

**2nd Grade Social Studies Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: 1st nine weeks**

**Days: ongoing**

**Reporting Category/Strand: History**

<p><b>SOL 2.3</b></p>	<p><b>The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Essential Knowledge</b> Terms to know</p> <ul style="list-style-type: none"> <li>• community: A place where people live, work, and play</li> <li>• population: The number of people living in a community</li> <li>• transportation: A way of moving people and things from one place to another</li> </ul> <ul style="list-style-type: none"> <li>• The way people live today is different from the way people lived long ago.</li> <li>• New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Make and explain graphs.</li> <li>• Compare and contrast information.</li> <li>• Gather, classify, and interpret information.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• Communities change over time for a variety of reasons.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How and why have communities changed over time?</p>
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b> <a href="#">Study Guide</a></p> <p><b>Videos</b> <a href="#">City, Suburb, and Rural Communities</a></p>

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	<p><a href="#">Moving to America Then and Now</a>  <a href="#">Long Ago: Yesterday and Today</a>  <a href="#">How Communities Grow and Change</a></p> <p><b>Literature Connections</b></p>
<b>Essential Vocabulary</b>	<p><b>community-</b> A place where people live, work, and play  <b>population-</b> The number of people living in a community  <b>transportation-</b> A way of moving people and things from one place to another</p>

**Marking Period:** 1st nine weeks

**Days:** 5

**Reporting Category/Strand:** Civics

<b>SOL 2.10</b>	<p><b>The student will explain the responsibilities of a good citizen, with emphasis on</b></p> <p>a) respecting and protecting the rights and property of others;  b) taking part in the voting process when making classroom decisions;  c) describing actions that can improve the school and community;  d) demonstrating self-discipline and self-reliance;  e) practicing honesty and trustworthiness.</p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b>  Responsibilities of a good citizen</p> <ul style="list-style-type: none"> <li>• Respecting and protecting the rights and property of others</li> <li>• Taking part in the voting process when making classroom decisions</li> <li>• Describing actions that can improve the school and community</li> <li>• Demonstrating self-discipline and self-reliance</li> <li>• Practicing honesty and trustworthiness</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Participate in groups and democratic society.</li> <li>• Make decisions.</li> </ul> <p><b>Essential Understandings</b></p>

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	<ul style="list-style-type: none"> <li>● A good citizen has a variety of responsibilities.</li> </ul>
<b>Essential Questions</b>	What are some responsibilities of a good citizen?
<b>Primary Resources</b>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b> <a href="#">Teaching Good Citizenship in 5 Themes</a> <a href="#">Suffolk Teaching resources</a></p> <p><b>Lesson Plans</b> <a href="#">Scope and Sequence pages 2 - 7</a></p> <p><b>Videos</b> <a href="#">Citizenship in the Community</a> <a href="#">Communities Around the World</a> <a href="#">Community Rules and Laws</a></p> <p><b>Literature Connections</b> <i>The Brand New Kid (Barnes and Noble)</i> <i>We Vote</i> <i>Arthur's Teacher Trouble</i> <i>Office Buckle and Gloria</i></p>
<b>Essential Vocabulary</b>	<p><b>self-discipline-</b> self control</p> <p><b>self-reliance-</b> being able to rely on yourself to do the things that need to be done</p> <p><b>honesty-</b> telling the truth</p> <p><b>trustworthiness-</b> people are able to trust you to do what needs to be done</p>

**Marking Period: 1st nine weeks**

**Days: 5**

**Reporting Category/Strand: Civics**

SOL 2.12	The student will understand that the people of Virginia
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	<p>a) have state and local government officials who are elected by voters; b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.</p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>● Voters in Virginia elect officials to make decisions for them in the state and local governments.</li> <li>● The people living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.</li> <li>● People contribute to their community by practicing the responsibilities of good citizens.</li> <li>● While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast differing sets of ideas.</li> <li>● Make generalizations of data.</li> <li>● Gather and classify information.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>● Virginia cities and counties have elected state and local government officials.</li> <li>● The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</li> <li>● The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</li> <li>● Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How are state and local government officials elected?</li> <li>● How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States?</li> <li>● How are people of different ethnic origins and customs united as Americans?</li> </ul>
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p>

