



“I Can” Mascoma Social Studies Grade 2 Curriculum

I Have Good SOCIAL STUDIES SKILLS

- I can observe and ask questions about social studies topics.
- I can explain a simple social studies model.
- I can use simple social studies tools.
- I can plan a social studies investigation with my teacher and classmates.
- I can think about data collected during our investigations.
- I can explain the results of our social studies investigations.

I know about FRAMING and ADVANCING an INQUIRY

- I can frame a compelling question about a Grade 2 Social Studies topic.
- I can explain why this compelling question is important to me.
- I can generate two or three supporting questions that will help me find an answer for my compelling question.
- I can name two sources that may help me answer my question.



A little primer for my teacher:

Mascoma Standards	<u>RI.2.1</u> - Ask and answer such questions as who, what, when, where, why and how to demonstrate understanding of key details in a text.	<u>RI.2.2</u> - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure from a text.
	<u>RI.2.7</u> - Explain how specific images (diagrams, graphics, photos) contribute to and clarify a text.	<u>RI.2.8</u> - Describe how reasons support a specific point that an author makes in a text.
	<u>W.2.8</u> - Recall information or gather information from provided sources to answer a question.	
Vocabulary	Topic, supporting question, compelling question, sources	

I know about CIVICS

I Can explain how all people, not just community leaders, play an important part in a community.



I can explain why my classroom, school and community need rules and laws.

I can follow the classroom rules for participating in a discussion.

I can explain what a government is (a group of people who work together to run a town, city, state, or country) and list two of its functions

(makes the rules or laws, makes sure laws are followed, provides services for citizens, maintains a military force).

I can describe how people in my community work together to run the community. (i.e. the tax collector collects taxes to pay people who work for the community, the road agent makes sure roads are safe and clear of snow, teachers work to make sure all students can read and write, etc.)

I can compare my point of view to the point of view of another person without anger.

□ I can describe some ways that people improve their community over time (repair roads, build new schools, add parks and playground equipment, etc.).

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	<u>RI-2-10</u> - With prompting and support, read informational text appropriately complex for grade 2	<u>W.2.1</u> - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and connect their opinion to reasons with linking words (because, and, also), and provide a concluding statement.
	<u>W.2.7</u> - Participate in shared research and writing projects	<u>W.2.8</u> - Recall information from experiences or gather information from provided sources to answer a question.
	<u>SL.2.1</u> - Participate in collaborative conversations with peers and adults about grade 2 topics and texts in small and larger groups.	<u>SL.2.1a</u> - Follow agreed-upon rules for discussions (gaining the floor in a respectful way, listening to others with care, speaking one at a time, speaking about the topic/text under discussion)
Vocabulary	Equality, fairness, respect, authority, community, cooperate, accomplish,	

I Know About ECONOMICS

I can explain how scarcity of goods or services influences decisions that people make (to go without a service or good, to learn to provide the good or service for one's self, to pay extra money for the good or service, to travel a long distance to obtain the good or service).

I can identify the benefits and costs of making personal economic decisions (I can use my allowance to buy snack food each week or I can save all or some of my allowance to buy a bigger item).

I can describe the skills and knowledge needed to produce a specific good or perform a certain service. (i.e. an electrician has to be certified to work on wiring, a nurse has to attend college before working with patients, a factory worker has to be trained before working on an assembly line to make a car, etc.)

I can list several goods and services that are not available in my community, so my family has to travel a distance to buy goods or use services. (surgery, purchasing new furniture, touring a museum, indoor swimming in the winter, etc.)

I can describe the role of a bank in my community. (i.e., saving money, making loans, checking/ atm services, etc.)

I can compare and contrast examples of capital goods and human capital.

I can describe why people trade goods and services with people in other locations. (cities, states, nations)



□ I can explain the cost of producing and shipping goods from one location to another.

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Vocabulary	Scarcity, benefits, cost, skills, knowledge, availability, capital goods, human capital, trade, produce, ship	

I Know About GEOGRAPHY

I can construct a map of my school's neighborhood with my classmates.

I can use maps, graphs, photographs, or other representations to describe places and the relationship between them. (north of, next to, across from)

I can explain why people select a certain place to live. (Climate, landscape, population, economics)

I can explain how ideas, goods, and people move from place to place.

I can describe how the geography of a place influences the economic activities that happen there. (plains are good for farms, coastlines are good for fishing and tourists, mountains are good for skiing, forests are good for logging, etc.)

I can give evidence of ways that a catastrophe affects the people living in a place. (i.e., flood, earthquake, tornado, oil spill, forest fire, etc.)



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	adults about grade 2 topics and texts in small and larger groups.	others with care, speaking one at a time, speaking about the topic/text under discussion)
	<u>SL.2.4</u> -Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<u>MD.2.4</u> - Organize, represent, and interpret data with two or three categories; ask and answer questions about the data, how many are in each category, and how many more or less are in one category than another.
Vocabulary	Map key, T-chart, transportation, geography, climate, landscape, select, representations, affect, catastrophe	

I Know About History

I can identify different kinds of historical sources (photographs, documentaries, books, interviews).



I can explain how to use historical sources to study the past (photographs, documentaries, books, interviews).

I can generate questions about a source to find information about the historical event the source represents. (i.e. A photograph of MLK giving the I Have a Dream speech will lead me to ask about the location, the attendees, the events that led to the speech, etc.).

I can generate two or three reasons for a historical event or development after reading, hearing or viewing information about the event.

□ I can give my opinion as to which reason was most important in the cause of an event and cite evidence for my opinion.

□ I can describe the following patriotic holidays: Thanksgiving, Veterans Day, President's Day, Civil Rights Day, Memorial Day, Flag Day, and Fourth of July

□ I can describe the following American Institutions or symbols: American Flag, White House, Capitol Building, Bald Eagle, Liberty Bell, Washington Monument, Lincoln Memorial, Mt. Rushmore, and the Statue of Liberty.

□ I can describe the following historical figures: Abraham Lincoln, George Washington, Benjamin Franklin, Thomas Jefferson, Harriet Tubman, Martin Luther King, Jr., Rosa Parks, Helen Keller, Susan B. Anthony, Jackie Robinson and Amelia Earhart.

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Vocabulary	Timeline, history, event, patriotic, President, source, evidence	