

FAME Public Charter School

Scope and Sequence: Grade Second

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Subject/Unit Title: Social Studies Some People I Know				
Estimated Time Frame (#of Days):18-27				
Unit 1: Depending on Others				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
	Lesson 1: The Lunch Box Story	<ol style="list-style-type: none"> 1. Describe some of the ways students depend on people. 2. Identify some of the workers who help to supply food. 	<i>Framework Concepts: Goods and Services We depend on people to help us eat, dress, have fun, get places, and have friends.</i>	Study Guide 1
	Think About Maps: Finding Places	<ol style="list-style-type: none"> 1. Explain that maps show how places look from above. 2. Use a map key to interpret symbols and to locate places. 3. Use cardinal directions to describe locations and routes. 		Study Guide 2 Mao activity 1

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	Lesson 2: People and Peanuts	<ol style="list-style-type: none"> 1. Describe the conditions necessary for peanut farming. 2. Describe the work people do to supply peanut butter. 3. Explain how workers depend on machines and on one another. 	<i>Framework Concepts: Goods and Services and Interdependence</i> Many workers do different jobs to provide us with peanut butter.	Study Guide 3 Map activity 2
	Think About Maps: Looking at the world	<ol style="list-style-type: none"> 1. Name and locate continents, oceans, and the United States on a world map. 2. Name and locate the countries of North America. 3. Describe where students live. 		Study Guide 4 Map activity 3.4
	Explore: Where food Comes From	<ol style="list-style-type: none"> 1. Find out where certain foods are produced. 2. Use a map to locate students' home state and other states that produce certain foods. 		
	Lesson 3: The Banana Bunch	<ol style="list-style-type: none"> 1. Explain how bananas are harvested and transported. 2. Identify the kinds of work people do to supply bananas. 3. Compare peanut 	<i>Framework Concept: Interdependence</i> Bananas from Honduras are grown, harvested, and transported by different people until the	Study Guide 5 Map activity 5

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		farming to banana growing.	bananas reach stores in our neighborhoods.	
	Think About Diagrams: How Bananas Grow	<ol style="list-style-type: none"> 1. Interpret diagrams of bananas plants. 2. Create a diagram 		Study Guide 6
	Think About Special Jobs: Depending on Others	<ol style="list-style-type: none"> 1. Identify some of the special jobs in a community. 2. Describe how members of a community depend on one another. 		Study Guide 7
	Lesson 4: People Depend on You	<ol style="list-style-type: none"> 1. Explain how food workers depend on consumers. 2. Define consumer. 3. Explain how food workers depend on one another. 	<i>Framework Concepts: Goods and Services and Interdependence</i> Food workers depend on the consumer to pay for their services.	Study Guide 8
			<p>Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <ol style="list-style-type: none"> 1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, 	Unit Review. test

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			<p>weather, and land and water resources.</p> <ol style="list-style-type: none">2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.3. Understand how limits on resources affect production and consumption (what to produce and what to consume).	
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Subject/Unit Title: Social Studies Some People I Know				
Estimated Time Frame (#of Days):21-29				
Unit 2: Knowing Your Family				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
	Lesson 1: Learning About Ancestors	<ol style="list-style-type: none"> 1. Explain who ancestors are. 2. Identify the contributions of ancestor 3. Interpret a family tree. 	<i>Framework Concepts: Generations, Family History, Traditions, and Values We receive physical traits, interests, values, and ways of doing things from our ancestors.</i>	Study Guide 9
	Lesson 2: Coming From Cambodia	<ol style="list-style-type: none"> 1. Describe some of the difficulties new immigrants face. 2. Describe some cultural aspects of life in Phnom Penh. 3. Describe differences between the U.S. and Cambodia. 	<i>Framework Concepts: Location, Choices, and Change A Cambodian family learns new things when they relocate to Boston, Massachusetts.</i>	Study Guide 10 Map activity 6

