

2nd Grade Social Studies

Pacing Guide and Unpacked Standards



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Groveport Madison Social Studies Pacing Guide

Theme: People Working Together

2	History	Geography	Government	Economics
1st 9 wks		<u>Spatial Thinking & Skills</u> GE.5 Maps & symbols	<u>Rules & Laws</u> GO.11 Accountable for choices we make <u>Roles & Systems of Government</u> GO.12 Rules govern behavior <u>Civic Participation and Skills</u> GO.10 Accountability & responsibility	
2nd 9 wks		<u>Spatial Thinking & Skills</u> GE.5 Maps & symbols <u>Human Systems</u> GE.7 Human alter environment GE.8 Cultural development GE.9 Interactions among cultures		
3rd 9 wks	<u>Historical Thinking & Skills</u> H.1 Timelines & calendars H.2 Artifacts, maps & photographs <u>Heritage</u> H.3 Science & technology H.4 Biographies			
4th 9 wks		<u>Places & Regions</u> GE.6 Environments impact work		<u>Economic Decision Making & Skills</u> EC.13 Bar graphs <u>Scarcity</u> EC.14 Using resources <u>Production & Consumption</u> EC.15 Goods & services <u>Markets</u> EC.16 Buying & selling goods <u>Financial Literacy</u> EC.17 Income

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.HI.1

Time can be shown graphically on
calendars and timelines.

Essential Understanding

- Chronological thinking
- Measure of time

Extended Understanding

- Cause and effect
relationships

Vocabulary

- measure
- place
- construct
- significant
- years
- decades
- centuries

Essential Skills

- The student can measure calendar time by days, weeks, months and years.
- The student can place a series of related events in chronological order on a time line.
- The student can show the day, week, month, and year on the calendar.
- The student can list the days of the week in order.
- The student can list the months of the year in order.
- The student can list events from their life in chronological order on a timeline.
- The student can place events on a timeline.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- From Pre-Kindergarten through grade one, students practice using the language of time to order events from daily life.
- In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.
- Students also should be able to place a series of events in chronological order on a timeline.
- Use dates and events from biographies students are reading and have students place them in chronological order on a timeline.
- As students learn about specific people or events in history, they can place them in chronological order on a timeline.
- Focus on a current event and have students place related events on a timeline.
- Connect to Fine Arts Academic Content Standards by creating a classroom mural of events depicting the school year.
- Connections can be made to the Common Core State Standards for Mathematics through discussion of calendars and timelines.

Sample Question Stems and Performance Tasks

- Which event on a timeline happened first?
- List the days of the week in order.
- How many days are in a week?
- How many months are in a year?

Prior Knowledge

1.HI.1: Time can be divided into categories (e.g., months of the year, past, present and future).

Future Knowledge

3.HI.1: Events in local history can be shown on timelines organized by years, decades and centuries.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.HI.2

Change over time can be shown with artifacts, maps, and photographs.

Essential Understanding

- Analyzing primary and secondary sources
- Investigate change over time

Extended Understanding

- Understand relationships among events
- Draw conclusions about events

Vocabulary

- describe
- artifacts
- map
- photographs
- daily life

Essential Skills

- The student can use artifacts, maps and photographs to describe how daily life has changed over time.
- The student can identify different types of artifacts.
- The student can use artifacts to investigate change over a period of time.
- The student can use maps to investigate change over a period of time.
- The student can use photographs to investigate change over a period of time.
- The student can answer questions about daily life from the past and present by using artifacts, maps and photographs.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Organize scrapbooks of photos related to activities in daily life and representing past and present time periods in different places. Assist students in making inferences about the ways in which daily life has changed from past to present.
- Students create a classroom museum of artifacts that reflect change over time regarding a certain topic. Examples could focus on transportation (e.g., from the Model T car to present day hybrids), technology (e.g., typewriters to computers) or clothing.
- Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site.
- Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. Comparison activities can be differentiated by allowing students to select artifacts, maps or photographs for analysis. Instructional Resources Local historical societies may be able to provide speakers, photographs and maps of your area's growth over time. Connections Connect to the Science Academic Content Standards by starting a project in the fall and documenting the changes over time (e.g., growing plants).

