



Unit 1: Communities

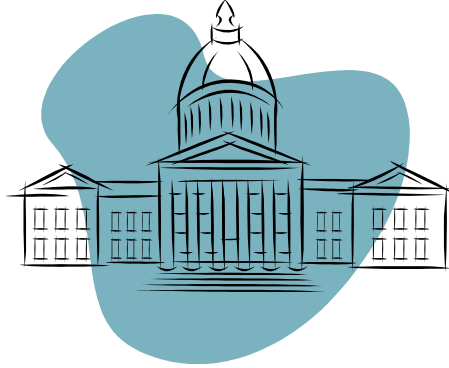
Standard 5.2: Rights and Responsibilities of Citizenship

Standard 7.1: Basic Geography Literacy

Standard 6.2: Markets and the Functions of Governments

Chapter 1 Vocabulary

community	citizen	role
map	cooperate	country
rule	fair	responsibility
neighborhood	location	city
suburb	state	map key
map symbol	needs	wants



Unit 2: Our Government

Standard 5.1: Principles and Documents of Government

Standard 5.2: Rights and Responsibilities of Citizenship

Standard 5.3: How Government Works

Chapter 2 Vocabulary

government	law	patriotism	vote
problem	solution	mayor	council
court	judge	government service	tax
election	vote	appoint	majority rule
ballot	governor	legislative	property
border	capital	Congress	President
Supreme Court	Constitution	right	patriotic symbol
anthem	peace	justice	public service



Unit 3: Looking at the Earth

Standard 6.3: Scarcity and Choice

Standard 6.4: Economic Independence

Standard 7.1: Basic Geography Literacy

Standard 7.2: The Physical Characteristics of Places and Regions

Standard 7.4: The interaction Between People and Places

Chapter 3 Vocabulary

geography	cardinal directions	landform	conservation
natural resources	desert	ocean	mountain
hill	valley	plain	island
peninsula	river	lake	gulf
continent	globe	equator	compass rose
crop	technology	forest	fuel
tornado	blizzard	climate	flood
conservation	recycle	pollution	



Unit 4: Learn About People

Standard 7.3: The Human Characteristics of Places and Regions

Standard 8.1: Historical Analysis and Skills Development

Standard 8.3: United States History

Incorporate Standard 8.2: Pennsylvania History into this Unit and Unit 5

Chapter 4 Vocabulary

culture	communication	ancestor	custom	unique
explorer	pioneer	immigrant	route	heritage
religion	tradition	holiday	settler	language
landmark	colony	artifact	communication	



Unit 5: Past and Present

Standard 8.1: Historical Analysis and Skills Development

Standard 8.3: United States History

Incorporate Standard 8.2: Pennsylvania History into this Unit and Unit 4

Chapter 5 Vocabulary

season	ancient	modern
time line	history	source
artifact	predict	museum
settler	cause	effect
colony	independence	freedom
landmark	history map	region
settlement	monument	memorial
hero	map grid	scribe
papyrus	maize	diagram



Unit 6: People at Work

Standard 6.1: Economic Systems

Standard 6.2: Markets and the Functions of Government

Standard 6.3: Scarcity and Choice

Standard 6.4: Economic Interdependence

Standard 6.5: Work and Earnings

Chapter 6 Vocabulary

goods	services	business	producer	consumer
raw material	factory	manufacture	flow chart	product
income	free enterprise	bank	interest	scarce
barter	volunteer	trade	transportation	product map

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 7.3: The Human Characteristics of Places and Regions	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

7.3 THE HUMAN CHARACTERISTICS OF PLACES AND REGIONS

- Identify the human characteristics of places and regions by their population characteristics.
- Identify the human characteristics of places and regions by their cultural characteristics.
- Identify the human characteristics of places and regions by their settlement characteristics.
- Identify the human characteristics of places and regions by their economic activities.
- Identify the human characteristics of places and regions by their political activities.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the human characteristics that are affected by places and regions.
- Identify how places and regions are impacted by people.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Describe the reasons why people settle in specific regions.
- Describe how people affect the places in which they live.

