

Second Grade: Social Studies (My World)

Civics		
Next Gen. CSO	myWorld Lessons (SE= Student Edition)	Supplemental Resources
SS.2.1: analyze examples of the fairness of rules and laws and evaluate their consequences.	SE: We Follow Rules and Laws, 24–27; Try It! 29; Review and Assessment, 43; myStory Book: How people best cooperate?, 45; Also See: Ways to Be a Good Citizen, 14; Good Citizens at School, 15; Our Government, 20	<u>What If Everybody Did That?</u> Author: Ellen Javernick
SS.2.2 illustrate the levels of government (local, state, and national) and actively discuss the characteristics of effective leadership.	SE: Constitution, 20, 30; State Government, 31; United States Government, 32, 33; Our Leaders, 34–37	http://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/
SS.2.3 create a product (e.g., play, multimedia and poster) to demonstrate an understanding of the diversity in American culture.	SE: Draw a picture of your culture, 157; Also See: Culture is Our Way of Life, 130–131; Passing Down Traditions, 132–133; Cultures in Our Country, 134–137; Two Cultures, 148–151; Immigrants, 180, 182–183	<u>Whoever You Are</u> Author: Mem Fox
SS.2.4 give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Day, Presidents Day, and Flag Day).	SE: Our Country's Symbols, 38–41; Review and Assessment, 44; Culture is Our Way of Life, 130–133; Cultures in Our Country, 134–137; What We Celebrate, 140–143; American Stories, 144–147; The First Americans, 172–175; America's Early Settlers, 176–179; A Growing Nation, 180–183; American Heroes, 190–193	<u>The Pledge of Allegiance in Translation: What It Really Means</u> Author: Elizabeth Raum <u>Who Was Martin Luther King, Jr.?</u> Author: Bonnie Bader
Economics		
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SS.2.5: investigate various occupations and career opportunities and how they have changed within the state and nation.	SE: Service Workers and Their Jobs, 64–67; myStory Book: How do people get what they need?(future jobs), 81	<u>What Do People Do All Day?</u> Author: Richard Scarry
SS.2.6: consider and categorize needs and wants in a graph, chart, or table to evaluate consequences of one choice over another.	SE: Needs and Wants, 50–53	http://www.brainpopjr.com/socialstudies/economics/needsandwants/
SS.2.7: design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).	SE: Getting What We Need and Want, 50; Communities Make Choices, 53; Producing and Consuming Goods, 58–61; Reading a Flow Chart, 62; Service Workers and Their Jobs, 64–67; Trade in the United States, 72	http://www.brainpopjr.com/socialstudies/economics/goodsandservices/
SS.2.8: explain the role of banks in saving for future purchases and create a graph reflecting savings over time.	SE: Loan, getting, from bank, 76–77	<u>Alexander, Who Used to Be Rich Last Sunday</u> Author: Silver Burdett
Geography		