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	<p><a href="#">4th of July</a> <a href="#">Citizenship Test</a></p> <p><b>Lesson Plans</b> <a href="#">Scope and Sequence pages 8 - 20</a></p> <p><b>Videos</b> <a href="#">Old Glory</a></p> <p><b>Literature Connections</b> <i>Swimmy</i></p>
<b>Essential Vocabulary</b>	<p><b>diverse ethnic origins-</b> diversity from different origins  <b>customs-</b> a practice that has been done for a very long time  <b>traditions-</b> the handing down of beliefs, practices, and customs</p>

**Marking Period: 1st nine weeks**

**Days: 10**

**Reporting Category/Strand: Geography**

<b>SOL 2.5</b>	<p><b>The student will develop map skills by</b></p> <p>a) locating the equator, the seven continents, and the five oceans on maps and globes;  b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.</p>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· equator: An imaginary line around the middle of the Earth</li> <li>· continent: A large body of land on the Earth</li> </ul> <p><i>The seven continents</i></p> <ul style="list-style-type: none"> <li>· Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.</li> </ul>

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	<p><b><i>The five oceans</i></b>          · Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes.</p> <p><b><i>Selected rivers, mountain ranges, and lakes in the United States</i></b>          · Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.</p> <p><b><i>Selected world rivers</i></b>          · Locate the Huang He in China and the Nile River in Egypt.</p> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Locate areas (regions) on maps and globes.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• Maps can be used to locate land and water features.</li> <li>• Maps and globes help people study the Earth.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Where are the seven continents, the five oceans, and the equator located on maps and globes?</li> <li>• Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</li> </ul>
<b>Primary Resources</b>	<p><b>Textbook Correlations</b>          - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b>  <a href="#">Continent and Ocean Quiz</a>  <a href="#">Continent and Ocean Tutorial</a>  <a href="#">US Map Quia Quiz</a>  <a href="#">Continent and Ocean Jeopardy Game</a>  <a href="#">Continent and Ocean Quiz</a></p>

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	<p><b>Videos</b> - <a href="#">This Is Our World</a></p> <p><b>Literature Connections</b> <i>Continents and Maps</i></p>
<b>Essential Vocabulary</b>	<p><b>equator</b>- An imaginary line around the middle of the Earth <b>continent</b>- A large body of land on the Earth</p>

**Marking Period: 1st nine weeks**

**Days: 5**

**Reporting Category/Strand: Geography**

<b>SOL 2.6</b>	<b>The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><b>Maps include the following</b></p> <ul style="list-style-type: none"> <li>• title: The name or kind of map</li> <li>• map legend: A list of shapes and symbols used on a map and an explanation of what each stands for</li> <li>• compass rose: A symbol that shows direction (north, east, south, and west) on a map</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Use a map legend.</li> <li>• Draw maps of familiar areas.</li> <li>• Make and use simple map symbols.</li> <li>• Use a compass rose to identify directions.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• People who make maps include a title, map legend, and compass rose.</li> <li>• A map is a drawing that shows what places look like from above and where they are located.</li> <li>• A map legend includes symbols that represent objects and places.</li> </ul>

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<b>Essential Questions</b>	What is included when making a map?
<b>Primary Resources</b>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b></p> <p><b>Videos</b> - <a href="#">Beginning Maps - Models and Places</a></p> <p><b>Literature Connections</b></p>
<b>Essential Vocabulary</b>	<p><b>title-</b> The name or kind of map  <b>map legend-</b> A list of shapes and symbols used on a map and an explanation of what each stands for  <b>compass rose-</b> A symbol that shows direction (north, east, south, and west) on a map</p>

