

2nd Grade Social Studies Scope and Sequence

IW	Unit	Suggested Number of Days	Pacing Guidance	Unit Description	DC Content Power Standards	C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.	Common Core Literacy Standards	DC Content Supporting Standards
1 st Instructional Window 8/25-10/9 (33 days total)	Science Unit 1 Plants and Animals	19 days 8/25-9/19	Teach science during the 1 st Instructional Window to align to the ELA Unit "Plants are Everywhere."	Students learn that plants depend on water and light to grow, and on animals for pollination or to move their seeds around. They discuss the different kinds of living things in any area that exist in both land and water. Students conduct investigations to determine if plants need sunlight and water to grow, develop a simple model that mimics animal function in dispersing seeds or pollinating, and observe different plants and animals to compare the diversity of life in different habitats.				
	Science Unit 2 Earth's Constant Makeover	19 days 9/22-10/20	Teach science during the second half of the 1 st Instructional Window and the beginning of the 2 nd Instructional Window.	Students learn that some events happen very quickly and others happen too slowly to observe. They learn that wind and water can change the shape of the land. Students use information from several sources to provide evidence that Earth events can occur quickly or slowly. They compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.				
2 nd Instructional Window 10/14-12/12 (38.5 days total)	<u>SS Unit 1 Citizenship</u>	16.5 days 10/21-11/14	Teach this unit near the beginning of the 2 nd Instructional Window to align with the ELA Unit "Now and Then" and to overlap with Election Day.	Students examine what it means to be a citizen, both as a member of their school and as a member of the larger community. Students explain how one becomes an American citizen, and the rights and responsibilities that this brings. Because this unit overlaps with Election Day, the voting process and the importance of voting should be addressed. Students illustrate how action and character can make a hero.	2.2.1: Role in school community 2.4: Importance of action and character	D1.4: Questions D4.2: Construct explanations <u>Apply to each unit:</u> D3.1: Sources D4.3: Present information D4.6: Analyze problems	R1.2.1: Ask and answer questions R1.2.2: Main idea R1.2.3: Connect between events R1.1.4: Meaning of words or phrases R1.1.5: Use text features R1.1.7: Use images R1.1.10: Complex texts W.2.2: Inform W.2.5: Revise W.2.7: Research W.2.8: Recall info	2.2, 2.2.2, 2.2.3

See 2nd Grade Science SAS

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2 nd IW (continued) 10/14-12/12	SS Unit 2 Government	17 days 11/17-12/12	Teach this unit during the second half of the 2 nd Instructional Window.	Students identify laws, rules and consequences, both in the classroom and in the United States, and discuss their importance. Students distinguish between fact and fiction as they study how nations resolve problems and explain why and how laws and rules are developed.	2.3.3: Laws and consequences 2.3.4: Problem resolution	D1.2/1.3: Compelling/ Supporting questions D3.2: Source credibility D4.2/4.5: Construct/ Critique explanations	R1.2.1: Ask and answer questions R1.2.2: Main idea R1.2.3: Connect between events R1.4: Meaning of words or phrases R1.5: Use text features R1.7: Use images R1.10: Complex texts W.2.2: Inform W.2.5: Revise W.2.7: Research W.2.8: Recall info	2.3, 2.3.1, 2.3.2
3 rd Instructional Window 12/15-2/12 (32.5 days total)	Science Unit 3 I Live on Planet Earth	32.5 days 12/15-2/12	Teach science during the 3 rd Instructional Window to align to the ELA Unit "Hurricanes, Tornadoes, and Blizzards – Oh My!"	Students learn about how maps show where things are located, and how one can map the shapes and kinds of land and water in any area. They discuss how water is found in the ocean, rivers, lakes, and ponds, and that it exists as a solid ice and in liquid form. Students develop a model to represent the shapes and kinds of land and bodies of water in an area, and obtain information to identify where water is found on Earth, in both solid and liquid forms.	See 2 nd Grade Science SAS			
4 th Instructional Window 2/17-4/10 (36.5 days total)	Science Unit 4 What Makes this Object Special?	31 days 2/17-4/1	Teach science during the 4 th Instructional Window.	Students learn how different kinds of matter exist in different states, and classify matter by its observable properties. They learn that heating or cooling a substance may cause observable changes. Students conduct investigations to classify different kinds of matter by observable properties, analyze data to determine which materials have properties best suited for an intended purpose, and construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.				

