

Social Studies	
History	Second Grade
SCRIPTURE	
<p><i>"For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life." John 3"16</i></p>	
STANDARD	
<ol style="list-style-type: none"> 1. 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 Catholic family. 2. Students will study how and why modes of transportation and communication have changed over time. 3. Students will analyze why people immigrate and what immigrants contribute to Kansas. 4. Students 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. 5. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. 6. Students will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important. 	
EXAMPLES	
<p><u>Parables</u> The Prodigal Son Matthew 15:11-32 The Lost Sheep Matthew 15:1-7</p> <p><u>Literature:</u> <i>Mountain Born</i> - Yates</p>	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Name recent inventions that have impacted your daily life? Explain why? 2. We are all called to be good citizens of the United States. What responsibilities do second graders have in order to be good Catholic citizens? 3. Name Catholic leaders, Catholic places, and Catholic events that are important. 4. Why have forms of transportation changed over time? 5. What geographic features impact transportation and communication? 	
Vocabulary Terms	

Terms

1. Then and now (past and present)
2. Symbols
3. Transportation
4. Communication
5. Motivation
6. Inventions
 - a. Telephone
 - b. Automobil
 - c. Internet
 - d. Airplane
 - e. Highways
7. Immigration
8. Landmark

People

1. Holy Family
 - a. Daily Life
2. Plains Indians
3. U.S. Inventors
4. Patron Saint

Places/Institutions/Songs/Documents

1. Declaration of Independence
2. The Star Spangled Banner
3. United States Capitol
4. Statue of Liberty
5. Kitty Hawk
6. Kansas State Capitol

ACTIVITIES

1. Have students interview parents to learn one or two new inventions the parents experienced. Create a marketing pamphlet with the intent to sell the invention to another teacher or class.
2. Read The Story of the Star Spangled Banner by Patricia A. Pingry. Have students illustrate one line of the song The Star Spangled
3. Teach the students The Star Spangled Banner and have them sing it to other classes, parents, or at a school assembly.
4. Read about several saints. Students should research and write a reflection about a saint indicating how they could imitate the saint in their daily lives.
5. Compare and contrast the story of the Prodigal Son and the Lost Sheep.
6. Teach students how to find passages in the Bible. Have students find Mark 4:31 and Genesis 1:27. Students should read each verse and share with a partner the verse and its meaning.

Social Studies	
Civics/Government	Second Grade
SCRIPTURE	
<i>"Do to others whatever you would have them do to you."</i> Matthew 7:12	
STANDARD	
<ol style="list-style-type: none"> 1. Interact and communicate with others respectfully. Learn the Golden Rule and how to apply the rule in the classroom, home, and community. 2. Create and follow rules. 3. Demonstrate characteristics of a good leader such as being faith-filled, trustworthy, compassionate, forward-looking, faith-filled. 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, or temptation. 	
EXAMPLES	
<p>Literature: <i>The Emperor's New Clothes</i> by Hans Christian Anderson</p>	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do we do the right thing, even when no one is looking? 2. Why is the Golden Rule important to know and practice? 3. How does the sacrament of Reconciliation 4. Who decides what rules are made in your classroom, school, and home? What did each group use to guide them in creating the rules? 5. Can rules in your classroom, school and home be changed? How? 6. Are there absolute rules that cannot be changed? Why? 	
VOCABULARY	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Good Samaritan 2. Ten Commandments 3. Golden Rule 4. Forgiveness 5. Rules 6. Responsibilities 7. Privilege 8. Honesty 9. Courage 10. Patriotism 11. Respect 12. Integrity <p>PEOPLE/ROLES</p> <ol style="list-style-type: none"> 1. Priests 2. Archbishop 3. Good Samaritan 4. Good Citizen 5. Leader 	

Places/Institutions

1. Classroom
2. School
3. Home
4. Church/Parish

Events

1. Parish Mission
2. Catholic Schools Week
3. Meetings
4. United States Constitution Day

ACTIVITIES

1. Divide students into groups of four. Tell students they have just been named leaders in the school and their first task is to create new rules for the cafeteria. Students should develop at least four rules. Students should create a poster of their rules with illustrations. Students should present their poster to the class. Students may also present their poster to the principal.
2. Invite the parish priest or school principal to the class to share with students how they collaborate with others in the parish or school to make decisions for the good of the whole. Have students prepare questions ahead of time to ask the presenter.
3. Read *The Emperor's New Clothes* by Hans Christian Andersen. Discuss with students the importance of always telling the truth. Students should write a one sentence promise to always tell the truth. These should be placed in a sealed container or jar and place it in a prominent place in the classroom.

Social Studies	
Geography	Second Grade
SCRIPTURE	
<i>The God who made the world and all that is in it, the Lord of heaven and earth does not dwell in sanctuaries made by human hands. Acts 17:24</i>	
STANDARD	
<p>Students will make and use maps. Students will investigate how people and weather may cause change to a place.</p> <ol style="list-style-type: none"> 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) 	
EXAMPLES	
<p>Literature: <i>A Seed Who Was Afraid To Be Planted</i> by Anthony DeStefano</p>	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do people choose to live where they do? 2. How does weather impact your daily life? 3. What symbols do you see daily that direct your actions? 	
<p>IDEAS</p> <ol style="list-style-type: none"> 1. Concept of mapping 2. Human Geography 3. Physical Geography 4. Cardinal directions 5. Seasons 6. Weather <p>People/Roles</p> <ol style="list-style-type: none"> 1. Cartographers <p>Places/Institutions</p> <ol style="list-style-type: none"> 1. Catholic Church 2. School 3. Hometown 4. Cities: Wichita, Kansas City, Topeka 5. Kansas 6. Rocky Mountain 7. Missouri River 8. Gulf of Mexico 	

ACTIVITIES

1. Have students make a map of the classroom. Students should include symbols, a legend, a compass rose, and a title.
2. With a partner, have students list or draw as many symbols as they can in ten minutes. Next, have students share with the class their symbols to determine if there are similarities. Finally, have students create two symbols that would be helpful in any classroom setting.

Social Studies	
Economics	Second Grade
SCRIPTURE	
<i>Honor the Lord with your wealth, with first fruits of all your produce: Then your barns will be filled with plenty. Proverbs 3:9-10</i>	
STANDARD	
<p>Students will recognize people make choices about resources, and will evaluate how the consequences of those choices impact their daily lives. Students 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.</p> <ol style="list-style-type: none"> 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 	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. How do people decide what is a want and what is a need? 2. Why does the Catholic Church encourage us to help those in need? 3. What goods and services are important for a person's daily life? 4. Why is it important to be responsible about spending and saving? 	
VOCABULARY	
<p>Terms</p> <ol style="list-style-type: none"> 1. Goods and services 2. Wants and needs 3. Saving 4. Spending 5. Earning 6. Income 7. Trade and barter 8. Money 9. Donating <p>People/Roles</p> <ol style="list-style-type: none"> 1. Producers 2. Consumers <p>Places/Institutions</p> <ol style="list-style-type: none"> 1. Parish 2. Diocese 3. Bank 4. Store 5. School 	
ACTIVITIES	

1. Students will list ten things they would like to and purchase and research the cost for each item. Next they will create a T-chart with Wants and Needs as column titles. They will list their items as either a want or a need. Discussion should follow guiding students to better understand wants and needs
2. In groups of four, students should make a list of ways they could help others. Remind them to come up with ideas they could actually do. Then bring the class together and list all ideas on the board. Allow students to choose one idea per group. Provide time for students to formulate their plan and put it into action.