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	Think About Alike and Different: Take a Good Look	<ol style="list-style-type: none"> 1. Observe details in photographs of people and places. 2. Identify similarities and differences in people and places. 	<i>Framework Concepts: Goods and Services and Interdependence</i> Many workers do different jobs to provide us with peanut butter.	Study Guide 11
	Lesson 3: Two Countries, Two Traditions	<ol style="list-style-type: none"> 1. Identify the traditions of a Mexican-American family 2. Identify traditions students and their families practice. 		Study Guide 12 Map activity 7
	Think about Traditions: What Do You Do?	<ol style="list-style-type: none"> 1. Describe traditional celebrations from other countries. 2. Define tradition and give examples from students' lives. 		Study Guide 13
	Lesson 4: Life Long Ago	<ol style="list-style-type: none"> 1. Trace one family's ancestors. 2. Explain how David's great-grandmother's life was different from David's life. 3. Explain how students' lives 	<i>Framework Concepts: Family History and Ancestors</i> David Schweizer learns about his ancestors that came from England and Germany.	Study Guide 14

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		differ from their ancestors’.		
	Think About Maps: Finding Your Way	<ol style="list-style-type: none"> 1. Use a grid to find the location of specific places. 2. Make an index of places on a grid. 		Map activity 8 Study Guide 15
	You Decide: What to Bring	<ol style="list-style-type: none"> 1. Evaluate a group of items according to established criteria. 2. Choose items and explain why the choices were made. 		
	Lesson 5: Life Then and Now	<ol style="list-style-type: none"> 1. Compare the lives of children in the past and present. 2. Describe how things are learned from ancestors. 	<i>Framework Concepts: Family History and Ancestors</i> David Winslow learns about his grandparents that came from Mississippi and Illinois.	Study Guide 16
	Lesson 6: A Long Time Here	<ol style="list-style-type: none"> 1. Explain the importance of land in Native America. 2. Explain how some of the traditions are very old. 3. Describe some of the traditions of the Navajo people. 	<i>Framework Concepts: Family History and Traditions</i> Melanie Begaye learned skills, stories, and language from her Navajo family.	Study Guide 17

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	Think About Working Together: Working and Sharing	<ol style="list-style-type: none"> 1. List rules for working in a group. 2. Work in groups to complete a project. 		Study Guide 18
	Unit Review		<p>Students differentiate between things that happened long ago and things that happened yesterday.</p> <ol style="list-style-type: none"> 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). 	Unit test
			<p>Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p>	

			<ol style="list-style-type: none">1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.4. Compare and contrast basic land use in urban, suburban, and rural environments in California.	
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Subject/Unit Title: Social Studies Some People I Know				
Estimated Time Frame (#of Days): 13-18				
Unit 3: Living in Our Country				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
	Lesson 1: <i>We Are One Country</i>	<ol style="list-style-type: none"> 1. Explain some of the things that identify us as a nation 2. Define citizen 3. Describe hoe Americans are alike and how they are different. 	<i>Framework Concept: Location</i> Although we are alike in some ways and different in others, we all live and work in a country called the United States.	Study Guide 19 Map activity 9
	Lesson 2: <i>We Celebrate Together</i>	<ol style="list-style-type: none"> 1. Explain why we celebrate national holidays. 2. Explain the origin of Thanksgiving. 3. Identify the Fourth of July as our nation’s birthday. 4. Describe the contribution of George Washington and Abraham Lincoln. 	<i>Framework Concept: Traditions</i> We celebrate holidays in the United States to remember special times and people from our history.	Study Guide 20 Map activity 10

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	Think About Using the Library: Learning More	<ol style="list-style-type: none"> 1. Locate materials in the library with the help of a librarian. 2. Use library materials to locate and record information. 3. Create a poster using information gathered at the library. 		Study Guide 21
	Lesson 3: We Have One President	<ol style="list-style-type: none"> 1. Describe some of the responsibilities of the President of the United States. 2. Explain how the President is elected. 	<i>Framework Concept:</i> Choice We choose a President to keep our country strong, to protect our freedom, to make sure the laws are obeyed, and to keep us safe.	Study Guide 22
	You Decide: A Plan for Your School	<ol style="list-style-type: none"> 1. Create questions to determine the advantages and disadvantages of two plans. 2. Use the questions to analyze the plans. 3. Choose a plan and explain why the choice was made. 		