ASSESSMENTS:

- Harcourt Assessment Book Unit 3 Test
- Assessment Option TE pg. 97, pg. 161
- Harcourt Assessment Book Performance Task pg 12

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 3: Lesson 5-6
- United Streaming
 - Moving to America: Then and Now 19:00
 - Communities Around the World 20:00
- Books
 - *"The Little House"*, by Virginia Lee Burton
 - *"Sarah Morton's Day: A Day in the Life of a Pilgrim Girl"*, by Kate Waters
 - *"Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy"*, by Kate Waters
 - *"Three Young Pilgrims"*, by Cheryl Harness
 - *"If You Sailed on the Mayflower in 1620"*, by Ann McGovern
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet
- Videos
 - Squanto and the First Thanksgiving
 - Holiday For Children: First Thanksgiving

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 7.4: The Interaction Between People and Places	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

7.4 THE INTERACTION BETWEEN PEOPLE AND PLACES

- Identify the impacts of physical systems on people.
- Identify the impacts of people on physical systems.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the human characteristics that are affected by places and regions
- Identify how places and regions are impacted by people

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Describe how the weather and natural resources impact people (e.g., drought, snowfall, soil quality).
- Describe the various things people do to impact the environment (both positively and negatively).
- Discuss relevant topics during Earth Day (protecting air, water and land; using natural resources wisely).
- Discuss the difference among suburban, urban and rural areas.

ASSESSMENTS:

- Harcourt Assessment Book Unit 3 Test
- Assessment Option TE pg. 97
- Harcourt Assessment Book Performance Task pg 12

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

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Remediation

- Small groups
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- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- **Harcourt Teacher's Edition Volume 2**
 - Unit 3:
- United Streaming
 - Maya and Miguel Everyday is Earth Day 23:00
 - City, Suburb, Rural Communities 16:00
 - How Communities Grow and Change 15:00
 - How Communities are Alike and Different 15:00
 - Keeping Your Community Clean 16:00
 - Neighborhoods: Understanding Where We Live 16:00
 - Long Ago Yesterday and Today 15:00
- Books
 - "The Little House", by Virginia Lee Burton
 - "I Live in a Military Post", by Stasia Ward Kehoe
 - "I Live in a Town", by Stasia Ward Kehoe
 - "I Live on a Farm", by Stasia Ward Kehoe
 - "Someday a Tree", by Eve Bunting
 - "Our Big Home: An Earth Poem", by Linda Glasser
 - "Mr. Garbage", by William Hooks
 - "Loony Little: An Environmental Tale", by Dianna Hutts Aston
 - "Where Does the Garbage Go?", By Paul Showers
 - "Heinemann Library"
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-z
 - Promethean Planet
- Videos
 - Telling the Weather

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 5.2 : Rights and Responsibilities	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

5.2 RIGHTS AND RESPONSIBILITIES

- Identify examples of the rights and responsibilities of citizenship.
 - Personal rights
 - Political rights
 - Economic rights
 - Personal responsibilities
 - Civic responsibilities
- Identify personal rights and responsibilities.
- Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- Identify the importance of political leadership and public service in the school, community, state and nation.
- Explain the benefits of following rules and laws and the consequences of violating them.
- Identify ways to participate in government and civic life.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES

- Identify examples of the rights and responsibilities of citizenship.
- Identify personal rights and responsibilities.
- Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- Identify the importance of political leadership and public service in the school, community, state and nation.
- Describe ways citizens can influence the decisions and actions of government.
- Explain the benefits of following rules and laws and the consequences of violating them.
- Identify ways to participate in government and civic life.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizers to help students assimilate and organize concepts presented.
- Students will create a Classroom Constitution. In order to do so, students will brainstorm the necessity of rules and laws. Students will then differentiate the difference between rules and laws before initiating the steps to form a classroom constitution.
- Discuss the necessity of voting.
- Discuss personal responsibilities in the community, such as, recycling and following laws like bicycle safety and wearing a seatbelt.
- Use role plays to solve problems and disagreements.
- Demonstrate ways to be a leader/role model in the classroom and community.
- Participate in a public service project (e.g., school-wide cleanup, food drive).
- Hold a classroom election.
- Discuss school safety.
- Celebrate Constitution Day.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Assessment Options TE page 41
- Assessment Options TE page 10
- Harcourt Assessment Book Unit 1

DIFFERENTIATED INSTRUCTION:

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Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 1: pages 6-17
 - Unit 2: pages 46-57
- United Streaming
 - Citizenship in the Community 17:00 mins
- Books
 - "Duck for President", by Doreen Cronin
 - "If I Were President", by Catherine Stier
 - "My Teacher for President", by Kay Winters
 - "The Ballot Box Battle", by Emily Arnold McCully
 - "Smoky Night", by Eve Bunting
 - "Don't Need Friends", by Carolyn Crimi
 - "Tangle Town", by Kurt Cyrus
 - "Teamwork", by Ann Morris
 - "Amelia Bedelia 4 Mayor", by Herman Parish
- Websites
 - <http://bensguide.gpo.gov>
 - www.timeforkids.com
 - Pocono Mountain Resource Page
 - Reading A-Z
- Videos
 - School House Rock: Preamble
 - The Birth of the Constitution: Peanuts

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 6.3: Scarcity and Choice	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

