



## Dominican International School

### Social Studies 2 COURSE SYLLABUS

GRADE LEVEL: 2

SCHOOL YEAR: 2024-2025

TEACHER: Mr. Charles Marks

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#### COURSE DESCRIPTION:

The second grade Social Studies curriculum introduces children to the geography, history, government, and economy of the United States through the school's adapted American curriculum, which is in line with Core Common States Standards (CCSS). The subject area is also specifically adapted to help the learners to discover their own local community (i.e., the city, village, or township in which their school is located), as well as national and continent-wide cultures and issues. Ensuring learners are able to relate to the subject and content, and to create autonomous and lifelong learners, the students are encouraged to develop and share the many individual cultures that they bring to our classroom. Many projects, classwork and homework assignments will give learners the opportunity to share their own personal and relevant learning experiences.

The children learn about people and events from the past that have shaped the United States of America, as well as those of the local community and that of our neighboring nations. With an emphasis on map skills, students will study the geography of the community, its connections to neighboring communities and the world beyond. They will begin to explore how people make a living in their local community and how goods and services move in and out of the local area and internationally as well. Students will get a good glimpse of the differences, complexities, and diversity of the people and places of the world. Thus, the goal of this course is to let students appreciate and respect the different people, places and cultures of the world.

**COURSE OBJECTIVES:** The topics listed below will be our focus through reading, discussion, projects, and assessments. We will work independently and in groups to improve our reading, writing, listening, and speaking skills. Presentation skills will be practiced and assessed. Public speaking is an important skill many people use to express their opinions to get what they want for themselves and the greater common good of society.

Weekly textbook reading will be assigned to help the students become independent learners and active readers. It's important that all students gradually improve their reading comprehension skills through these assignments.

#### First Quarter

λ Define and identify *cities, suburbs, towns, relative location, absolute location, symbol,*

*compass rose, historian, geography, globe, equator, prime meridian, latitude, longitude, legend, symbol, scale, compass rose, bar graph, flow chart, primary source, journal, artifact, architecture, secondary source, biography, autobiography, historian, immigrant, generation, tradition, ancestor, vocabulary, family, community, respect, responsible, extended family, citizen, guardian, practice, history, ancestor, culture, compare and contrast.*

- λ Learn how to use globes and maps.
- λ Learn how read, make, and understand charts and graphs.
- λ Learn the keys to writing better.
- λ Find better ways to use the library, the Internet, and our online platforms.
- λ Understand the difference between a primary and secondary source.
- λ Identify key changes in history.
- λ Identify differences between your immediate and extended family.
- λ Identify ways we can show respect and responsibility.
- λ Learn about immigration and citizenship.
- λ Identify traditions in our families and communities.
- λ Make a timeline.
- λ Learn about our ancestors and cultures.
- λ Write a sequential paragraph.
- λ Study our separate family histories.
- λ Be able to say and write your absolute and relative location.

## **Second Quarter**

λ Define and identify *geographer, landform, continent, ocean, model, migrate, harbor, evidence, urban, suburb, weather, environment, rural, natural resource, renewable, conserve, technology and transportation, wants, cost, goods, producer, consumer, skill, trade, savings, borrow, symbol, barter, wants/needs, choice, purchase,*

- λ Recognize that the world is divided into different areas politically, such as states, countries and continents.
- λ Recognize that people change environment to meet their needs and how geographical characteristics such as weather, climate and location can influence people's decision about how and where to live.
- λ Identify and categorize renewable and nonrenewable resources.
- λ Describe why people in countries trade goods and services.
- λ Identify that community members contribute to the community in different ways and describe why the diversity in communities contributes to the richness of our culture.
- λ Analyze cost and benefit.
- λ Begin to understand how supply and demand affects the pricing of goods and services.

## **Third Quarter**

λ Define *resource, citizen, law, court, consequence, constitution, Congress, vote, represent, tax, Supreme*

*Court, respect, responsible, government, independence, freedom, colony, document, trade, peace, conflict and rights. scarce, harvest, natural, distributors, markets, process, sequence,*

λ Identify and describe characteristics of good citizenship.

λ Describe ways in which citizens make positive contributions to their school and community, taking responsibility for personal actions, respecting and being fair with others, and being honest.

λ Identify rules and laws and describe their purpose in school, community, and society.

λ Define government and describe its purpose.

λ Explain the function of a government and why it's formed.

λ Describe government services and how they meet the needs of citizens in a community.

λ Identify government leaders and their role in a community, state, and nation.

λ Describe how leaders are chosen, such as by election and appointment to office.

λ Describe why the Declaration of Independence was written.

λ Identify symbols and songs that reflect democracy and freedom.

λ Identify historical figures and events that we celebrate.

