environment, rural, natural resource, renewable, conserve, technology, and transportation*

Recognize that the world is divided into different areas politically, such as states, countries, and continents.

Recognize that people change the environment to meet their needs and how geographical characteristics such as weather, climate, and location can influence people's decisions about how and where to live.

Identify and categorize renewable and nonrenewable resources.

Describe why people in countries trade goods and services.

Identify that community members contribute to the community in different ways and describe why the diversity in communities contributes to the richness of our culture.

Third Quarter

Define *citizen, law, court, consequence, constitution, Congress, vote, represent, tax, Supreme Court, respect, responsible, government, independence, freedom, colony, document, trade, peace, conflict, and rights.*

Identify and describe characteristics of good citizenship.

Describe ways citizens contribute positively to their school and community, taking responsibility for personal actions, respecting and being fair with others, and being honest.

Identify rules and laws and describe their purpose in school, community, and society.

Define government and describe its purpose.

Explain the function of a government and why it was formed.
Describe government services and how they meet the needs of citizens in a community.
Identify government leaders and their role in a community, state, and nation.
Describe how leaders are chosen, such as by election and appointment to office.
Describe why the Declaration of Independence was written.
Identify symbols and songs that reflect democracy and freedom.
Identify historical figures and events that we celebrate.

Fourth Quarter

Define *history, monument, explorer, settler, immigrant, freedom, vote, pioneer, ancient, invention, civil rights, innovator needs, wants, resource, cost, goods, producer, consumer, skill, trade, savings, borrow, symbol, continent, ocean, barter, wants/needs, choice, purchase, scarce, harvest, natural, distributors, markets, process, sequence, weather, drought, climate, irrigation, source, landform and loan.*

Recognize that everyone has basic human needs of food, clothing, shelter, and different wants.

Understand that individuals, families, and communities must make choices due to limited resources.

Trace the production of goods from natural resources to finished products in the market available to customers.

Explain how producers decide what to produce based on the needs and wants of consumers and the benefits of what they produce to consumers

Identify services people depend on in their communities, such as people who provide transportation, safety, education, and health.

Recognize that people can use money or barter to exchange goods and services and that money makes the exchange easier.

Explain 'Supply and Demand' concepts.

Compare and contrast life and family life in the past with life today.

Make predictions about changes in the future.

Compare Native American cultures from different regions

Compare life in the past to life today

Identify the key people and events that shaped America and how, over time the United States grew in size.

Compare life in the past to today and discuss that some things change while others stay the same.

Identify contributions of innovators and identify technological innovations that shaped the United States.

Identify historical figures who exemplify admirable character traits.

ASSESSMENT:

Students will be assessed with class participation, observation, homework, class work, objective quizzes/tests, oral responses, collaborative learning and individual projects, and quarterly exams. Apart from department (10%), the student's final grade will be computed mainly based on three parts: performance tasks (homework and class work), quizzes, and quarterly exams. Each part is weighted at one-third of the total course grade.

Quizzes, assessments, and projects will relate to current and previous topics. These may be given at any time during any class period—immediately after a whole class guided instruction, at the beginning or end of a class, etc. Students absent from class for a test or a quiz will be required to take the quiz or test at some other time arranged with the teacher as soon as possible in class.

It is very important that all work is completed to the learners' best abilities. Often much of the vocabulary for this particular subject area can be challenging, especially for English Language Learners (EAL). Therefore, support and guidance through parents and caregivers are encouraged throughout. Many learners may find it beneficial

to be able to discuss the topics and subject areas in their native or first language. All of this support is essential in helping learners to construct their own understanding and knowledge of social studies.

CLASS RULES

- Students should follow the specific instructions and rules set forth for each class, project, and assessment.
- Homework received late will receive a one-point deduction.
- It is the responsibility of absent and tardy students to make up any missed work. Please inform the teacher beforehand if you know you will be absent. We can make any necessary arrangements.
- Failure to follow class rules and instructions will affect your department score, grade, and eligibility to receive honors recognition.