**Marking Period: 2nd nine weeks**

**Days: 20**

**Reporting Category/Strand: History**

<b>SOL 2.2</b>	<b>The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.</b>					
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· culture: The beliefs, customs, and way of life of a group of people</li> <li>· region: Places that have common (the same) characteristics</li> <li>· environment: Surroundings</li> </ul> <p><i>Comparison of three American Indian cultures of the past</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">Region</td> <td style="width: 20%;">Indians</td> <td style="width: 20%;">Homes</td> <td style="width: 20%;">Occupations</td> <td style="width: 20%;">Transportation</td> </tr> </table>	Region	Indians	Homes	Occupations	Transportation
Region	Indians	Homes	Occupations	Transportation		



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	Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes
	Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses
	Southwest	Pueblo	Multi-story terraced buildings	Farmers, hunters	Walked
	<p><b><i>Contributions of American Indians</i></b></p> <ul style="list-style-type: none"> <li>· Arts (pottery, weaving, carving)</li> <li>· Knowledge of the environment</li> <li>· Respect for nature</li> <li>· Farming of corn and tobacco</li> </ul> <p><b><i>Changes in American Indian cultures</i></b></p> <ul style="list-style-type: none"> <li>· American Indian cultures have changed over time.</li> <li>· Today, American Indians live and work in Virginia and the United States.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast differing sets of ideas.</li> <li>• Gather, classify, and interpret information</li> <li>• Construct and explain simple charts.</li> <li>• Collect, organize, and record information.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• American Indian peoples have lived in Virginia and in other regions of America for thousands of years.</li> <li>• American Indians developed different cultures because they lived in different environments of North America.</li> <li>• American Indians have made contributions to life in America and continue to make contributions in the present day.</li> </ul>				
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• In what ways were past American Indian lifestyles in Virginia similar to and different from those of the Lakota and Pueblo Indians?</li> <li>• What are some contributions of American Indian culture to present-day life?</li> <li>• How are American Indians of the past different from those of today?</li> </ul>				

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<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b>  - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b>  <a href="#">Study Guide</a></p> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Native Americans: People of The Forests</a></li> <li>- <a href="#">Native Americans: People of the Plains</a></li> <li>- <a href="#">Native Americans: People of the Desert</a></li> <li>- <a href="#">Native Americans: The First Peoples</a></li> <li>- <a href="#">Reading Rainbow: The Legend of the Indian Paintbrush</a></li> </ul> <p><b>Literature Connections</b>  <i>Powhatan Indians of the Eastern Woodlands (Fun Stuff)</i>  <i>Daily Life In a Plains Indian Village (Barnes and Noble)</i>  <i>Native Americans of the Southwest (Benchmark)</i>  <i>Native American Art from Pueblos(Rosen)</i>  <i>Lakota Indians (Heinemann)</i>  <i>Eastern Woodlands Indians(Heinemann)</i>  <i>Powhatan Indians (Heinemann)</i>  <i>The Very First Americans(Penguin)</i>  <i>The Legend of the Indian Paintbrush</i>  <i>Small Wolf</i>  <i>Red Fox and His Canoe</i>  <i>Pueblos of the Southwest</i></p>
<p><b>Essential Vocabulary</b></p>	<p><b>culture-</b> The beliefs, customs, and way of life of a group of people  <b>region-</b> Places that have common (the same) characteristics  <b>environment-</b> Surroundings</p>