6.3 SCARCITY AND CHOICE

- Define scarcity and identify limited resources.
- Identify and define wants of different people.
- Identify and define natural, human and capital resources.
- Identify costs and benefits associated with an economic decision.
- Explain what is given up when making a choice.
- Explain how self-interest influences choice.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Define scarcity and identify limited resources.
- Identify and define wants of different people in relation to limited resources.
- Identify and define natural and human resources.
- Explain what is given up when making a choice.
- Explain how self-interest influences choices.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Explain what scarcity means and list various limited resources.
- Understand that needs take precedence over wants.
- Discuss natural resources (water, gas, soil, trees).
- Identify different human resources (familiar workers).
- Discuss conserving and how little things such as "turning the water off when we brush our teeth" make a difference in the use and possibly scarcity of natural resources.
- Write about how to buy an item.
- Discuss the difference between adult spending verses child spending.
- Use graphic organizers to identify wants and needs.
- Create opportunities for learners to practice saving pretend money in the classroom (behavior system, cardinal cards, and super paws).
- Examine reasons why people choose to spend their money certain ways.
- Discuss and compare a list of the teacher's needs and wants to a list of the students' needs and wants.
- Read various "Magic School Bus" books that discuss various resources and how to use them properly.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Options for Assessments TE pg. 265
- Harcourt Horizons Assessment Book Unit 6 Test
- Harcourt Horizons Assessment Book Performance Task pg. 24

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 1- Lesson 6
 - Unit 3- Lesson 4/6
- Harcourt Teacher's Edition Volume 2
 - Unit 6
- United Streaming
 - Learning About Natural Resources 22:00
 - How Our Economy Works: All About Earning and Spending Money 15:44
- Books
 - "The Story of Money", by Betsy and Giulio Maestro
 - "On Market Street", by Arnold Lobel
 - "Earth's Natural Resources Planet Earth", by Amy Bauman and Suzy Gazlay
 - "Earth's Natural Resources", by Sue Barraclough
- Websites
 - www.timeforkids.com
 - Pocono Mountain Resource Page
 - Reading A-Z
 - Promethean Planet

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 6.5: Work and Earnings	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

6.5 WORK AND EARNINGS

- Explain why people work to get goods and services.
- Identify different occupations.
- Describe businesses that provide goods and businesses that provide services • Define saving and explain why people save.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Explain why people work to get goods and services.
- Identify different occupations.
- Describe businesses that provide good and businesses that provide services.
- Define saving and explain why people save.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources)
- Promethean Planet Flipcharts.
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- List reasons why people work.
- Explain what it means to save.
- Invite community helpers into the classroom to discuss their occupation.
- Use a KWL chart to facilitate learners' knowledge of entrepreneurship.
- Give the students examples of items that they may want to "save" for with their money.
- Give each child the opportunity to choose an occupation that they would like to be when they grow up and then have them discuss and write the steps they would take to reach their goal.

ASSESSMENTS:

- Options for Assessments TE pg. 265
- Harcourt Horizons Assessment Book Unit 6 Test
- Harcourt Horizons Assessment Book Performance Task pg. 24

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 6
- United Streaming
 - Where We Work Live and Play: Businesses
 - Production Workers and the Goods They Make
 - Going To School is Your Job
 - Service Workers and the Services They Provide
- Books
 - *Oh the Places You'll Go* by Dr. Seuss
 - *A Day's Work* by Eve Bunting
 - *The Kids' Money Book* by Jamie Kyle McGillian
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 8.4: World History	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

8.4 WORLD HISTORY

- Identify individuals and groups who have made significant political and cultural contributions to world history.
- Identify historic sites and material artifacts important to world history.
- Compare similarities and differences between earliest civilizations and life today (e.g., Africa, Egypt; Asia, Babylonia; Americas, Olmec; Europe, Neolithic settlements).
- Identify how conflict and cooperation among social groups and organizations affected world history.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices
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UNIT OBJECTIVES:

- Identify individuals and groups who have made significant political and cultural contributions to world history.
- Identify historical sites important to world history.
- Compare similarities and differences between earliest civilizations and life today
- Identify how conflict and cooperation among social groups and organizations affected world history

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Identify and explain the significance of King Tut, and Christopher Columbus.
- Identify the Panama Canal on a map.
- Identify the similarities/differences between early communications, building structures, transportation and artifacts of everyday life.
- Discuss the impact of military conflicts, racial relations, religion and immigration on world history.
- Read trade books about significant political and cultural contributors to world history.
- Describe the civil rights movement during the King Holiday.
- Read about Christopher Columbus.