#### **Fourth Quarter**

λ Define *history, monument, explorer, settler, immigrant, freedom, vote, pioneer, ancient, invention, civil rights, innovator needs, weather, drought, climate, irrigation, source, landform and loan.*

λ Recognize that everyone has basic human needs of food, clothing, and shelter as well as different wants.

λ Understand that individuals, families, and communities must make choices due to limited resources.

λ Trace the production of goods from natural resource to finished product in the market available to customers.

λ Explain how producers decide what to produce based on needs and wants of consumers and the benefits of what they produce to consumers

λ Identify services people depend on in their communities, such as people who provide transportation, safety, education, and health.

λ Recognize that people can use money of barter to exchange goods and services, and that money makes the exchange easier.

λ Compare and contrast life and family life in the past with life today.

λ Make predictions about changes in the future.

λ Compare Native American cultures from different regions

λ Compare life in the past to life today

λ Identify the key people and events that shaped America and how, over time the United States grew in size.

λ Compare life in the past to today and discuss that some things change while others stay the same.

λ Identify contributions of innovators and identify technological innovations that shaped the United States.

λ Identify historical figures who exemplify admirable character traits.

#### **ASSESSMENT:**

Students will be assessed with class participation, observation, homework, classwork, objective quizzes/tests, oral responses, collaborative learning and individual projects and quarterly exams. Apart from department (10%), the

student's final grade will be computed mainly based on three parts: performance tasks (homework and class work), quizzes and quarterly exams. Each part is weighted at one third of the total course grade.

Quizzes, assessments and projects will relate to current and previous topics. These may be given at any time during any class period—immediately after a whole class guided instruction, at the beginning or end of a class, etc. Students absent from class for a test or a quiz will be required to take the quiz or test some other time arranged with the teacher as soon as possible in class.

It is very important that all work is completed to the learners' best abilities. Often much of the vocabulary for this particular subject area can be challenging, especially for English Language Learners (EAL), therefore support and guidance through parents and caregivers is encouraged throughout. Many learners may find it beneficial to be able to discuss the topics and subject's areas in their native or first language. All of this support is essential in helping learners to construct their own understanding and knowledge of social studies.

### CLASS RULES

- Students should follow the specific instructions and rules set forth for each class, project, and assessment.
- Homework is seldom assigned to be completed/submitted on the next day. I strongly encourage you to come to me with questions if you don't understand how to do the homework or project before the actual due date.
- Homework received late will receive a one-point deduction.
- It is the responsibility of absent and tardy students to make up any missed work. Please inform the teacher ahead of time if you know you will be absent. We can make any necessary arrangements.
- Failure to behave properly, follow class rules and instructions will affect your department score, grade, and eligibility to receive honors recognition.

### PRIMARY TEXTBOOK & OTHER RESOURCES

Pearson *My World Interactive*

**\*\*\*A Social Studies notebook with our class name and your name must be with you during every class. Use this notebook, your textbook, and any handouts to review, prepare for assessments and work on projects. If you run out of paper in your notebook, please replace it promptly.\*\*\***

You will receive a username and password to use the online resources for our book. Please use it how you deem fit for supplementary material and support content. Let me know if you have any questions about the online resources or have trouble logging in.

Raz Plus and Britannica School are our online research and reading platforms. These websites can be easily accessed through the "QLinks" tab on the homepage of the DIS website. I may occasionally assign you books to read through this platform or ask you to prepare for projects with these resources.

Make sure that you study any Raz Plus Books assigned as project research. For Britannica, you can access the elementary research platform off campus with this link, username and password:

<https://school.ebonline.com/?target=%2Flevels&showErrorMessage=true>

Username:dominican  
Password:DIS-2024

**ADDITIONAL INFORMATION** – Please see Google Classroom for more information. I will also keep you updated of our class content with links to videos, which we may or may not have already watched in class. Announcements will also be made regularly on Google Classroom for special tasks and projects, which need to be prepared for and completed. Homework will be posted regularly, and late homework receives a one-point deduction.

**Academic Dishonesty** means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment**

## Schedule of Instruction

### **SUBJECT: Social Studies** **1st QUARTER – TENTATIVE COURSE CONTENT**

<b>Week / Date</b>	<b>Topic / Projects / Assessments</b>
<b>Week 1</b> <b>Aug 12<sup>th</sup> to 16<sup>th</sup></b>	<b><u>Map and Graph Skills Handbook</u></b> Using globes, maps, and information
<b>Week 2</b> <b>Aug 19 to 23rd</b>	<b><u>Map and Graph Skills Handbook</u></b> Using globes, maps, and information  <b><u>Writing Workshop</u></b> Keys to Good Writing Writing Genres Using the Library and Online Resources  <b><u>Using Primary and Secondary Resources</u></b>