Sample Question Stems and Performance Tasks

- How do we know daily life has changed?
- What does an artifact tell us about the past?
- Look at photographs to the answer the questions. What was life like for children in the past?
- Look at two maps of the same area over a period of time. . How did the town change?

Prior Knowledge

1.HI.2: Photographs, letters, artifacts and books can be used to learn about the past.

Future Knowledge

3.HI.2: Primary and secondary sources can be used to show change over time.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.HI.3

Science and technology have changed daily life.

Essential Understanding

- Advances in science and technology change communication and transportation

Extended Understanding

- Changes in local communities

Vocabulary

- describe
- communication
- science
- technology
- transportation
- daily life

Essential Skills

- The student can describe how science and technology have changed daily life.
- The student can give examples of how people used to travel.
- The student can give examples of how people travel today.
- The student can give examples of how people communicated in the past.
- The student can give examples how people communicate today.
- The student can connect science and technology to changes in travel and daily life.
- The student can connect science and technology to change in communication and daily life.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Advances in science and technology have changed and continue to change the way people have communicated and traveled.
- Advances in communications include, but are not limited to: mail; cell phones; email; texting; and social networking.
- Travel methods include, but are not limited to: walking; horseback riding; canoeing; using public transportation; traveling by car; traveling by ship; traveling by airplane; traveling by high-speed train; and adventuring into space.
- Create a multimedia presentation that describes how science and technology have changed communication and travel over time (e.g., wall-mounted and rotary telephones to cell phones, books to Kindles, radios to iPods).
- *A Street Through Time* by Dr. Anne Millard and Steve Noon
- *A City Through Time* by Steve Noon

Sample Question Stems and Performance Tasks

- How have science and technology changed daily life?
- How would your life be different if you lived in time before there were cars and buses? How would you get to school?
- What technology has made communication easier?
- How have cell phones, email, and texting changed daily life?
- Brainstorm an idea for a new communication tool. Explain how it works and how it can make communication easier.
- Research a new technology tool using the Internet and reference materials. Create a time line showing how this technology developed and changed daily life over time.

Prior Knowledge

1.HI.3: The way basic human needs are met has changed over time.

Future Knowledge

3.HI.3: Local communities change over time.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.HI.4

Biographies can show how peoples' actions have shaped the world in which we live.

Essential Understanding

- Actions of individuals make a difference

Extended Understanding

- Individuals work together for the common good

Vocabulary

- describe
- impact
- biography
- diverse
- actions
- backgrounds

Essential Skills

- The student can use information from a biography to describe how the actions of individuals have impacted the world today.
- The student can define biography.
- The student can read biographies of American social and political leaders, explorers, investors and scientists.
- The student can read a biography and explain how a person has contributed to our heritage.
- The student can read a biography and describe the actions of the individual and their impact on the world today.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for “the common good” in grade three.
- Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors and scientists.
- Students role play the subject of a biography. Have the class interview this person, asking questions about the individual’s actions and significant contributions.
- Create a baseball card about a historic person and have students include a picture and “stats.”
- For the role-playing strategy, the teacher can provide a template or a list of suggested questions for the interview.

Sample Question Stems and Performance Tasks

- Read a biography of an American social and political leader, explorer, inventor or scientist. Write a report about this person, including at least five important details.
- Working in a small group, use the Internet and other reference books to research a famous person. Use the questions who, what, where, when, why to find information about this person. Create a presentation about the accomplishments of this famous person. Present your information to the class.
- What information would a biography about you include?
- How did the actions of _____ make a difference in the world today?
- What words would you use to describe the following person in history ?

Prior Knowledge

Grade 1: N/A

Future Knowledge

Grade 3: N/A

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GE.5

Maps and their symbols, include cardinal directions, can be interpreted to answer questions about location of places.

