

**September-Grade 2**

**Massachusetts Performance Standards**

*The students will: Review Concepts 4 & 5, 8 & 9. Students will begin strands: 2.1 and 2.6*

**UNIT**

**1. Rules and Responsibilities**

**Objectives (Students will...)**

1. Discuss purpose and of rules and laws
2. Introduce vocabulary: (This is a suggested list) continent, country, state, community, city, suburb, town, rural, goods, services, barter, consumer, producer
3. What is your global address (N.A., U.S.A., MA, Saugus, street)?

**Essential Question**

1. Why are rules important?
2. Where do we “fit” in the world? Where do we live as a community?

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)

**Media and Technology Resources**

1. Suggest downloading “Google Earth.” This can be used on the Smartboard or even the netbooks (if available).

**Evaluation/Activities**

**Lecture/Demonstration:** Each concept/topic will be introduced by the teacher using any resources that are available.  
**Class work:** To be done on each topic/concept as needed for understanding.  
**Homework:** To be given daily on each introduced topic as determined by the teacher.  
**Review:** All weekly concepts will be reviewed and connections to concepts should be made by the students.  
**Quiz:** Formal assessments will be given as warranted by the curriculum.

**Lesson Completion Date:**

**Technology Used/ Date Used:**

**Completed By:**

**Comments:**

**October-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 4 & 5, 8 & 9. Strands: 2.1, 2.3, 2.10*

**UNIT**

1. **Rules and Responsibilities** (continued), **Map Skills**

**Objectives (Students will...)**

1. Discuss rights and responsibilities as citizens
2. Introduce vocabulary: (This is a suggested list) map key, compass rose, symbols, North Pole, South Pole, equator, names of continents and oceans.
3. Practice locating each of the vocab. words on maps and globes.
4. Christopher Columbus: What qualities made him a good leader?

**Essential Question**

1. What are our rights and responsibilities as citizens (within the school, community, and country)?
2. What makes a good leader?
3. Do I know how to use a map or globe to find the information I need?

**Teacher Resources**

1. 1.Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. 2.Atlas, Maps, Globes

**Media and Technology Resources**

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**Evaluation/Activities**

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**Completed By:**

**Comments:**

**November-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 4, 6 & 7. Strands: 2.3, 2.10*

**UNIT**

**1. Then and Now**

**Objectives (Students will...)**

- 1, Discuss the Mayflower. Was William Bradford a good leader? Were the Pilgrims good citizens? Were the Pilgrims looking for rights as citizens?
- Discuss local Native Americans (Did they have rights? How did they help the Pilgrims?)
- Review vocabulary: (This is a suggested list) North Pole, South Pole equator, continents and ocean names.
- Practice locating each of the vocab. words on maps and globes.

**Essential Question**

- How did the Pilgrims establish religious rights and freedom?
- How did the Native Americans help the Pilgrims?

**Teacher Resources**

- Grade 2 teacher materials (teachers appear to have these from a number of years ago)
- Atlas, Maps, Globes

**Media and Technology Resources**

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**December-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 2, 4, & 5. Strands 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9*

**UNIT**

1. **Then and Now** (continued)

**Objectives (Students will...)**

2. Learn about the past by looking at objects from the past (i.e. Saugus Ironworks). Justified by Concept 2 vocabulary/timelines, and possibly 2.9 as a landmark.
3. Continue to review names and locations of continents and oceans.
4. North America, major geographical features: Mississippi River, Rocky Mountains, Mt. McKinley
5. Introduce the regions of the United States.
6. Review the countries that compose North America.
7. Discuss Hawaii and Alaska as states. Locate them on a map.

**Essential Question**

1. What is some of the history of our community using words and phrases relating to time?
2. What important features or regions are in North America?

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. Atlas, Maps, Globes
3. Saugus Ironworks (they will come to the school and “show the past” as an in-house field trip.