PRIMARY TEXTBOOK & OTHER RESOURCES

Saavas, (2019). *My World Interactive*, 2. Saavas Learning Company

*****A Social Studies notebook with our class name and your name must be with you during every class. Use this notebook, your textbook, and any handouts to review, prepare for assessments, and work on projects. If you run out of paper in your notebook, please replace it promptly.*****

You will receive a username and password to use the online resources for our book. Please use it how you deem fit for supplementary material and support content. Let me know if you have any questions about the online resources or need help logging in.

Raz Plus and Britannica School are our online research and reading platforms. These websites can be easily accessed through the “QLinks” tab on the homepage of the DIS website. I may occasionally assign you books to read through this platform or ask you to prepare for projects with these resources.

ADDITIONAL INFORMATION – Please see Google Classroom for more information. I will also keep you updated on our class content with links to videos we may or may not have already watched. Announcements on Google Classroom will also be made regularly for special tasks and projects that must be prepared for and completed. Homework will be posted regularly, and late homework will receive a one-point deduction.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a

dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

Schedule of Instruction

Subject: Social Studies **1st QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th <u>2 Days of Class</u> <i>10~ First Day / Orientation Day</i>	<u>Map and Graph Skills Handbook</u> Using globes, maps, and information
Week 2 Aug 14th to 18th <i>Opening Mass</i>	<u>Map and Graph Skills Handbook</u> Using globes, maps, and information <u>Writing Workshop</u> Keys to Good Writing Writing Genres Using the Library and Online Resources <u>Using Primary and Secondary Resources</u>
Week 3 Aug 21 to 25th	<u>Map and Graph Skills Handbook</u> Using globes, maps, and information <u>Writing Workshop</u> Keys to Good Writing Writing Genres Using the Library and Online Resources <u>Using Primary and Secondary Resources</u>
Week 4 Aug 28th to Sep 1	<u>Chapter 1 Families Today and in the Past</u> Lesson 1: Families <ul style="list-style-type: none">● What Does Family Mean to You?● What Is a community?● Why is Learning About Family Important?
Week 5 Sep 4th to 8th	Lesson 2: Different Kinds of Families <ul style="list-style-type: none">● What Makes a Family?

	<ul style="list-style-type: none"> ● How Are Families Organized? ● Immigrant Families ● How Families Are Similar ● Map and Graph Skills: Interpret Timelines
Week 6 Sep 11th to 15th FYI – Pre-Exam Days	Lesson 3 Life Then and Now <ul style="list-style-type: none"> ● You Have a Past ● Your Family Has a Past ● Families Then and Now Literacy Skills: Sequence Writing
Week 7 Sep 18th to 22	Lesson 4 Family History <ul style="list-style-type: none"> ● Different Kinds of Sources ● Learn About Your Family's History
Week 8 Sep 25th to 29 <i>Teacher's Conference/Moon Festival</i>	○ Review/Project
Week 9 Oct 2nd to 6th	End of Unit Project / Exam Week

2nd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 9th to 13th 3 Days of Class <i>9-10 – Double 10 Holidays</i>	Chapter 2: People, Places and Nature Chapter 2: Introduction – The BIG Question, Vocabulary Preview Lesson 1: Use Maps to Locate Places <ul style="list-style-type: none"> ○ What is the difference between relative and absolute location? ○ Use a map scale to estimate the distance between two places on a map
Week 2 (11) Oct 16th to 20	Lesson 2: Earth's Land and Water <ul style="list-style-type: none"> ○ Landforms, bodies of water ○ A map of North America ○ Earth's shape
Week 3 (12) Oct 23 to 27th	Lesson 3: Where People Live <ul style="list-style-type: none"> ○ Why and how people move ○ Traveling to America
Week 4 (13) Oct 30 to Nov 3 <i>1-All Saint's Day Mass</i>	Lesson 4: Our Communities and Resources <ul style="list-style-type: none"> ○ Urban and suburban environment