Essential Understanding

- Construct a map

Extended Understanding

- Interpret information on a map

Vocabulary

- describe
- construct
- map
- map title
- map symbols
- map key
- landforms
- bodies of water

Essential Skills

- The student can describe the information provided on print and electronic maps using a map and its symbols.
- The student can construct a map that includes a map title and key.
- The student can explain the purpose of a map.
- The student can identify the map tools (title, symbols, key) to read and use a map.
- The student can locate land forms on a map.
- The student can locate bodies of water on a map.
- The student can read map symbols and explain the physical characteristics of a location.
- The student can identify the symbols on a map key.
- The student can draw a map with a title and map key with symbols.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- In second grade, students begin to interpret the information found on maps. At this level, students understand that maps can answer the following questions: Where is something located? What is the place like?
- The names of places on the map indicate location relative to other places on the map.
- Map symbols explain the physical characteristics of places on the map. Grade-appropriate landforms include plateaus, islands, hills, mountains and valleys. Bodies of water include creeks, ponds, lakes and oceans. The map key explains what each symbol means.
- Maps can be printed or in an electronic format.
- Students create a map of their own island, including a key. Students can write questions for other students to answer using the map and its symbols.
- Students use a treasure map of the classroom, school or playground and its symbols to find a prize.

Sample Question Stems and Performance Tasks

- What is the purpose of a map?
- Draw a map of the school. Be sure to include the cafeteria, library, restrooms, office, playground, and 2nd grade classroom.
- Label landform pictures. Describe the differences.
- What is a map key? How can you use a key to determine locations of places?
- Use the map symbols to label the bodies of water on the map.
- Create a flip book to illustrate, give an example of, and define each landform.

Prior Knowledge

1.GE.4: Maps can be used to locate and identify places.

Future Knowledge

3.GE.4: Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GE.6

The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Essential Understanding

- Identify human and physical characteristics
- Connection between human and physical characteristics and daily life

Extended Understanding

- Daily life influenced by agriculture, industry, and natural resources

Vocabulary

- explain
- connection
- physical characteristics
- human characteristics
- urban
- rural

Essential Skills

- The student can explain the connection between the work people do and the human and physical characteristics of the place where they live.
- The student can give examples of physical characteristics.
- The student can give examples of human characteristics.
- The student can describe a rural area.
- The student can describe an urban area.
- The student can explain how human characteristics of places affect the work people do.
- The student can explain how physical characteristics of places affect the work people do.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- The human and physical characteristics of places impact the work that people do.
- Human characteristics include language, religion and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).
- Physical characteristics include landforms, climate, soils and hydrology. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).
- Using pen pals or Skype, students can communicate with students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there. Using what they have learned, students make inferences about the impact of the physical characteristics on the work that the people do.
- Provide students with photographs of various places and people doing various types of jobs. Ask students to match the worker or job to the place where the job would be performed. Have students explain the reasoning behind their matches.

Sample Question Stems and Performance Tasks

- What are the physical characteristics in the picture below?
- Look at pictures of people doing different jobs. Identify the place where the job would be performed. Decide whether each place is rural or urban.
- In which area are farmers most likely to live? Which area would likely have many factories?
- Use pictures from magazines to match occupations with the physical environments of the region.
- Create a Venn diagram to compare physical, human, and cultural characteristics of rural, urban, and suburban areas.

Prior Knowledge

1.GE.5: Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Future Knowledge

3.HI.5: Daily life is influenced by the agriculture, industry and natural resources in different communities.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GE.7

Human activities alter the physical environment, both positively and negatively.