ASSESSMENTS:

- Assessment Options 209
- Harcourt Horizons Assessment Book Unit 5

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 5: Lessons 5
- United Streaming
 - Animated Heros: Christopher Columbus, Galileo 28:00, Marco Polo (28:00), Leonardo Di Vinci (29:00), Harriet Tubman (27:00), Florence Nightingale (25:00)
 - Away We Go All About Transportation 22:00
 - Holiday Facts and Fun: Martin Luther King Day 11:00
 - Martin's Big Words: The Life of Martin Luther King Jr
- Books
 - "One Small Step: Celebrating the First Men On", the Moon by Jerry Stone
 - "You Wouldn't Want to Sail With Christopher Columbus!: Uncharted Waters You'd Rather Not Cross", by Sandra Dwan
 - "Mount Rushmore: The Library of American Landmarks", by Tom Owens
 - "American Landmark Series: Bridging the Golden Gate", by Kathy Pelta
 - "Landmark Events in American History: The Seige of the Alamo", by Janet Riehucky
 - "Landmark Events in American History: The First Moon Landing", by Dale Anderson
- Websites
 - Pocono Mountain Resources Page
 - Brain Pop: Social Studies
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet
- Videos
 - Martin Luther King Jr. Day

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 7.2: The Physical Characteristics of Places and Regions	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

7.2 THE PHYSICAL CHARACTERISTICS OF PLACES AND REGIONS

- Identify the physical characteristics of places and regions.
- Identify the basic physical processes that affect the physical characteristics of places and regions.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify physical characteristics of places, noting physical properties: landforms (swamps, hills and mountains); climate; vegetation; animals; bodies of water (creeks, rivers, ponds, lakes); and human-made forms (highways, streets, buildings and bridges).
- Identify basic processes (e.g. flood, tornado) that affect the physical characteristics of places and regions.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Create a model using physical characteristics such as mountains, rivers, lakes, etc.
- Describe the interactions between people, animals and physical features of their environment.
- Discuss the earth and sun relationship and how it effects seasons, length of daylight, weather and climate.
- Investigate the causes of extreme physical events and describe the effects of such events on the environment.
- Celebrate Earth Day and discuss the environment.
- Discuss the seasons as they change during the school year.
- Observe and track weather changes.
- Read literature about the effects of tornadoes, hurricanes, tsunamis, earthquakes on the environment.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 3
- United Streaming
 - How Mountains Affect Life 13:00
 - Taking Care of Our Earth 17:00
 - Junior Environmental Scientist: Land: Pollution and Solutions 15:44
 - A First Look at Weather 17:00
 - Clouds, Weather, and Life 12:05
 - Four Seasons 15:00
- Books
 - Harcourt Trophies: Beginner's World Atlas (2/2)
 - "On the Same Day in March: A Tour of the World's Weather", by Marilyn Singer
 - "Making the World", by Douglas Wood
 - "The News Hounds in the Great Balloon Race: A Geography Adventure", by Amy Axelrod
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet
- Videos
 - Physical Geography of Continents
 - Franklin Plants a Tree

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 8.3: United States History	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

8.3 UNITED STATES HISTORY

- Identify contributions of individuals and groups to United States history.
- Identify and describe primary documents, material artifacts and historic sites important in United States history.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify contributions of individuals and groups to United States history.
- Identify and describe primary documents, material artifacts and historic sites important in United States history.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Identify and explain the political and/or cultural contributions of John F. Kennedy, Neil Armstrong, Henry Ford, and Thomas Edison.
- Recognize Mount Rushmore, The Alamo, Golden Gate Bridge and the Empire State Building.
- Create an invention and explain how it works.
- Examine primary documents and material artifacts.
- Use various publications to discuss Constitution Day.
- Discuss Martin Luther King, Jr. during the King Holiday.
- Discuss the first landing on the moon.
- Discuss how various inventors changed the way of life.
- Provide opportunities for students to be inventors.
- Provide examples of primary documents and material artifacts for student to examine.

ASSESSMENTS:

- Assessment Options 209
- Harcourt Horizons Assessment Book Unit 5

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 5: Lessons 3-4
- United Streaming
 - Animated Hero Classics:
 - Wright Brothers
 - Thomas Edison
 - Benjamin Franklin
 - Alexander Graham Bell
 - Martin Luther King Jr.
 - Junior Space Scientist: Voyage to the Moon 10:00
 - Heroes of American History
- Books
 - "Martin's Big Words", by Doreen Rappaport
 - DK Biographies for Kids
 - "We The Kids", by David Catrow
 - "A More Perfect Union: The Story of the Constitution", by Betsy and Giulio Maestro
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - www.prometheanplanet.com
 - Preamble to the Constitution
 - Reading A-Z
 - Promethean Planet
- Videos
 - School House Rock Preamble
 - Martin Luther King Jr. Day
 - Ben and Me

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 5.1 : Principals and Documents of Government	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

5.1 PRINCIPLES AND DOCUMENTS OF GOVERNMENT

- Describe what government is.
- Explain the purposes of rules and laws and why they are important in the home, classroom and community.
- Define the principles and ideals shaping government.
- Identify documents of United States government.
- Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.
- Identify framers of documents of governments.
- Explain why government is necessary in the classroom, school, community, state and nation and the basic purposes of government in Pennsylvania and the United States.
- Explain the importance of respect for the property and the opinions of others.
- Identify symbols and political holidays.
- Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., "I have a dream," Reverend Martin Luther King; "One small step for mankind," Neil Armstrong).