**Marking Period:** 2nd nine weeks  
**Days:** 5  
**Reporting Category/Strand:** Geography

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<b>SOL 2.4</b>	<p><b>The student will develop map skills by</b></p> <p>c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;</p> <p>d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.</p>												
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· climate: The kind of weather an area has over a long period of time</li> <li>· land: The solid surface of the Earth</li> <li>· environment: Surroundings</li> </ul> <p><i>The United States is located in North America.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Climate</th> <th style="width: 35%; text-align: center;">Land</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Eastern Woodlands (Powhatan)</td> <td style="text-align: center;">Mild winters, hot, humid summers</td> <td style="text-align: center;">Rivers, hills, mountains, coastland</td> </tr> <tr> <td style="text-align: center;">Plains (Lakota)</td> <td style="text-align: center;">Hot summers, harsh, cold winters</td> <td style="text-align: center;">Plains, prairies, rolling hills</td> </tr> <tr> <td style="text-align: center;">Southwest (Pueblo people)</td> <td style="text-align: center;">Hot days, cold nights, little rainfall</td> <td style="text-align: center;">High flatlands</td> </tr> </tbody> </table> <p><i>Ways people related to their environment</i></p> <ul style="list-style-type: none"> <li>· The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.</li> <li>· The Lakota moved around the region to hunt for buffalo. They later used horses for transportation.</li> <li>· The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Locate regions on maps and globes.</li> <li>• Locate and use information from print and nonprint sources.</li> <li>• Use resource materials.</li> <li>• Collect, organize, and record information.</li> <li>• Gather, classify, and interpret information</li> </ul>		Climate	Land	Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland	Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills	Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands
	Climate	Land											
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	<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• People relate to their environment in different ways.</li> <li>• The Powhatan lived in the Eastern Woodlands region.</li> <li>• The Lakota lived in the Plains region.</li> <li>• The Pueblo lived in the Southwest region</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?</li> <li>• How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</li> <li>• How did the Powhatan, Lakota, and Pueblo people relate to their environments?</li> </ul>
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b> - <a href="#">Regions of Powhatan, Lakota, and Pueblo people on a U.S. map pages 108 and 109</a></p> <p><b>Videos</b></p> <p><b>Literature Connections</b></p>
<p><b>Essential Vocabulary</b></p>	<p><b>climate</b>- The kind of weather an area has over a long period of time  <b>land</b>- The solid surface of the Earth  <b>environment</b>- Surroundings</p>

**Marking Period: 3rd nine weeks**

**Days: 10**

**Reporting Category/Strand: Civics**

<p><b>SOL 2.11</b></p>	<p><b>The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.</b></p>
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<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>Essential Knowledge</b></p> <p><i><b>Famous Americans and their contributions</b></i></p> <ul style="list-style-type: none"> <li>· <i>George Washington:</i> He led the fight for freedom from England and helped establish a new country.</li> <li>· <i>Abraham Lincoln:</i> He was the President of the United States who helped to free African American slaves.</li> <li>· <i>Susan B. Anthony:</i> She led the struggle to give women equal rights, including the right to vote.</li> <li>· <i>Helen Keller:</i> She overcame her disabilities and worked to help others who were blind and deaf.</li> <li>· <i>Jackie Robinson:</i> He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.</li> <li>· <i>Martin Luther King, Jr.:</i> He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and record information.</li> <li>• Gather, classify, and interpret information.</li> <li>• Compare and contrast different personalities and behaviors.</li> <li>• Explain cause-and-effect relationships.</li> </ul> <p><b>Essential Understandings</b></p> <p>Individuals in the past have worked successfully to improve the lives of other Americans in the United States.</p>
<p><b>Essential Questions</b></p>	<p>How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., help to improve the lives other Americans?</p>
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b> <a href="#">Famous American Who Wants to Be a Millionaire Game</a> <a href="#">Famous American Matching Game</a></p>