Essential Understanding

- Positive and negative modifications of the physical environment

Extended Understanding

- Evidence of human modification in the local community

Vocabulary

- describe
- negative
- positive
- consequences
- modify
- physical environment
- dam
- canal
- highway

Essential Skills

- The student can describe positive and negative results of human changes to the physical environment.
- The student can define physical environment.
- The student can define positive consequence.
- The student can define negative consequence.
- The student can explain why people depend on the physical environment.
- The student can describe how people modify the environment to suit their needs.
- The student can determine the positive consequences of human modification to the physical environment.
- The student can determine the negative consequence of human modification to the physical environment.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- People depend upon the physical environment to survive, and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.
- Examples of physical environment modifications include: dams help control flooding and provide areas for recreation, but also destroy animal habitats. A new highway improves transportation, but valuable farmland may be destroyed.
- Investigate current-event issues such as an oil spill or air/water pollution and have students describe the positive and negative effects of these activities.

Sample Question Stems and Performance Tasks

- Describe a result of each human change to the environment.
- Create a chart to describe the positive and negative consequences of each change to the physical environment.
- Why do people modify the environment?
- Which consequence to the environment is positive?
- Which consequence to the environment is negative?

Prior Knowledge

1.GE.6: Families interact with the physical environment differently in different times and places.

Future Knowledge

3.HI.6: Evidence of positive and negative human modification of the environment can be observed in the local community.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GE.8

Cultures develop in unique ways, in part through the influence of the physical environment.

Essential Understanding

- Relationship between the development culture and physical environments.
- Influence of meeting basic needs.

Extended Understanding

- Movement of culture

Vocabulary

- describe
- influence
- culture
- physical environment
- adaptation
- basic needs
- material goods

Essential Skills

- The student can describe how cultures are influenced by their physical environments to meet basic needs.
- The student can define culture.
- The student can define physical environment.
- The student can explain how physical environment influences how people meet their basic needs.
- The student can explain how different physical environments influence different shelters for cultures.
- The student can connect unique cultural development to diverse physical environments.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions and organizations. Material goods such as food, clothing, buildings, tools and machines also are part of culture.
- In grade two, students can examine the different ways various cultures meet basic needs including: Food; Clothing; Shelter; Language; and Artistic expression.
- Students begin to understand that the physical environment influences the way people meet those needs.
- Examine various cultures from distinctly different physical environments.
- Students research the cultural characteristics of a self-selected group of people (culture) and use the information to make a doll, shelter, recipe, tool or other product that represents the culture.
- Students design a multi-media presentation that demonstrates the food, clothing, shelter, language and artistic expressions of a specific culture. The teacher guides students to make inferences about the influence of the physical environment on the way people meet their needs.

Sample Question Stems and Performance Tasks

- Look at pictures of shelters; what material from their environment did each culture use to build their home?
- Create a chart to show how basic needs are met in different cultures.
- Describe how basic human needs, such as food, shelter, and clothing can be met.

Prior Knowledge

1.GE.7: Diverse cultural practices address basic human needs in various ways and may change over time.

Future Knowledge

3.GE.7: Systems of transportation and communication move people, products and ideas from place to place.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GE.9

Interactions among cultures lead to sharing ways of life.

Essential Understanding

- Describing how cultures interact and share their ways of life.

Extended Understanding

- Communities have diverse cultural groups

Vocabulary

- describe
- ways of life
- interdependent
- customs
- borrowed
- adopt
- adapt
- culture

Essential Skills

- The student can describe examples of cultural sharing with respect to food, language and customs.
- The student can list cultural characteristics.
- The student can describe how different cultures borrow, adopt, and adapt food.
- The student can describe how different cultures borrow, adopt, and adapt language.
- The student can describe how different cultures borrow, adopt, and adapt customs.
- The student can compare cultural characteristics of different groups.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life. This increased contact influences the way in which people borrow, adopt and adapt new ideas.
- Consider the characteristics of food, language and customs. (The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.)
- Note: Culture is a sensitive topic. Teachers and students need to respect and honor diversity among cultural groups.
- Bring guest speakers from various cultures into the classroom to talk about their way of life. The teacher can work with students prior to the visit to draft questions for the speaker.
- Use take-out menus that reflect different cultures to have students compare the different foods. Have students illustrate their favorite foods on a paper plate. Talk with students about the idea that you do not have to be of that culture to like that food. Also, have students brainstorm ways their families learn about foods from different cultures.