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5th Instructional Window 4/20-6/17 (40.5 days total)	SS Unit 3 American Communities	26.5 days 4/2-5/19	Teach this unit at the beginning of the 5 th Instructional Window to align to the ELA Unit "Exploring the World."	Students discuss how, despite varied backgrounds and cultures, their communities are unified and share principles, goals, and traditions. Students compare and contrast various cultures in the United States, distinguishing between their own cultures and the cultures of others, including people of the past, such as past immigrants and American Indians. Students value this diversity, and interpret how it is important to the United States.	2.5.2: Beliefs and traditions of different cultures 2.5.3: e pluribus unum 2.6.1: American Indians	D1.5: Kinds of sources D3.3: Identify evidence D4.1/4.4: Construct/ Critique arguments	R1.2.1: Ask and answer questions RI.2.2: Main idea RI.1.4: Meaning of words or phrases RI.1.6: author's purpose RI.1.8: author's reasons RI.1.10: Complex texts W.2.1: Opinion W.2.5: Revise	2.5, 2.5.1, 2.5.4, 2.6, 2.6.2-2.6.3
	SS Unit 4 Geography	19.5 days 5/20-6/17	Teach this unit at the end of the 5 th Instructional Window to align to the ELA Unit "Exploring the World."	Students locate and recognize the nations and regions where their families lived before coming to Washington, D.C. Students will use connections to their families as a way to learn about other nations and regions, considering the importance of landmarks and historical events in those places. Students use globes and maps to interpret and illustrate geographical information.	2.1.2: Geography of ancestry 2.1.3: Identify significant landmarks and events	D1.1: Key ideas D3.2/3.4: Source credibility/ Develop claims D4.1/4.8: Construct arguments/Take action	R1.2.1: Ask and answer questions RI.2.2: Main idea RI.1.4: Meaning of words or phrases RI.1.6: author's purpose RI.1.8: author's reasons RI.1.10: Complex texts W.2.1: Opinion W.2.5: Revise W.2.6: Publish	2.1, 2.1.1, 2.1.4

<p>Unit Information</p>	<p>DC Content Power Standards</p>	<p>C3 Framework Indicators D3.1, D4.3 and D4.6 apply to each unit.</p>	<p>Common Core Literacy Standards</p>	<p>DC Content Supporting Standards</p>
<p><u>Unit 1</u> <u>Citizenship</u></p> <p>15 days 10/22-12/20</p> <p>Students examine what it means to be a citizen, both as a member of their school and as a member of the larger community. Students explain how one becomes an American citizen, and the rights and responsibilities that this brings. Because this unit overlaps with Election Day, the voting process and the importance of voting should be addressed. Students illustrate how action and character can make a hero.</p> <p>2nd IW 10/14-12/12 (38.5 days total)</p> <p>Teach this unit near the beginning of the 2nd Instructional Window to align with the ELA Unit “Now and Then” and to overlap with Election Day.</p>	<p>2.2.1: Identify the rights and responsibilities that students have in the school as citizens and members of the school community (e.g., right to vote in a class election, responsibility to follow school rules, responsibility not to harm one another, and responsibility to respect each other’s feelings).</p> <p>2.4: Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others’ lives and have achieved the status of heroes in the remote and recent past. Teachers are free to choose whatever biographies they wish. Here are some suggestions: Neil Armstrong, Joan Baez, Benjamin Banneker, Sitting Bull, Luisa Capetillo, Cesar Chavez, Linda Chávez, Roberto Clemente, France Anne Córdova, Frederick Douglass, Thomas Edison, Albert Einstein, Juan Carlos Finlay, Bill Gates, Alberto Gonzales, Dolores Huerta, Daniel Inouye, Abraham Lincoln, Thurgood Marshall, Cecilia Muñoz, Rosa Parks, Louis Pasteur, Colin Powell, Sally Ride, Jackie Robinson, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Harriet Tubman, Booker T. Washington, Walter Washington, Ida B. Wells, and the Wright brothers.</p>	<p><u>Apply to each unit:</u></p> <p>D3.1: Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>D4.3: Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g. posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g. Internet, social media, and digital documentary).</p> <p>D4.6: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2.2: Students describe the rights and responsibilities of citizenship.</p> <p>2.2.2: Understand how one becomes an American citizen (e.g., by birth or naturalization).</p> <p>2.2.3: Define the meaning of words associated with good citizenship (e.g., politeness, achievement, courage, honesty, and reliability).</p>

