

**HISTORY**

Students will recognize and evaluate continuity and change over time through the study of daily life of the Holy Family, a Plains Indian family, a pioneer family, and a modern family. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.

**IDEAS**

1. *then and now* (past and present)
2. symbols
3. transportation
4. communication
5. motivation
6. inventions
7. immigration

**PEOPLE/ROLES**

1. pioneer
2. Plains Indians
3. U.S. inventors

**PLACES/INSTITUTIONS**

1. daily life
2. landmarks
3. Plymouth Rock
4. United States Capitol
5. Statue of Liberty
6. Kitty Hawk
7. Kansas State Capitol
8. Mt. Rushmore
9. Mesa Verde
10. the Alamo
11. Sutter's Mill

**EVENTS**

1. airplane
2. automobile
3. paper (Ancient Chinese)
4. highways to connect cities (Incas)
5. telephone
6. Internet
7. Declaration of Independence
8. The Star Spangled Banner

**SKILLS**

1. Use historical information, artifacts and documents acquired from a variety of sources to investigate the past.
2. Use information to understand cause and effect
3. Analyze information to draw conclusions

4. Use research skills (discuss ideas; formulate broad and specific questions; find and select information with help; record, organize and share information)
5. – Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details and Catholic beliefs in a text discovering the Truth. (2.R.1)
6. Recount stories, including Scripture and parables from the Bible (i.e Forgive seventy times seven, The Lost Sheep, The Lost Drachma, The Prodigal Son, and The Good Shepard) , fables and folktales from diverse cultures, and determine their central message, lesson, moral, or virtue and identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2.R.2)
7. Describe how characters in a story, Saints showing the Law of Love, and the Holy Spirit’s guidance to respond to major events and challenges. (2.R.3)
8. Describe the connection between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text and sequence of the Mass, the events of Holy Week beginning with Psalm Sunday. (2.R.4)
9. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a prayer, the book of Psalms, story, poem, or song. Determine the meaning of words and phrases in informational and Religious text relevant to a grade 2 topic or subject area.
10. Compare and contrast two or more versions of the same story (e.g., Cinderella stories, different Gospel accounts) by different authors or from different cultures or the most important points presented by two texts on the same topic. (2.R.9)
11. Participate in shared research and writing projects (e.g., read Saint’s biographies, the Gospel accounts of the Eucharistic story, the Sacraments, read a number of books on a single topic to produce a report; record science observations). (2.W.7)

**SAMPLE COMPELLING QUESTIONS**

1. How have past inventions changed or impacted your daily life? (Standard 1)
2. What important rights and responsibilities did citizens have in early America and what are important rights and responsibilities of citizens today? (Standard 2)
3. Why are certain people, places and events recognized as more important than others? (Standard 3)
4. Why have the forms of transportation changed over time? (Standard 4)
5. How do geographic features impact transportation and communication? (Standard 5)

**CIVICS/GOVERNMENT**

Students are introduced to basic concepts of rules and laws as they apply to today and in the past. Students will recognize citizens have responsibilities in their community and parish. They will identify and demonstrate key attributes of good citizens and analyze what makes a good leader for their classroom or school or church/parish community. Students will recognize that many rules in America today and in the past are from the U.S. Constitution. Students will evaluate choices by applying the Ten Commandments to given situations. They will use their knowledge about rules and citizenship to create rules for their classroom.

**IDEAS**

1. forgiveness
2. rules
3. responsibilities
4. privilege
5. honesty
6. courage
7. patriotism
8. tolerance
9. respect
10. integrity
11. Ten Commandments
12. story of the Good Samaritan

**PEOPLE/ROLES**

1. good citizen
2. leader
3. priests
4. Moses
5. Good Samaritan

**PLACES/INSTITUTIONS**

1. your class or your school
2. your church/parish

**EVENTS**

1. meetings
2. discussions/debates
3. U.S. Constitution Day

**SKILLS**

1. Interact and communicate with others in a respectful and forgiving manner
2. create and follow rules
3. demonstrate characteristics of a leader such as being trustworthy, fair-minded, forward-looking, faith-filled, compassionate
4. Participate in collaborative conversations (using Bible stories and stories about the life of Jesus and the lives of the Saints, personal experiences being Catholic) with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (2.SL.1)
5. Identify sin versus a mistake, accident, temptation

**SAMPLE COMPELLING QUESTIONS**

1. Why should you do the "right" thing even when no one is looking? (Standard 1)
2. Why do we need rules? (Standard 2)
3. Who decides what rules are made and followed? (Standard 3)
4. Can rules be changed? (Standard 4)

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| <ol style="list-style-type: none"><li>5. What makes someone a good citizen? (Standard 5)</li><li>6. What is the significance of reconciliation in my life and within my parish, family and friends community?</li></ol> |
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**GEOGRAPHY**

Students will make and use maps. Students will investigate how people and weather may cause change to a place.

**IDEAS**

1. concept of mapping
2. human geography
3. physical geography
4. cardinal directions

**PEOPLE/ROLES**

1. cartographers

**PLACES/INSTITUTIONS**

1. school
2. church
3. hometown
4. cities: Kansas City, Wichita, Topeka
5. Kansas
6. Rocky Mountains
7. Missouri River
8. Gulf of Mexico
9. inland sea

**EVENTS**

1. seasons
2. weather

**SKILLS**

1. Recognize and interpret features of a map: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
2. observe and record the weather
3. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.1)
4. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10)
5. Participate in shared research and writing projects (e.g., read Saint's biographies, the Gospel accounts of the Eucharistic story, the Sacraments, read a number of books on a single topic to produce a report; record science observations). (2.W.7)

**SAMPLE COMPELLING QUESTIONS**

1. Why do people choose to live where they do?
2. Do cartographers have responsibilities?
3. How does location affect settlement?
4. Why do maps of the same location change over time?
5. How does weather impact your life?

**ECONOMIC**

Students will recognize and evaluate that people make choices about resources and that those choices have consequences. They will investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen. Students will draw conclusions about how people meet their wants and needs in the past and today.

**IDEAS**

1. goods and services
2. wants and needs
3. saving
4. spending
5. earning
6. income
7. trade and barter
8. money
9. donating to charity

**PEOPLE/ROLES**

1. producers
2. consumers

**PLACES/INSTITUTIONS**

1. banks
2. stores
3. parish
4. school

**EVENTS**

1. making
2. buying
3. banking

**SKILL**

1. Responsible decision making "Prodigal Son" Luke 15
2. Analysis of costs and benefits (plus and minus)
3. Determine opportunity cost
4. Recognize supply and demand
5. Distinguish between barter/trade and money

**SAMPLE COMPELLING QUESTIONS**

1. How do people decide what is a want and what is a need? (Standard 1)
2. Why do people need to be responsible about spending and saving? (Standard 2)
3. Why is money primarily used in the United States today instead of trade/barter? (Standard 3)
4. How have people's wants and needs changed over time? (Standard 4)
5. What goods and services are an important part of a person's daily life? (Standard 5)
6. Why do people need to take responsibility to help the less fortunate through charitable works?