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	<p><b>Lesson Plans</b>  <a href="#">Famous American Study Guide</a>  <a href="#">Contributions of George Washington</a>  <a href="#">Contributions of Abraham Lincoln</a>  <a href="#">Contributions of Susan B. Anthony</a>  <a href="#">Contributions of Helen Keller</a>  <a href="#">Contributions of Jackie Robinson</a>  <a href="#">Contributions of Dr. Martin Luther King, Jr.</a>  <a href="#">Famous Americans Study Guide</a></p> <p><b>Videos</b>  <a href="#">Animated Hero Classics - General George Washington</a>  <a href="#">Animated Hero Classics - Abraham Lincoln</a>  <a href="#">Martin's Big Words</a>  <a href="#">Holiday Facts and Fun: Martin Luther King Day</a>  <a href="#">President's Day: Washington and Lincoln</a></p> <p><b>Literature Connections</b>  <i>A Picture Book of Martin Luther King, Jr.</i>  <i>A Picture Book of Abraham Lincoln</i>  <i>A Picture Book of George Washington</i>  <i>A Picture Book of Helen Keller</i>  <i>A Picture Book of Jackie Robinson</i>  <i>Young Jackie Robinson</i>  <i>Young George Washington</i>  <i>Young Abraham Lincoln</i>  <i>George Washington and the General's Dog</i>  <i>Abe Lincoln's Hat</i>  <i>Abe Lincoln: The Boy Who Loved Books</i>  <i>Martin's Big Words</i>  <i>Happy Birthday Martin Luther King, Jr.</i>  <i>Helen Keller: Courage in the Dark</i>  <i>Easy Reader Biographies: Susan B. Anthony</i></p>
<b>Essential Vocabulary</b>	<b>contributions</b> - the act of giving or doing something

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Reporting Category/Strand: Economics

SOL 2.7	The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
Essential Knowledge/Skills/Understandings	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· natural resources: Materials that come directly from nature</li> <li>· human resources: People working to produce goods and services</li> <li>· capital resources: Goods made by people and used to produce other goods and services</li> </ul> <p><i>Examples of resources</i></p> <ul style="list-style-type: none"> <li>· Natural: Water, soil, wood, coal</li> <li>· Human: Farmers, miners, builders, painters</li> <li>· Capital: Hammers, computers, trucks, lawn mowers, factory buildings</li> </ul> <p><b>Essential Skills</b></p> <p>Gather, classify, and interpret information.</p> <p><b>Essential Understandings</b></p> <p>The three main types of resources are natural, human, and capital.</p>
Essential Questions	<ul style="list-style-type: none"> <li>• What are natural resources?</li> <li>• What are human resources?</li> <li>• What are capital resources?</li> </ul>
Primary Resources	<p><b>Textbook Correlations</b></p> <p>- <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p>

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	<p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b> <a href="#">Economics Study Guide</a></p> <p><b>Videos</b> <a href="#">Natural Resources: wool</a> <a href="#">Natural Resources - irrigation</a></p> <p><b>Literature Connections</b> <i>The Goat in the Rug</i> <i>The Lorax</i> <i>Pancakes! Pancakes!</i></p>
<b>Essential Vocabulary</b>	<p><b>natural resources-</b> Materials that come directly from nature  <b>human resources-</b> People working to produce goods and services  <b>capital resources-</b> Goods made by people and used to produce other goods and services</p>

**Marking Period: 3rd nine weeks**

**Days: 5**

**Reporting Category/Strand: Economics**

<b>SOL 2.8</b>	<b>The student will distinguish between the use of barter and the use of money in the exchange for goods and services.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· barter: The exchange of goods and services without the use of money</li> <li>· money: Coins, paper bills, and checks used in exchange for goods and services</li> </ul> <p><b>Essential Skills</b></p> <p>Compare and contrast different concepts.</p> <p><b>Essential Understandings</b></p>



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	People acquire goods and services through barter or through the exchange of money.
<b>Essential Questions</b>	What is the difference between using barter and using money in exchange for goods and services?
<b>Primary Resources</b>	<p><b>Textbook Correlations</b>  <i>- Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b>  <a href="#">Economics Study Guide</a></p> <p><b>Videos</b></p> <p><b>Literature Connections</b>  <i>One Fine Day</i></p>
<b>Essential Vocabulary</b>	<p><b>barter</b>- The exchange of goods and services without the use of money  <b>money</b>- Coins, paper bills, and checks used in exchange for goods and services</p>