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<p><u>Unit 2 Government</u></p> <p>18 days 10/22-12/20</p> <p>Students identify laws, rules and consequences, both in the classroom and in the United States, and discuss their importance. Students distinguish between fact and fiction as they study how nations resolve problems and explain why and how laws and rules are developed.</p> <p>2nd IW 10/14-12/12 (38.5 days total)</p> <p>Teach this unit during the second half of the 2nd Instructional Window.</p>	<p>2.3.3: Understand how the United States makes laws, determines whether laws have been violated, and the consequences for such laws.</p> <p>2.3.4: Identify ways in which groups and nations interact with one another to try to resolve problems (e.g., trade and treaties).</p>	<p>D1.4: Explain how supporting questions help answer compelling questions in an inquiry.</p> <p>D4.2: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2.3: Students explain governmental institutions and practices in the United States and other countries.</p> <p>2.3.1: Explain the development and consequences of school and classroom rules.</p> <p>2.3.2: Explain how human beings went from developing rules for small groups to developing rules for larger and larger groups, including nations and states, then global communities.</p>

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<p style="text-align: center;"><u>Unit 3</u> <u>American Communities</u></p> <p style="text-align: center;">26 days</p> <p style="text-align: center;">3/3-5/8 (42.5 days total)</p> <p>Students discuss how, despite varied backgrounds and cultures, their communities are unified and share principles, goals, and traditions. Students compare and contrast various cultures in the United States, distinguishing between their own cultures and the cultures of others, including people of the past, such as past immigrants and American Indians. Students value this diversity, and interpret how it is important to the United States.</p> <p style="text-align: center;">5th IW 4/20-6/17 (40.5 days total)</p> <p>Teach this unit at the beginning of the 5th Instructional Window to align to the ELA Unit “Exploring the World.”</p>	<p>2.5.2: Describe beliefs, customs, ceremonies, and traditions of the varied cultures, drawing from folklore.</p> <p>2.5.3: Explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite various ancestry (e pluribus unum).</p> <p>2.6.1: Explain the differences between native groups in different parts of North America.</p>	<p>D1.5: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>D3.3: Identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.4: Critique arguments.</p>	<p>RI.2.1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8: Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>2.5: Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.</p> <p>2.5.1: Distinguish traditional food, customs, sports and games, and music from other countries that can be found in the United States today.</p> <p>2.5.4: Understanding the significance of the Statue of Liberty and how many people have come to the United States, and continue to come here, from all around the world.</p> <p>2.6: Students describe the North American landscape, indigenous adaptations to it, and modifications of it.</p> <p>2.6.2: Describe how their organization corresponded to the environment.</p> <p>2.6.3: Reconstruct the daily life of a person in several native societies.</p>

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<p><u>Unit 4</u> <u>Geography</u></p> <p>19 days 5/12-6/19</p> <p>Students locate and recognize the nations and regions where their families lived before coming to Washington, D.C. Students will use connections to their families as a way to learn about other nations and regions, considering the importance of landmarks and historical events in those places. Students use globes and maps to interpret and illustrate geographical information.</p> <p>5th IW 4/20-6/17 (40.5 days total)</p> <p>Teach this unit at the end of the 5th Instructional Window to align to the ELA Unit “Exploring the World.”</p>	<p>2.1.2: Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, D.C.</p> <p>2.1.3: Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, D.C., students’ families hail.</p>	<p>D1.1: Explain why compelling questions are important to others (e.g. peers, adults)</p> <p>D3.2: Use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p>D3.4: Use evidence to develop claims in response to compelling questions.</p> <p>D4.1: Construct arguments using claims and evidence from multiple sources.</p> <p>D4.8: Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>	<p>RI.2.1: Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8: Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>2.1: Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe’s legend, scale, and symbolic representations.</p> <p>2.1.1: Understand how maps and globes depict geographical information in different ways.</p> <p>2.1.4: Explain the human characteristics of places, including houses, schools, communities, neighborhoods, and businesses.</p>