	<ul style="list-style-type: none"> ○ Why is important for some workers to have special skills? ○ Identify the main idea and details in paragraph (pp. 68-69)
Week 5 (14) Nov 6 th to 10 th	Chapter Two Test or Project
Week 6 (15) Nov 13 th to 17 th	Chapter 3 Government Chapter 3: Introduction – The BIG Question, Vocabulary Preview Lesson 1: Citizens Follow Rules and Laws
Week 7 (16) Nov 20 th to 24 th	Lesson 1: Citizens Follow Rules and Laws
Week 8 (17) Nov 27 th to Dec 1	Lesson 2 Our Government <ul style="list-style-type: none"> ● What is a government? ● President ● Congress ● Supreme Court 3 Branches of the US Government
Week 9 (18) Dec 4 th to 8 th	Lesson 2 Our Government <ul style="list-style-type: none"> ● What is a government? ● President ● Congress ● Supreme Court 3 Branches of the US Government
Week 10 (19) Dec 11 th to 15 th <u>3 Days of Class</u> <i>14-15 ~Q2 Exams</i>	Quarter 2 Review, Project, and Exams
Dec 18th to Jan 2	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 3 th to 5 th <u>3 Days of Class</u>	Lesson 3: Governments Around the World <ul style="list-style-type: none"> ● Why Countries Need Government ● The Declaration of Independence The Constitution and Bill of Rights
Week 2 (21) Jan 8 th to 12 th	Lesson 3: Governments Around the World <ul style="list-style-type: none"> ● Why Countries Need Government ● The Declaration of Independence The Constitution and Bill of Rights
Week 3 (22) Jan 15 th to 19 th	Lesson 4: Governments Work Together

	<ul style="list-style-type: none"> ● Countries Solving Problems ● The United Nations ● Ways Leaders Solve Problems
Week 4 Jan 22-26	Chapter 4: People Who Supply Our Goods and Services Chapter 4: Introduction – The BIG Question, Vocabulary Preview Lesson 1: Needs, Wants, and Choices <ul style="list-style-type: none"> ● Needs and Wants ● Getting What We Need and Want ● Making Choices ● Cost and Benefits
Week 5 Jan 29-Feb 2	Lesson 2: Food Producers <ul style="list-style-type: none"> ● Who Are Producers? ● The Role of Farmers ● Planting and Harvesting
Week 5 (24) Feb 5th to 9th 3 Days of Class	Lesson 3: Producing and Consuming Goods <ul style="list-style-type: none"> ● Who Are Consumers? ● From Farm to Market? ● Flow Cart of Goods
Week 7 (26) Feb 19th to 23	Lesson 4: Challenges Producers Face <ul style="list-style-type: none"> ● Watching the Weather ● The Land and the Climate ● Solving Problems
Week 8 (27) Feb 26^h to March 1 4 Days of Class 228 Memorial Day Holiday	Project/Exams review
Week 9 (28) March 4th to 8th 4 Days of Class Friday is Q3Exam Day	Exams

4th QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 (29) March 11th to 15th 4 Days of Class Monday is Q3Exam Day	Chapter 5: Making a Difference Chapter 5: Introduction – The BIG Question, Vocabulary Preview Lesson 1 What Makes a Hero? Who Is a Hero? How Does a Hero Act? Why Does a Hero Act? Why Are Heroes Important?
Week 2 (30) March 18th to 22	Lesson 2 Heroic Leaders Heroes Know How to Lead

	Abraham Lincoln, Sitting Bull, and Golda Meir
Week 3 (31) Apr 8th to 12	Lesson 3 Heroes Who Inspire Change Heroes Work for Justice Heroes of Women's Rights Heroes of Worker's Rights Rosa Parks
Week 4 (32) Apr 15th to 19th	Lesson 4 Heroes in Science Thomas Edison Ideas that Changed the World Heroic Discoveries in Medicine
Week 5 (33) Apr 22 to 26	Lesson 5 Heroic Helpers Heroes Help People A House of Hope The Red Cross Florence Nightingale
Week 6 (34) Apr 29th to May 3	Lesson 6 How We Can Make a Difference Heroes Are All Around Us Artists and Service Workers How You Can Make a Difference, Too
Week 7 (35) May 6-10	Review/Prepare Project
Week 8 (37) May 13-17	Quarter 4 Exam
Week 9 (38) May 20-24	End of Year Activities
Week 10 (39) May 27-31	End of Year Activities