**Marking Period: 3rd nine weeks**

**Days: 5**

**Reporting Category/Strand: Economics**

<b>SOL 2.9</b>	<b>The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· scarcity: Not being able to meet all wants at the same time because resources are limited</li> <li>· consumer: A person who uses goods and services</li> <li>· producer: A person who uses resources to make goods and/or provide services</li> </ul> <p>People must make economic choices because resources and goods and services are scarce (limited).</p>

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	<p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Make decisions based on information.</li> <li>• Gather, classify, and interpret information.</li> </ul> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>• People are both producers and consumers.</li> <li>• People must make economic choices because resources are limited (scarcity).</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What is scarcity?</li> <li>• What is a consumer?</li> <li>• What is a producer?</li> <li>• Why do people have to make economic choices?</li> </ul>
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b>  <a href="#">Economics Study Guide</a>  <a href="#">We Are Producers and Consumers</a>  <a href="#">VDOE Consumers</a>  <a href="#">VDOE Producers</a>  <a href="#">Understanding Scarcity</a></p> <p><b>Videos</b>  <a href="#">Everybody Needs: Shelter</a>  <a href="#">Everybody Needs Clothing</a>  <a href="#">Difference Between Wants and Needs</a>  <a href="#">Production Workers and The Goods They Make</a></p> <p><b>Literature Connections</b></p>

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	<p><i>Alexander, Who Used to Be Rich Last Sunday</i>  <i>The Berenstain Bears' Trouble with Money</i>  <i>The Lorax</i>  <i>Ox-Cart Man</i>  <i>The Story of Money</i>  <i>A Chair for my Mother</i>  <i>Charlie Needs a Cloak</i>  <i>Jasper Makes Music</i></p>
<b>Essential Vocabulary</b>	<p><b>scarcity</b>- Not being able to meet all wants at the same time because resources are limited  <b>consumer</b>- A person who uses goods and services  <b>producer</b>- A person who uses resources to make goods and/or provide services</p>

**Marking Period: 4th nine weeks**

**Days: 15**

**Reporting Category/Strand: History**

<b>SOL 2.1</b>	<b>The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.</b>										
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· ancient: Long, long ago</li> <li>· architecture: The design of buildings</li> <li>· contribution: The act of giving or doing something</li> </ul> <p>Contributions of ancient China and Egypt</p> <table border="1" data-bbox="621 1206 1959 1422"> <thead> <tr> <th data-bbox="621 1206 1058 1271"></th> <th data-bbox="1064 1206 1451 1271">China</th> <th data-bbox="1457 1206 1959 1271">Egypt</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 1276 1058 1333">Written language</td> <td data-bbox="1064 1276 1451 1333">Characters, symbols</td> <td data-bbox="1457 1276 1959 1333">Hieroglyphics</td> </tr> <tr> <td data-bbox="621 1338 1058 1422">Inventions</td> <td data-bbox="1064 1338 1451 1422">Kite, silk cloth, compass, fireworks</td> <td data-bbox="1457 1338 1959 1422">Paper made from papyrus, 365-day calendar, clock</td> </tr> </tbody> </table>			China	Egypt	Written language	Characters, symbols	Hieroglyphics	Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock
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Written language	Characters, symbols	Hieroglyphics									
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Architecture</td> <td style="width: 33%; padding: 5px;">Great Wall</td> <td style="width: 33%; padding: 5px;">Pyramids</td> </tr> </table> <p>Many inventions of ancient China and Egypt are still used today.</p> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Locate and use information from print and nonprint sources.</li> <li>• Gather, classify, and interpret information.</li> <li>• Use resource materials.</li> <li>• Collect, organize, and record information.</li> </ul> <p><b>Essential Understandings</b></p> <p>Ancient people made contributions that affect the present world.</p>	Architecture	Great Wall	Pyramids
Architecture	Great Wall	Pyramids		
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What contributions did the people of ancient China and Egypt make to the development of written language?</li> <li>• What inventions came from ancient China and Egypt?</li> <li>• What examples of architecture from ancient China and Egypt still exist today?</li> </ul>			
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt)</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b></p> <p><b>Videos</b>  <a href="#">Reading Rainbow - Mummies Made in Egypt</a>  <a href="#">Folktales From Around the World: We Are All One! (China)</a></p>			