Sample Question Stems and Performance Tasks

- What is culture?
- Give two examples of sharing language.
- What is an example of cultural sharing with respect to food?

Prior Knowledge

Grade 1: N/A

Future Knowledge

3.GE.8: Communities may include diverse cultural groups.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GO.10

Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

Essential Understanding

- Understand personal accountability

Extended Understanding

- Understand social and political responsibility

Vocabulary

- demonstrate
- accountability
- responsibility
- choice
- respect
- self-direction
- engaging

Essential Skills

- The student can demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others.
- The student can define accountability.
- The student can give examples of respect.
- The student can demonstrate personal accountability by making responsible choices.
- The student can demonstrate personal accountability by taking responsibility for personal actions.
- The student can demonstrate personal accountability by respecting others.
- The student can demonstrate self-direction.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Grade-one students learned that individuals are accountable for their actions. Second-grade students understand that personal accountability includes: making responsible choices; taking responsibility for personal actions; demonstrating self-direction in tasks within the school; engaging in the community (e.g., classroom, cafeteria, playground); and respecting others.
- Students design and role-play public service announcements that demonstrate respect for others and personal responsibility. Announcements might address issues like bullying, cheating, lying, stealing, disrespect, etc. Students can present the announcements to others at school.
- The teacher can offer various scenarios for class discussion, such as what would you do if you found a dollar on the floor? Talk about how an individual's choice often impacts others.
- Introduce a talking stick into the classroom. Students hold the stick when it is their turn to speak in class. Allow students to make the rules about the behavior of those who do not have the talking stick.

Sample Question Stems and Performance Tasks

- What shows self-direction?
- Imagine you were throwing a ball inside the house and you broke a lamp. Which choices would be taking responsibility for your personal actions?
- Read *Miss Rumphius* by Barbara Cooney and *The Lorax* by Dr. Seuss. Create a list of ways to take responsibility to make your community better. Describe ways to make your classroom, school, or community a better place. How could you create a community service plan for one of your ideas?
- Create a book called *The Roles I Play*. Write about and illustrate the different roles you play as students, friends, family members, members of the school, and members of the community.

Prior Knowledge

1.GO.8: Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

Future Knowledge

3.GO.9: Members of local communities have rights and responsibilities.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GO.11

Groups are accountable for choices they make and actions they take.

Essential Understanding

- Work effectively in a group to solve a problem or complete a task
- Group accountability

Extended Understanding

- Solving problems for the common good

Vocabulary

- work
- group
- collaborate
- accountable
- cooperate
- personal skills

Essential Skills

- The student can work effectively in a group to complete a task or solve a problem for which the group is held accountable.
- The student can work in a group to solve a problem or complete a task.
- The student can be accountable for the choices made and the actions taken in a group.
- The student can work in a group to determine goals.
- The student can work in a group to assign tasks for individuals.
- The student can work in a group to complete assigned responsibilities.
- The student can work in a group to determine if goals are reached.
- The student can demonstrate cooperation in a group by managing conflict peacefully, displaying courtesy to others in my group, and respecting others.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.
- Students work collaboratively in groups to: determine goals; assign tasks for individuals; complete assigned responsibilities; and determine if goals are reached.
- Cooperation in group settings requires personal skills such as: managing conflict peacefully; displaying courtesy to others in the group; and respecting others.
- These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.
- Develop monthly class goals and have students evaluate class progress each month.
- Read a version of the Cinderella tale to the class. Discuss what if questions, such as: what if the stepsisters had been kind to Cinderella? What if the stepmother treated all the daughters equally? Connect to treating others with respect as described in

Sample Question Stems and Performance Tasks

- Hold class meetings when problems arise. Identify the problem and explore possible solutions. Debate the pros and cons of the problem and vote on a solution.
- You have been assigned to work in a group. What are three personal skills you can use to cooperate?
- What does it mean to be accountable for choices made and actions taken in a group?
- Brainstorm a list of situations that require decision-making and problem-solving in the classroom and school. For each situation, list one possible way to solve issues together.