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	Lesson 4: We Have Symbols	<ol style="list-style-type: none"> 1. Explain how the flag and the Statue of Liberty are symbols of our country. 2. Explain what the stars and stripes on our flag stand for. 	<i>Framework Concept: Values</i> The flag and the Statue of Liberty are meaningful symbols of our country.	Study Guide 23
	Think About Being a Citizen: What Do Citizens Do?	<ol style="list-style-type: none"> 1. Describe some of the duties of a citizen. 		Study Guide 24
	Unit Review		Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Unit Test

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Subject/Unit Title: Social Studies Some People I Know				
Estimated Time Frame (#of Days): 19-29				
Unit 4: People Who Have Made a Difference				
Chapter Title	Lesson Title	Objectives	CA State Standards	Assessments
	Lesson 1: <i>Making a Difference</i>	<ol style="list-style-type: none"> 1. Explain how a person can make a difference in the world. 2. Identify students' talents and interests. 	<i>Framework Concept: Contributions</i> Each person can make a difference in the world by sharing a talent or helping others.	Study Guide 25
	Lesson 2: <i>Alexa Canady</i>	<ol style="list-style-type: none"> 1. Explain how Dr. Canady helps people. 2. Identify some tools Dr. Canady uses. 3. Identify the protective clothing a surgeon wears. 4. Identify the people who help students when they are sick. 	<i>Framework Concept: Contributions</i> Alexa Canady helps others by helping children get well.	Study Guide 26

	Exploring How People Help	<ol style="list-style-type: none"> 1. Interview adults to find out how they help others. 2. Draw a picture to show how someone helps others. 		Journal
	Lesson 3: Roberto Clemente	<ol style="list-style-type: none"> 1. Describe how Roberto Clemente helped others. 2. Identify how people remember Roberto Clemente. 3. Analyze why people commemorate others. 	<i>Framework Concept: Contributions</i> Roberto Clemente helped others by visiting sick children, teaching young people, and trying to help earthquake victims	Study Guide 27 Map activity 11
	Think About the Main Idea: What's the Big Ideas?	<ol style="list-style-type: none"> 1. Explain what a main idea is. 2. Identify the main idea in a story. 		Study Guide 28
	Lesson 4: Louis Braille	<ol style="list-style-type: none"> 1. Describe events that influenced Braille's invention. 2. Explain how Louis Braille helped other blind people. 	<i>Framework Concept: Contributions</i> Louis Braille invented Braille, a reading method that enables blind people to read.	Study Guide 29

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	Lesson 5: Eleanor Roosevelt	<ol style="list-style-type: none"> 1. Explain how Eleanor Roosevelt helped others. 2. Give examples of human rights. 	<i>Framework Concept: Contributions</i> Eleanor Roosevelt dedicated her life to helping others.	Map activity 30 Study Guide 12
	Lesson 6: Thomas Edison	<ol style="list-style-type: none"> 1. Tell who Thomas Edison was and how he changed the world. 2. Explain what a laboratory is and why Edison needed one. 3. Name Edison’s inventions and tell how they are used today. 	<i>Framework Concepts: Change, Technology, and Contributions</i> Thomas Edison changed the world with his inventions.	Study Guide 31
	Think About Inventions: Who Thought of It First?	<ol style="list-style-type: none"> 1. Describe hoe and why four common things were invented. 2. Analyze how these inventions changed people’s lives. 		Study Guide 32
	Lesson 7: Yoshiko Uchida	<ol style="list-style-type: none"> 1. Explain how Yoshiko Uchida helps us understand the people and customs of Japan. 2. Identify a Japanese custom 	<i>Framework Concept: Culture, Family History, and Contributions</i> Yoshiko Uchida helps us understand others in her writing.	Study Guide 33

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		Yoshiko Uchida liked as a child. 3. Describe a special person.		
	Unit Review		Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Unit test