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES

- Identify portions of famous speeches and writings that reflect the basic principles and ideals of government.
- Identify the visible roles that government serves.
- Identify the purpose of rules and laws and their importance in the classroom, school, community, state and nation.
- Define the principles and ideals shaping Government.
- Describe the purpose of the United States Flag, The Pledge of Allegiance and the National Anthem.
- Identify framers of the Declaration of Independence.
- Explain why government is necessary in the classroom, school, community, state and the basic purpose of government.
- Explain the importance of respect for the property and the opinions of others.
- Identify symbols and political holidays.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Students will create a new list of "laws" or rules for their classroom, as well as consequences for breaking those laws. They can create signs and symbols to show classroom laws and rules.
- Teacher selected supplemental read aloud trade books.
- Students will read the story, Paul Revere and Historic Boston in the Time for Kids leveled reader.
- Students will use the following writing prompt: Students will write about the importance of laws in a community and explain why these laws should be followed. The students will illustrate their writing by completing a drawing that shows people following a community law. A sharing of student examples will follow.
- Students will use various materials to introduce the concept of National Symbols.
- Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes and providing services for the common good.
- Discuss the importance of John Hancock, John Adams and Benjamin Franklin as framers of the Declaration of Independence.
- Explain why we celebrate Veterans Day, Memorial Day, Labor Day and Flag Day.
- Discuss the famous speeches: Martin Luther King Jr. "I have a dream..."
- Discuss meaning of the Pledge of Allegiance.
- Demonstrate the importance and purpose of school and classroom rules.

ASSESSMENTS:

- Assessment Options TE page 41

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc .

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 1 pg 16-17
 - Unit 2 –all 74-79
- United Streaming
 - U.S. Symbols 17:00 mins
 - Old Glory 10:00 mins
 - Holiday Facts and Fun- (Veteran's Day, Martin Luther King Jr.)

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Books
 - *"Big Book Our Government"*
 - *"Symbols of Freedom"*, published by Heineman
 - *"Red, White, and Blue: The Story of the American Flag "*,by John Herman
 - *"I Pledge Allegiance"*, by June Swanson
 - *"Let's Celebrate Presidents' Day"*, by Peter and Connie Roop
 - *"By the Dawns Early Light"*, by Steve Kroll-Smith
 - *"This Land is Your Land"*, by Woody Guthrie
- Websites
 - <http://bensguide.gpo.gov>
 - www.timeforkids.com
 - Pocono Mountain Resource Page
 - Reading A-Z
- Videos
 - My Friend Martin

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 6.4: Economic Interdependence	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

6.4 ECONOMIC INTERDEPENDENCE

- Explain why people trade.
- Explain why goods, services and resources come from all over the nation and the world.
- Identify local resources.
 - Natural (renewable, nonrenewable and flow resources)
 - Human
- Explain why some products are produced locally while others are not.
- Identify local geographic patterns of economic activities.
 - Agriculture
 - Travel and tourism
 - Mining and mineral extraction
 - Manufacturing
 - Wholesale and retail
 - Health services

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Explain why people trade.
- Explain why goods, services and resources come from all over the nation and the world.
- Identify local resources.
 - Natural (renewable and nonrenewable)
 - Human
- Explain why some products are produced locally while others are not.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources)
- Promethean Planet Flipcharts.
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- List local resources (natural and human).
- Describe why certain products cannot be produced locally (geographic location, settlement, climate, culture).
- Discuss the reason(s) specific businesses/industries are located in his or her community.
- Explain how different states/countries trade products/services.
- Provide items to trade as part of a Native American/Pilgrim activity.
- Provide descriptions/explanations of why goods and services come from all over the nation and world.
- Use KWL charts to discuss why products are produced in certain regions.
- Use maps to identify where certain products are produced/manufactured.
- Brainstorm local resources and work as a class to categorize them between natural and human.
- Use maps to discuss why specific areas are strong for travel and tourism.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Options for Assessments TE pg. 265
- Harcourt Horizons Assessment Book Unit 6 Test
- Harcourt Horizons Assessment Book Performance Task pg. 24