<b>Week 3</b> <b>Aug 26 to 30<sup>th</sup></b>	<p><b><u>Map and Graph Skills Handbook</u></b> Using globes, maps, and information</p> <p><b><u>Writing Workshop</u></b> Keys to Good Writing Writing Genres Using the Library and Online Resources</p> <p><b><u>Using Primary and Secondary Resources</u></b></p>
<b>Week 4</b> <b>Sep 2 to 6</b>	<p><b><u>Chapter 1 Families Today and in the Past</u></b> <b>Lesson 1: Families</b></p> <ul style="list-style-type: none"> <li>● What Does Family Mean to You?</li> <li>● What Is a community?</li> <li>● Why is Learning About Family Important?</li> </ul>
<b>Week 5</b> <b>Sep 9 to 13<sup>th</sup></b>	<p><b>Lesson 2: Different Kinds of Families</b></p> <ul style="list-style-type: none"> <li>● What Makes a Family?</li> <li>● How Are Families Organized?</li> <li>● Immigrant Families</li> <li>● How Families Are Similar</li> <li>● Map and Graph Skills: Interpret Timelines</li> </ul>
<b>Week 6</b> <b>Sep 23 to 27</b>	<p><b>Lesson 3 Life Then and Now</b></p> <ul style="list-style-type: none"> <li>● You Have a Past</li> <li>● Your Family Has a Past</li> <li>● Families Then and Now</li> </ul> <p>Literacy Skills: Sequence Writing</p>
<b>Week 7</b> <b>Sep 30 to Oct 4</b>	<p><b>Lesson 4 Family History</b></p> <ul style="list-style-type: none"> <li>● Different Kinds of Sources</li> <li>● Learn About Your Family's History</li> </ul>
<b>Week 8</b> <b>Oct 7 to 11</b>	<ul style="list-style-type: none"> <li>○ Review/Project/Q1 Exam</li> </ul>

**2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT**

Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (10)</b>  <b>Oct 14<sup>h</sup> to 18<sup>h</sup></b></p>	<p><b>Chapter 2: People, Places and Nature</b>  Chapter 2: Introduction – The BIG Question, Vocabulary Preview  <b>Lesson 1: Use Maps to Locate Places</b></p> <ul style="list-style-type: none"> <li>○ What is the difference between relative and absolute location?</li> <li>○ Use a map scale to estimate the distance between two places on a map</li> </ul>
<p><b>Week 2 (11)</b>  <b>Oct 21 to 25</b></p>	<p><b>Lesson 2: Earth’s Land and Water</b></p> <ul style="list-style-type: none"> <li>○ Landforms, bodies of water</li> <li>○ A map of North America</li> <li>○ Earth’s shape</li> </ul>
<p><b>Week 3 (12)</b>  <b>Oct 23 to 27<sup>h</sup></b></p>	<p><b>Lesson 3: Where People Live</b></p> <ul style="list-style-type: none"> <li>○ Why and how people move</li> <li>○ Traveling to America</li> </ul>
<p><b>Week 4 (13)</b>  <b>Oct 28 to Nov 1</b></p>	<p><b>Lesson 4: Our Communities and Resources</b></p> <ul style="list-style-type: none"> <li>○ Urban and suburban environment</li> <li>○ Why is important for some workers to have special skills?</li> <li>○ Identify the main idea and details in paragraph (pp. 68-69)</li> </ul>
<p><b>Week 5 (14)</b>  <b>Nov 4<sup>h</sup> to 8<sup>h</sup></b></p>	<p><b>Chapter Two Test or Project</b></p>
<p><b>Week 6 (15)</b>  <b>Nov 11<sup>h</sup> to 15<sup>h</sup></b></p>	<p><b>Chapter 3 Government</b>  Chapter 3: Introduction – The BIG Question, Vocabulary Preview  <b>Lesson 1: Citizens Follow Rules and Laws</b></p>
<p><b>Week 7 (16)</b>  <b>Nov 18 to 22</b></p>	<p><b>Lesson 1: Citizens Follow Rules and Laws</b></p>
<p><b>Week 8 (17)</b>  <b>Nov 25<sup>h</sup> to Nov29</b></p>	<p><b>Lesson 2 Our Government</b></p> <ul style="list-style-type: none"> <li>● What is a government?</li> <li>● President</li> <li>● Congress</li> <li>● Supreme Court</li> </ul> <p>3 Branches of the US Government</p>
<p><b>Week 9 (18)</b>  <b>Dec 2 to 6<sup>h</sup></b></p>	<p><b>Lesson 2 Our Government</b></p> <ul style="list-style-type: none"> <li>● What is a government?</li> <li>● President</li> <li>● Congress</li> <li>● