

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	SS
Course ID	AC04432	Grade Level	2
Course Name	Grade 2 Social Studies	# of Credits	1
SCED Code	04432	Curriculum Type	Acellus

### COURSE DESCRIPTION

Grade 2 Social Studies course begins to explore how the student fits in the world as a member of a community, a country, and the world. Students reach greater understanding of the social studies disciplines: history, geography, civics and government, and economics. Students learn in an integrated fashion, through the context of specific themes. Students are introduced to maps and discuss how industry and government work in the U.S.A. Grade 2 Social Studies presents US History from the early Native American period to the Civil War and finishes with an introduction to world history.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	<a href="#">BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</a>
SS2.1.1	Understand that schools, communities, and the United States have rules that have to be followed.
SS2.1.2	Identify the symbols and traditional practices that honor patriotism in the United States.
SS2.1.3	Identify people and events that are honored on United States holidays.
SS2.1.4	Understand that the rules in the United States are called laws.
SS2.2.1	Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.
SS2.2.2	Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).
SS2.3.1	Give examples of and/or identify needs, wants, goods, and services.
SS2.3.2	Identify how price may affect buying, selling, and saving decisions.
SS2.3.3	Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).
SS2.4.1	Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).
SS2.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.3	Use digital tools to learn about social studies concepts.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 Where Do You Live?	SS2.1.1; SS2.1.3; SS2.1.4; SS2.2.1; SS2.2.2; SS2.5.1; SS2.5.2; SS2.5.3; SS2.5.4; SS2.6.3	Students discover places where people live, how people form groups, what are neighborhoods rules and laws. Students are then exposed to the concept of voting and how citizens care about the people around them. Students then analyze the importance of communities, reading a map, and how time changes communities. Students then explore the urban, suburban, and rural areas in this country and state; compare findings to other places and countries around the world. In addition, students read and listen to the biography of Eleanor Roosevelt.

Unit 2	Planet Earth	SS2.1.2; SS2.1.3; SS2.6.3	Students observe and analyze the cause and effect of landforms and water, usage of a map, how food is harvested and packaged from the farm to the consumer and how produce is grown. Students then participate in lessons including: How natural resources are used, data collection with bar graphs, the importance of taking care of the Earth, and what responsibility humans have taking care of the World. In conclusion, students are exposed to the biographies of James Dole and Rachel Carson.
Unit 3	Working Hard	SS2.1.3; SS2.2.1; SS2.3.1; SS2.3.2; SS2.6.3	Students participate in predicting the order of events, the responsibility of handling money, and making important decisions. Students participate in virtual lessons and class lessons involving being diligent, using diagrams, how goods go from the factory to the consumer, how to use a compass, different ways to make and use money, using pie charts, how countries trade, how bartering works, and what are riddles. Students conclude this unit with information on the biographies of Clara Barton and Woody Johnson.
Unit 4	The USA	SS2.1.2; SS2.1.3; SS2.6.3	Students receive a general overview of the local, state, and federal government structure. Students participate in virtual lessons entailing the importance of respect, using a table for organization and the concept of voting. Students are introduced to who our are leaders and lawmakers, what is freedom, how to use a map to locate a place, and the symbolism and patriotism behind flags. In conclusion, students are exposed to the biographies of Hiram Rhodes Revels and Susan B. Anthony.
Unit 5	The History of Our Country	SS2.1.3; SS2.5.1; SS2.6.3	Students experience instructional lessons and visual video excerpts on the History of Our Country. Students gain general understanding of the ordering historical events, Native American tribes, and the concept of honesty. Students then participate in virtual lessons covering the concepts of, the establishment of English Colonies, interpreting distances on a map, the event behind Independence Day, and how our country expanded. Students practice interpreting a timeline of our country's history, and the facts about the civil war. Students are then exposed to the biographies of John Paul Jones and Harriet Tubman.
Unit 6	Study the Past	SS2.1.3; SS2.2.1; SS2.3.1; SS2.3.2; SS2.5.4; SS2.6.3	Students exercise methods to remember historical details and the concept of people becoming immigrants. Students then are exposed to the importance of courage, honoring American holidays and landmarks and holidays from around the world. Students then review and analyze the different calendars, ancient artifacts and inventions, the usage of diagrams to share knowledge. Students are then introduced to the significance of communication and methods of using stories to help communicate. In conclusion, students review the biographies of Maya Lin and Robert Fulton.