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 3- Lesson 4/6
- Harcourt Teacher's Edition Volume 2
 - Unit 6
- United Streaming
 - Economy in and Between Communities 17:07
- Books
 - "Market!", By Ted Lewin
 - "Farming and Industry ", by Patience Coster
 - "Harvest Year", by Cris Peterson
 - "The Totilla Factory", by Gary Paulsen
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 6.1: Economic Status	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

6.1 ECONOMIC STATUS

- Describe how individuals, families and communities with limited resources make choices.
- Identify local economic activities.
 - Employment
 - Output
- Identify examples of local businesses opening, closing, expanding or contracting.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Describe how people balance unlimited wants with limited resources.
- Identify local employment/producers.
 - Jobs
 - Products/Services
- Identify the opening and closing of community businesses.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources).
- Promethean Planet Flipchart.s
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Read and discuss the stories.
- Describe ways in which families spend and save money.
- Create product(s) and sell the products to students with fake money to help discuss profits and losses (Bunny Money).
- Read various trade books describing different community professions.
- Provide graphic organizers to elicit students' ideas about community professions.
- Establish classroom jobs.
- Have children earn and spend "classroom cash" and help them understand the responsibilities of earning and spending money.

ASSESSMENTS:

- Options for Assessments TE pg. 265
- Harcourt Horizons Assessment Book Unit 6 Test
- Harcourt Horizons Assessment Book Performance Task pg. 24

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 6
- United Streaming
 - How Our Economy Works: All About Earning and Spending Money 15:44
 - Where We Live, Work, and Play: Business 12:04
- Books
 - "The Mint and Robert Fulton", in the Time leveled readers.
 - "Lemonade For Sale", by Stuart J. Murphy
 - "Career Day", by Anne Rockwell
 - "Your Job is Easy", by Carl Sommer
 - "A Busy Day at Mr. Kang's Grocery", by Alice Flanagan
- Websites
 - www.timeforkids.com
 - www.brainpop.com, www.brainpopjr.com
 - Pocono Mountain Resource Page
 - Reading A-Z
 - Promethean Planet
 - Goods vs. Services
- Videos
 - A Sense for Cents

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 7.1: Basic Geography Literacy	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

7.1 BASIC GEOGRAPHY LITERACY

- Identify geographic tools and their uses.
- Identify and locate places and regions.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the following geographic tools: maps, globe, map elements, diagrams, photographs, map keys and cardinal directions.
- Identify the continents and oceans.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Explain the characteristics and purposes of different geographic representations.
- Use and make maps to identify and locate familiar places or objects within the state and country.
- Name the seven continents and four oceans on a map and globe.
- Look at landforms on a map.
- Identify the following on a map: legends, keys and compass rose.
- Provide opportunities for students to use maps to identify familiar places.
- Support learners in constructing a three dimensional representation of a familiar living space.
- Discuss the continents and oceans.
-

ASSESSMENTS:

- On a world map identify and label continents and oceans
Harcourt Assessment Book Unit 3 Test
- Assessment Option TE pg. 97
- Harcourt Assessment Book Performance Task pg 12
- Create a map using the geographic tools

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 3
- United Streaming
 - Maps: Where am I? 11:12
 - Different Types of Maps 17:03
 - Understanding Maps: Key to Everywhere 15:00
 - Scrambled States of America 16:45
 - Landforms Number One 16:00
 - This is Our World 15:00
 - Continents: There's No Food Like My Food (Below are separate videos for each country)
 - Turkey, Spain, Brittany, Kazakhstan, Senegal, Cyprus, Italy, S. Africa, New York, Lebanon, Israel, Cuba, Thailand, India, Argentina, Mexico, Morocco, Japan, Greece, Jamaica, Trinidad, and Switzerland
 - Children of Other Lands
 - Canada, Ghana, Mexico, and Russia
- Books
 - Harcourt Trophies: *Beginner's World Atlas* (2/2)
 - "Mapping Penny's World", by Loreen Leedy
 - "Hottest, Coldest, Highest, Deepest", by Steve Jenkins
 - "Maps and Symbols", by Angela Royston
 - "On the Same Day in March: A Tour of the World's Weather", by Marilyn Singer
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - Reading A-Z
 - Promethean Planet
- Videos
 - Planet Earth
 - Physical Geography of the Continents

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 6.2: Markets and the Functions of Governments	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