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	<p><a href="#">Tikki Tikki Tembo</a></p> <p><b>Literature Connections</b>  <i>Ancient Egypt (Pearson)</i>  <i>Ancient China (Pearson)</i>  <i>Mummies made in Egypt</i>  <i>The Empty Pot</i>  <i>Tikki Tikki Tembo</i>  <i>Bill and Pete Go Down the Nile</i>  <i>Liang and the Magic Paintbrush (Reading Rainbow)</i></p>
<b>Essential Vocabulary</b>	<p><b>ancient</b>- Long, long ago  <b>architecture</b>- The design of buildings  <b>contribution</b>- The act of giving or doing something</p>

**Marking Period: 4th nine weeks**

**Days: 10**

**Reporting Category/Strand: Geography**

<b>SOL 2.4</b>	<p><b>The student will develop map skills by</b></p> <p>a) locating the United States, China, and Egypt on world maps;  b) understanding the relationship between the environment and the culture of ancient China and Egypt;</p>			
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>Essential Knowledge</b></p> <p><i>Terms to know</i></p> <ul style="list-style-type: none"> <li>· climate: The kind of weather an area has over a long period of time</li> <li>· land: The solid surface of the Earth</li> <li>· environment: Surroundings</li> </ul> <p>China is located in Asia. Egypt is located in Africa.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Climate</td> <td style="width: 33%; text-align: center;">Land</td> </tr> </table>		Climate	Land
	Climate	Land		

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	<table border="1"> <tr> <td style="text-align: center;">China</td> <td style="text-align: center;">Seasons</td> <td style="text-align: center;">Forests, hills, mountains, deserts</td> </tr> <tr> <td style="text-align: center;">Egypt</td> <td style="text-align: center;">Hot, dry</td> <td style="text-align: center;">Nile River Valley, deserts, flooding</td> </tr> </table>	China	Seasons	Forests, hills, mountains, deserts	Egypt	Hot, dry	Nile River Valley, deserts, flooding
China	Seasons	Forests, hills, mountains, deserts					
Egypt	Hot, dry	Nile River Valley, deserts, flooding					
<p><b>Essential Questions</b></p>	<p><i>Ways people related to their environment</i></p> <ul style="list-style-type: none"> <li>· The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land.</li> <li>· The ancient Egyptians farmed and irrigated the land near the Nile River.</li> </ul> <p><b>Essential Skills</b></p> <ul style="list-style-type: none"> <li>• Locate regions on maps and globes.</li> <li>• Locate and use information from print and nonprint sources.</li> <li>• Use resource materials.</li> <li>• Collect, organize, and record information.</li> <li>• Gather, classify, and interpret information.</li> </ul> <p><b>Essential Understandings</b></p> <p>People relate to their environment in different ways.</p> <ul style="list-style-type: none"> <li>• Where are China and Egypt located on a world map?</li> <li>• How did the environment affect the culture of ancient Egypt and China?</li> <li>• How did the ancient Chinese and Egyptian people relate to their environments?</li> </ul>						
<p><b>Primary Resources</b></p>	<p><b>Textbook Correlations</b> - <i>Virginia Social Studies People and Places, Then and Now (Houghton Mifflin Harcourt )</i></p> <p><b>Interactive Websites</b></p> <p><b>Lesson Plans</b></p> <p><b>Videos</b></p>						

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	<b>Literature Connections</b>
<b>Essential Vocabulary</b>	<b>climate</b> - The kind of weather an area has over a long period of time <b>land</b> - The solid surface of the Earth <b>environment</b> - Surroundings