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<p>SS.2.9: utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.), and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.</p>	<p>SE: Talking About Location, 86–89; All About Maps, 90–93</p>	<p><u>There’s a Map on My Lap!</u> Author: Tish Rabe</p>
<p>SS.2.10: identify the continents and oceans on a map and globe.</p>	<p>SE: Our Earth, 96–99</p>	<p><u>Maps and Globes</u> Author: Jack Knowlton</p>
<p>SS.2.11: summarize how climate, location, and physical surroundings have caused changes in the community and state over time.</p>	<p>SE: Our Environment, 108–111; Earth’s Resources, 114–117; Communities Change, 164–165; Reading a Timeline, 166–167; The First Americans, 172–175; Europeans in America, 176–177; Moving West, 180–181; Technology Then and Now, 184–187; Also See: Resources, 60–61; Landforms and Bodies of Water, 100–103; Weather and Climate, 104–107; Earth’s Resources, 114–117; Moving Ideas, People, and Things, 118–121</p>	<p><u>The Magic School Bus and the Climate Challenge</u> Author: Joanna Cole</p> <p><u>The Very First Americans</u> Author: Cara Ashrose</p> <p>http://www.brainpopjr.com/science/conservation/extinctandendangeredspecies/</p>
<p>SS.2.12: classify examples of natural resources and how people use them.</p>	<p>SE: Deciding What to Produce, 59; Resources, 60–61; Earth’s Resources, 114–117</p>	<p>http://www.brainpopjr.com/science/conservation/naturalresources/</p>
<p>SS.2.13: utilize appropriate global information systems including maps, globes, and geographic technology to examine, gather data, and analyze for a variety of real-world situations.</p>	<p>SE: Talking About Location, 86–89; All About Maps, 90–93; Using a Map Scale, 94–95; Our Earth, 96–99; Physical Maps, 102; Political Maps, 103; Political Maps, 103; Tennessee Road Map, 119; Going West, 181</p>	<p><u>Follow That Map! A First Book of Mapping Skills</u> Author: Scot Ritchie</p> <p><u>National Geographic Kids: Beginner’s World Atlas</u></p>
History		
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<p>SS.2.14: create timelines using documents and oral accounts to investigate ways communities and generations of families change.</p>	<p>SE: Graph Skills: Try It! (Timeline), 167</p>	<p>http://www.readwritethink.org/files/resources/interactives/timeline_2/</p>
<p>SS.2.15: identify cultural contributions and differences made by people from the various regions in the United States using literature, documents, and oral accounts.</p>	<p>SE: Learning About the Past (using sources), 168–171; Review and Assessment, 194</p>	<p>http://www.loc.gov/teachers/usingprimarysources/</p> <p>http://www.loc.gov/teachers/classroommaterials/primarysourcesets/</p>
<p>SS.2.16: explore the impact historical figures have had upon our society.</p>	<p>SE: Remembering Our Heroes, 141; Remembering Government and Community Leaders, 142–143; Review and Assessment, 155; American Heroes, 190–193; Also See: Community Government, 30; Community Leaders, 34</p>	<p><u>50 American Heroes Every Kid Should Meet</u> Author: Dennis Denenberg</p>

		http://www.brainpopjr.com/socialstudies/biographies/rosa parks/
West Virginia History		
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SS.2.17: identify state symbols, celebrations, holidays, famous West Virginians, and the governor of the West Virginia state government.	SE: For related material see: Country's Symbols, 38–41; What We Celebrate, 140–143; American Stories, 144–147; Declaration of Independence, 178; Statue of Liberty, 182, 183	<u>M is For Mountain State</u> Author: Mary Ann McCabe Riehle <u>John Denver's Take Me Home, Country Roads</u>
SS.2.18: locate and give examples of the natural resources and geographic features of West Virginia on a map.	SE: Opportunities to address this objective may be found with the following: Deciding What to Produce, 59; Resources, 60–61; Earth's Resources, 114–117	<u>When I Was Young In The Mountains</u> Author: Cynthia Rylant <u>The Day The Snapdragons Snapped Back</u> Author: Melinda Chambers
SS.2.19: locate county seat, the state capital city, and bordering states on a map.	SE: For related material see: Washington, D.C., 88; Our Town, 92; Using a Map Scale, 94–95; Political Maps, 103; Tennessee Road Map, 119; Going West, 181	<u>Santa Is Coming to West Virginia</u> Author: Steve Smallman http://www.brainpopjr.com/socialstudies/geography/readin gmaps/
SS.2.20: examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).	SE: Opportunities to address this objective may be found with the following: Cultures in Our Country, 134–137; American Stories, 144–147	<u>Passing the Music Down</u> Author: Sarah Sullivan <u>The Relatives Came</u> Author: Cynthia Rylant
SS.2.21: compare and contrast past and present lifestyles of West Virginians.	SE: For related material see: Life Then and Now, 162–165; Reading a Timeline, 166–167; Cherokee History, 174–175; America's Early Settlers, 176–179; Technology Then and Now, 184–187	<u>Living Life the West Virginia Way</u> Author: Carolyn Peluso Atkins <u>West Virginia (Hello USA)</u> Author: Domenica DiPiazza