6.2 MARKETS AND THE FUNCTIONS OF GOVERNMENTS

- Define and identify goods, services, consumers and producers.
- Identify ways local businesses compete to get consumers.
- Identify and compare means of payment.
 - Barter
 - Money
- Identify groups of competing producers in the local area.
- Identify who supplies a product and who demands a product.
- Define price and identify the prices of different items.
- Identify forms of advertising designed to influence personal choice.
- Explain why most countries create their own form of money.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Define and identify goods, services, consumers and producers.
- Identify ways local businesses compete to get consumers.
- Identify and compare means of payment.
 - Money
 - Checks
 - Credit Cards/Debit Cards
- Identify similar community businesses.
- Identify who supplies a product and who demands a product.
- Define and compare the price of different items.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabular.
- United Streaming (see Resources).
- Promethean Planet Flipcharts.
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- List various goods and services (ex. Toys vs. doctor).
- Discuss how consumers pay for goods and services through the use of trade and money.
- Discuss the relationship between buyer and seller.
- Define the term price.
- Provide descriptions of various goods and services for students to compare.
- Provide items to trade as part of a Native American/Pilgrim activity.
- Give examples of local producers and businesses.
- Provide opportunities for student to role play being buyers and producers.
- Show examples of advertising designed to influence personal choice.
- Show currency from other countries.
- Create flow charts to describe everyday items that they use and all the people that put the time and effort into getting the product to them.
- Group students and have students pretend to be advertisers with the same product. Have each group create an ad campaign for that product.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ASSESSMENTS:

- Options for Assessments TE pg. 265
- Harcourt Horizons Assessment Book Unit 6 Test
- Harcourt Horizons Assessment Book Performance Task pg. 24

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 1- Lesson 6
- Harcourt Teacher's Edition Volume 2
 - Unit 6
- United Streaming
 - Everybody Needs Food 19:00
 - Everybody Needs Shelter 13:00
 - Everybody Needs Clothing 18:00
- Books
 - Harcourt Leveled Reader:
 - *Let's Make a Pie* (Blue Group/Helping Out)
 - *Family Food Store* (Green Group/Chinese New Year)
 - *"The Paper Boy"*, by Dav. Pilkey
 - *"Mail Carriers"*, by Dee Ready
 - *"We Need Dentist"*, by Lola Schaefer
 - *"We Need Farmers"*, by Lola Schaefer
 - *"The Night Worker"*, by Kate Banks
 - *"Taxi! Taxi!"* by Cari Best
 - *"Call Mr. Vasquez, He'll Fix It"*, by Alice Flanagan
 - *"Teachers"*, by Alice Flanagan
- Websites
 - www.timeforkids.com
 - www.brainpop.com, www.brainpopjr.com
 - Pocono Mountain Resource Page
 - Reading A-Z
 - Promethean Planet

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 8.2: Pennsylvania History	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

8.2 PENNSYLVANIA HISTORY

- Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- Identify and describe primary documents, material artifacts, and historic sites important in Pennsylvania history.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Identify and explain the significance of Betsy Ross.
- Identify and explain the significance of William Penn.
- Identify and explain the significance of Benjamin Franklin.
- Identify the official commonwealth symbols (e.g. tree, bird, dog, insect, flower, fish, animal, keystone state).
- Identify the Pennsylvania state flag.
- Identify and explain the significance of the Liberty Bell.
- Read literature about William Penn's contribution to Pennsylvania history.
- Celebrate Flag Day.

ASSESSMENTS:

- Teacher observations
- Appropriate projects

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- United Streaming
 - *Animated Hero Classics: Benjamin Franklin*
 - *Old Glory 10:00*
- Books
 - *"K is for Keystone", by Kristin Kane and Laura Knorr*
 - *"William Penn Founder of PA: Graphic Library", by Steven Kroll*
 - *"Betsey Ross", by Alexandra Wallner*
 - *"Saving the Liberty Bell", by Meghan McDonell*
 - *"Pennsylvania (Hello USA)", by Gwenith Swain*
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - 50states.mrdonn.org/pennsylvania (teachers and student resources)
 - Reading A-Z
 - Promethean Planet
 - Pennsylvania
- Videos
 - Ben and Me

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 8.1: Historical Analysis and Skills Development	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

8.1 HISTORICAL ANALYSIS AND SKILLS DEVELOPMENT

- Understand chronological thinking and distinguish between past, present and future time.
- Develop an understanding of historical sources.
- Understand historical research.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Understand chronological thinking and distinguish between past, present and future time.
- Begin to develop an understanding of historical sources (e.g., author/biography, historical places, events, and artifacts).
- Understand historical research.

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary
- United Streaming (see Resources)
- Promethean Planet Flipcharts
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Develop a family tree.
- Listen to various historical biographies.
- Discuss and/or visit historical sites.
- Distinguish between fact and opinion.
- Appreciate multiple points of view.
- Discuss illustrations in historical stories.
- Discuss cause/effect in historical events (e.g., westward expansion, Rosa Parks, slavery, etc.).
- Model how to create a timeline.
- Discuss the relationship between Pilgrims and Native Americans.
- Read folklore, using Johnny Appleseed as a building block for other tales.

