2017.18 Second Grade, Social Studies, Quarter 1

**Culture and Geography of the United States:** Students will learn about economics, geography, and culture by studying more about who they are as Americans. The chief purpose of this course is to help students understand their identity as American citizens and how our nation operates. They will examine the geography of the United States and its national symbols and landmarks.

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<thead>
<tr>
<th>On-Going Standards</th>
<th>On-Going I Can Statements</th>
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<tbody>
<tr>
<td>2.WCE.SS.1 Honor the U.S. Constitution and recognize its significance and purpose. <strong>Constitution Day—September 17th</strong> Federal Mandate 36 U.S. Code § 106</td>
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<tr>
<td>Increase historical vocabulary knowledge and use terms correctly.</td>
<td>I can honor the Constitution and identify its purpose.</td>
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<tr>
<td>2.SS.39 Summarize the importance of commemorative months including Black History (February), Women’s History (March), Hispanic Heritage (Sept. 15 – Oct. 15), and American Indian Heritage (November). *correlates with music 2.MU.9.1.3 re: cultural/historical context of music [on-going in music].</td>
<td>I can improve my literacy skills by using historical vocabulary correctly.</td>
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<td>Use technology effectively and appropriately to enhance the learning and develop 21st century learners.</td>
<td>I can explain about the important people or events we honor during this nine-week period. I can use technology to communicate and collaborate, research and solve problems in an appropriate manner to learn history and geography.</td>
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**Tennessee State Standards**

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<tr>
<th>Culture of the United States Standards</th>
<th>Student Friendly ‘I Can’ Statements</th>
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<tr>
<td>2.SS.5 Create a visual display, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry. <em>correlates with art WCE.VA.2.1 re: art of my home and/or community.</em></td>
<td>I can share how friends are part of the same community, sharing principles, goals and traditions despite varied ancestry. I can use informational texts to research facts about other cultures represented in the United States.</td>
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<td>Standard</td>
<td>Description</td>
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<td>2.SS.3</td>
<td>Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.</td>
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<td>2.SS.4</td>
<td>Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.</td>
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<tr>
<td>2.SS.6</td>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.</td>
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<td>2.SS.39</td>
<td>Summarize the importance of commemorative months including Black History, Women’s History, Hispanic Heritage, and American Indian Heritage.</td>
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<tr>
<td>2.SS.2</td>
<td>Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.</td>
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*correlates with music 2.WCE.MU.2 re: performing music from different cultures.  
*correlates with art 2.ART.4.1 re: analyzing art from various cultures/regions in the U.S.

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I can recognize the meaning of Hispanic Heritage Month [September 15th to October 15th].

I can recognize the meaning of American Indian Heritage Month [November].

I can summarize stories from American Indian legends and explain the meaning of the stories and how they reflect the culture.

I can explain and apply the following terms: totem, chickee, powwow, The Three Sisters, public, population, endangered, consequences, habitat, natural resources, immigrant, germs, disease, symbol, culture, arroz con pollo, Las Posadas, celebrate, legends, and folktales.
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<th>History in Time Standards</th>
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<td><strong>2.SS.34</strong> Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.</td>
<td>I can define a period of time in increments of days, weeks, months, years, decades, centuries and ages.</td>
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<td><strong>2.SS.35</strong> Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.</td>
<td>I can distinguish between ancient and modern times using the terms “past” and “present.”</td>
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<td><strong>2.SS.36</strong> Explain the connection between a series of events in United States history. <em>Teachers may choose any events. Suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.</em></td>
<td>I can use and apply the vocabulary words ancient, modern, past, present and future to describe events in history.</td>
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<td><strong>2.SS.37</strong> Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.</td>
<td>I can explain how communities have changed over time. This means I can tell similarities and differences in the past and present.</td>
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<td><strong>2.WCE.SS.3</strong> Use the words first, next, then, and finally to summarize a historical event.</td>
<td>I can read a timeline and understand its sequence of events.</td>
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<td>I can explain the connection between events in United States history. Suggestions include Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.</td>
<td>I can explain the connection between events in United States history.</td>
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<td>I can explain and apply the following terms: events, history, calendar, freedoms, constitution, governor, volunteer, and amendment.</td>
<td>I can then turn this explanation into a narrative with details that describes action, thoughts, and feelings and use words such as first, next, then, and finally to show the order of events.</td>
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<td>I can use words such as first, next, then and finally to summarize a historical event.</td>
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2.SS.38 Construct a timeline to depict the evolution of a technology over time. 
Suggestions: automobiles, planes, refrigeration, telecommunication, computers, and television.

I can create a sequential timeline using major events from texts.
I can recognize the development of technology by creating a timeline of a product’s development.
I can explain and apply the following terms: scientist, inventors, Wright Brothers, and phonograph.