Prior Knowledge

1.GO.9: Collaboration requires group members to respect the rights and opinions of others.

Future Knowledge

3.GO.10: Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.GO.12

There are different rules and laws that govern behavior in different settings.

Essential Understanding

- Rules help people know how to act
- Different rules apply in different setting

Extended Understanding

- Laws are rule that apply to all people in a

Vocabulary

- demonstrate
- understanding
- rules
- personal interaction
- community

Essential Skills

- The student can demonstrate an understanding of the different rules in different settings.
- The student can identify different rules for different settings.
- The student can give examples of rules in the classroom that are different from rules at home.
- The student can give examples of rules for personal interaction.
- The student can give examples of rules on the highway.
- The student can give examples of rules for using technology responsibly.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- First-grade students learned that rules exist in different settings. In grade two, students explore the idea that there are different rules that apply to behavior in different settings.
- Examples include rules: in the classroom; on the playground or athletic field; at home; in the community; on the highway; in personal interaction with peers and adults; and about using technology responsibly.
- Use a graphic organizer to illustrate, compare and contrast the rules in different settings.
- Differentiate by different settings or student choice of graphic organizer for comparison.

Sample Question Stems and Performance Tasks

- Why do we have rules?
- Look at a list of rules. Where does each one apply?
- How do you think students would act if there were no rules at school?
- Brainstorm a list of ways to be good school citizens and create a web to show this list.
- How could you carry out a school service project at our school?

Prior Knowledge

1.GE.10: Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

Future Knowledge

3.GE.11: Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.EC.13

Information displayed on bar graphs can be used to compare quantities.

Essential Understanding

- Construct a bar graph
- Compare quantities.

Extended Understanding

- Lines graphs are used to show change over time

Vocabulary

- construct
- bar graph
- compare
- data
- y-axis
- x-axis
- title

Essential Skills

- The student can construct a bar graph to compare quantities.
- The student can explain the purpose of a bar graph.
- The student can identify the title on a bar graph.
- The student can explain the x-axis and y-axis labels and what they represent on a bar graph.
- The student can use a bar graph to compare quantities.
- The student can construct a bar graph to compare quantities.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities.
- For example, if students want to monitor the number of books read by the class during the school year, display the information on a bargraph. Show months of the year on one axis and the number of books read each month on the other. Use colored bars to distinguish the number of books read each month.
- Create human bar graphs and compare lengths of lines. For example, ask students to line up on the right if they are a cat lover and to line up on the left if they are a dog lover. Other topics could include favorite colors or favorite books.
- Create bar graphs based on the questions and responses in a student-designed survey.

Sample Question Stems and Performance Tasks

- When is it useful to use a bar graph?
- Your teacher asked all of the students in the class to report their favorite food. The results were: pizza =10 students; ice cream= 6 students; chicken= 4 students; and hamburgers= 3 students. Create a bar graph to show this information.
- How does a bar graph make the information easier to understand?
- Look at a bar graph to answer the questions.

Prior Knowledge

Grade 1: N/A

Future Knowledge

3.EC.14: Line graphs are used to show changes in data over time.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.EC.14

Resources can be used in various ways.

Essential Understanding

- Resources can be used in a variety of ways

Extended Understanding

- Individuals make decisions because of scarcity of resources.

Vocabulary

- describe
- resources
- goods
- services
- scarce

Essential Skills

- The student can describe various uses for a resource.
- The student can define and give examples of resources.
- The student can explain how resources are scarce.
- The student can demonstrate how resources can be used for more than one purpose.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.
- Use a graphic organizer to illustrate all of the ways a specific resource can be used.
- Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees, used for houses, fuel, paper, pencils or furniture).
- Allow for student choice of resources. Students can show their learning through discussion, journaling or drawing.

Sample Question Stems and Performance Tasks

- Look at pictures of resources. Explain two ways each resource could be used.
- Create a web graphic organizer for a resource that you know. In the center circle, write the name of the resource. In the outside circles, draw or write about all the different ways this resource can be used.
- What does it mean to say that a resource is scarce?
- Why is it important that people use resources in wisely?