**Media and Technology Resources**

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**January-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 1, 2, 3, 4, & 5. Strands 2.1, 2.5, 2.7, 2.8, 2.9*

**UNIT**

1. **Then and Now** (continued)

**Objectives (Students will...)**

1. Learn that history is made up of periods (relate back to last month and using words and phrases relating to time): colonists, pioneers, and immigrants
2. Discuss how people brought (and bring) their culture to our country from their native lands.
3. Discuss the continent of Europe in relation to early immigrants.
4. Landmark to be emphasized is the Alps.

**Essential Question**

1. What traditions or customs can we find today that is from another country?
2. Does our own family have a tradition or custom that is native to another country?

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. Atlas, Maps, Globes
3. Possibly student resources/items that may represent another tradition or custom from another country and culture.

**Media and Technology Resources**

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**February-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 4 & 5. Strands 2.1, 2.10*

**UNIT**

1. **Then and Now** (continued)

**Objectives (Students will...)**

1. Learn about Abraham Lincoln and George Washington (President's Day)
2. Learn about the continent of Antarctica.

**Essential Question**

1. What made Abraham Lincoln and George Washington good leaders?
2. Locate Antarctica on a map or globe.
3. Be able to describe why Antarctica is not inhabited by people!

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. Atlas, Maps, Globes

**Media and Technology Resources**

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<b>March-Grade 2</b>	
<i>Massachusetts Performance Standards</i>	
<i>The students will: Review Concepts 4 &amp; 5. Strands 2.1</i>	
<b>UNIT</b>	
1. <b>Earth as Our Home</b>	
<b>Objectives (Students will...)</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. Learn about Australia</li> <li>2. A suggestion: Parallel this to science with a theme of “We honor and celebrate the earth, home to all living things.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is Australia? Why is it both a country and a continent?</li> </ol>
<b>Teacher Resources</b>	<b>Media and Technology Resources</b>
<ol style="list-style-type: none"> <li>1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)</li> <li>2. Atlas, Maps, Globes</li> </ol>	<ol style="list-style-type: none"> <li>1. Suggest downloading “Google Earth.” This can be used on the Smartboard or even the netbooks (if available).</li> </ol>
<b>Evaluation/Activities</b>	<b>Lesson Completion Date:</b>
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**April-Grade 2**

**Massachusetts Performance Standards**

*The students will: Review Concepts 4 & 5. Strands 2.1, 2.4, 2.5*

**UNIT**

**1. Earth as Our Home**

**Objectives (Students will...)**

- 1. Learn about South America. Emphasize the Amazon River and the Andes Mountains.
- 2. Vocabulary: natural resources

This unit can continue to be paralleled to science. Ideas include: habitats (particularly the rainforest), Earth Day (April 22), pollution, caring for the environment.

**Essential Question**

- 1. Where is South America?
- 2. Locate the Amazon River and Andes Mountains.
- 3. If paralleling with science: Why is the rainforest important?

**Teacher Resources**

- 1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
- 2. Atlas, Maps, Globes

**Media and Technology Resources**

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**Evaluation/Activities**

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**May-Grade 2**

***Massachusetts Performance Standards***

*The students will: Review Concepts 4 & 5. Strands 2.1, 2.4, 2.5*

**UNIT**

**1. Earth as Our Home**

**Objectives (Students will...)**

1. Learn about the continent of Asia. Emphasis is on the Yangtze (China) and Volga (Russia) rivers, the Himalayan Mountains, and Mount Everest.

**Essential Question**

1. Where is the continent of Asia?
2. Why are the Yangtze and Volga Rivers important?

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. Atlas, Maps, Globes

**Media and Technology Resources**

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**June-Grade 2**

*Massachusetts Performance Standards*

*The students will: Review Concepts 4 & 5. Strands 2.1, 2.4*

**UNIT**

**1. Earth as Our Home**

**Objectives (Students will...)**

1. Learn about the continent of Africa. Emphasis is on the Nile River.

**Essential Question**

1. Where is the continent of Africa?
2. Why is the Nile River important?

**Teacher Resources**

1. Grade 2 teacher materials (teachers appear to have these from a number of years ago)
2. Atlas, Maps, Globes

**Media and Technology Resources**

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