ASSESSMENTS:

- Assessment Options 209
- Harcourt Horizons Assessment Book Unit 5

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc.

RESOURCES:

- Harcourt Teacher's Edition Volume 2
 - Unit 5
- United Streaming
 - Learning to Use a Calendar 19:00
 - Animated Hero Classics (Variety of Videos)
- Books
 - Harcourt Trophies: *Johnny Appleseed* by Pleasant DeSpain
 - DK Biographies for Children
 - "Sarah Morton's Day: A Day in the Life of a Pilgrim Girl", by Kate Waters
 - "Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy", by Kate Waters
 - "Three Young Pilgrims", by Cheryl Harness
 - "If You Sailed on the Mayflower in 1620", by Ann McGovern
 - "Life in America's First Cities", by Sally Senzell Isaacs
 - "A Picture Book of Sojourner Truth", by David A. Adler
- Websites
 - Pocono Mountain Resources Page
 - www.timeforkids.com
 - www.mayflowerhistory.com
 - www.thetoweroflondontour.com/kids
 - Reading A-Z
 - Promethean Planet
 - Thanksgiving 2
- Videos
 - Squanto and the First Thanksgiving
 - Holidays for Children: Thanksgiving

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: Social Studies	GRADE(S): 2nd
UNIT: Standard 5.3 : How Government Works	TIMEFRAME: Ongoing

PA ACADEMIC INTEGRATED STANDARDS:

5.3 HOW GOVERNMENT WORKS

- Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- Identify the role of the three branches of government.
- Identify reasons for rules and laws in the school and community.
- Identify services performed by the local, state and national governments.
- Identify positions of authority at school and in local, state and national governments.
- Explain what an election is.
- Explain why being treated fairly is important.
- Identify individual interests and explain ways to influence others.
- Identify the role of the media in society.
- Identify different ways people govern themselves.

NCSS STANDARDS:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

UNIT OBJECTIVES:

- Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- Identify the role of the three branches of government.
- Identify reasons for rules and laws in the school and community.
- Identify services performed by the local, state and national governments.
- Identify positions of authority at school and in local, state and national governments.
- Explain what an election is.
- Explain why being treated fairly is important.
- Identify individual interests and explain ways to influence others.
- Identify the role of the media in society.
- Identify the ways a classroom is structured like a community.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

ACTIVITIES:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Review vocabulary.
- United Streaming (see Resources).
- Promethean Planet Flipcharts.
- Students will create thinking maps and other graphic organizer to help students assimilate and organize concepts presented.
- Students will complete the Voting for Leaders activity.
- Students will read and discuss to compare and contrast the roles of President, Congress, and community government.
- Students will create a KWL chart or other graphic organizer to help students assimilate and organize concepts presented.
- Discuss the State Senate and House of Representatives.
- Discuss the judiciary, executive and legislative branches of government.
- Explain how rules and laws keep the school and community operating smoothly and safely.
- Identify services provided by government, such as, law enforcement, firefighters, animal control, hospitals and education.
- Discuss the importance of treating others fairly.
- Discuss how advertising influences people.
- Discuss how a classroom is governed like a community.
- Use graphic organizers to discuss the State Senate, House of Representatives and branches of government.
- Establish classroom rules and consequences with students.
- Invite local law enforcement in the classroom to discuss their roles in the community.
- Provide opportunities for student to role play how to treat others in certain situations.
- Provide classroom jobs.

ASSESSMENTS:

- Assessment Options TE page 41

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student needs.

Remediation

- Small groups
- Peer assistance
- Additional individualized assistance
- Variation of activities/assignments
- Modifications and accommodations

Extension

- Journal writing
- Elaborate written descriptions
- Peer assisted activities with remedial students
- Independent projects
- Research using the library, internet, etc

RESOURCES:

- Harcourt Teacher's Edition Volume 1
 - Unit 2: pages 58-73
- School Wide Behavior
 - Classroom Rules
 - School Wide Behavior Lesson Plans
- United Streaming
 - TLC Elementary School: Understanding American Values 24:26 mins
 - This is Our Country 24:00mins

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Books
 - *A Day in Court with Mrs. Trinh* by Alice Flanagan
 - *Mayors* by Alice Flanagan
 - *Freedom Summer* by Debbie Wiles
- Websites
 - <http://bensguide.gpo.gov>
 - www.timeforkids.com
 - Pocono Mountain Resource Page
 - Reading A-Z
 - Promethean Planet
 - Our Country Rules
 - Branches of Government
 - Learning About Elections
 - U.S. Presidential Elections Resource Pack
- Videos
 - School House Rock: Preamble
 - Holidays for Children Election Day