Prior Knowledge

1.GE.11: Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

Future Knowledge

3.GE.16: Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.EC.15

Most people around the world work in jobs in which they produce specific goods and services.

Essential Understanding

- People work in jobs where specific goods and services are produced.
- Specialization

Extended Understanding

- Understanding producers and consumers

Vocabulary

- Explain
- goods
- services
- specialize
- self-sufficient

Essential Skills

- The student can explain why most people work in jobs where specific goods and services are produced.
- The student can identify and define goods and services.
- The student can explain how families were more self-sufficient in the past.
- The student can explain why farmers specialize today.
- The student can identify and give examples of jobs where specific goods and services are produced.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.
- For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.
- As an introduction to goods and services, have students participate in a classroom goods and services market. Some students can provide goods located on Good Street while others provide services located on Service Avenue. Activities could include buying a pencil, candy, etc., or providing a service like reading to a student, painting nails or helping with mathematics.

Sample Question Stems and Performance Tasks

- How were families in the past more self-sufficient? Why did this change?
- Why do farmers specialize?
- Look at examples of workers. Decide whether each worker is providing a good or a service.
- Describe two jobs where specific goods and services are produced.

Prior Knowledge

1.EC.12: People produce and consume goods and services in the community.

Future Knowledge

3.EC.17: A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.EC.16

People use money to buy and sell goods and services.

Essential Understanding

- People use money to buy what they want and need.

Extended Understanding

- Markets are used for exchange of goods and services.

Vocabulary

- explain
- goods
- services
- money
- currency
- medium of exchange

Essential Skills

- The student can explain how people buy and sell goods and services using money.
- The student can identify and define goods and services.
- The student can recognize that money is the usual way of exchange for goods and services.
- The student can recognize that the dollar is not the only currency in the world.
- The student can recognize that different countries use different forms of money.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Money is the generally accepted medium of exchange for goods and services. Different countries use different forms of money.
- Role play situations where students use play money to purchase goods and services they want.
- Start a discussion about what it would be like to live in a world without money. Ask students: What makes money a good way to buy things? Does currency make our life simpler?

Sample Question Stems and Performance Tasks

- What do people use to buy and sell goods and services?
- Explain how you would use money to buy a book from a book store.
- Explain how you would use money to sell a book to a used bookstore after you read the book.

Prior Knowledge

1.EC.13: People trade to obtain goods and services they want.

Future Knowledge

3.EC.18: A market is where buyers and sellers exchange goods and services.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 2

2.EC.17

People earn income by working.

Essential Understanding

- People work to earn money to purchase the goods and services they need and/or want.

Extended Understanding

- A budget helps people become more financial responsible.

Vocabulary

- explain
- income
- save

Essential Skills

- The student can explain how people earn income.
- The student can define income.
- The student can explain how people save money.
- The student can explain how people earn money.
- The student can explain how people purchase things they need and want.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- First-grade students learned that currency (money) is a means of economic exchange. Second graders understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want.
- People can save a portion of their income for the purchase of future goods and services.
- Host a Career Day and invite community members to talk about how they earn money in the work that they do. Focus the day on a variety of careers.
- **Career Connection:** Host several career speakers to discuss how they earn money in their job. Include a selection of careers that represent varied levels of education and training, career fields, and workplaces. To prepare, lead a discussion with students where they will create a list of questions to ask the career speakers (e.g., what do you do on a typical day, how much money could someone expect to make starting out, do you need a certificate or license, what education and training is required). Following the career speakers, allow students to reflect upon the information and share their interests related to the different careers.

Sample Question Stems and Performance Tasks

- How do people earn income?
- What do people use to buy and sell goods and services?
- Brainstorm a list of items you would like to have in the classroom. Explain different ways to earn income to pay for those items.

Prior Knowledge

1.EC.14: Currency is used as a means of economic exchange.

Future Knowledge

3.EC.20: A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.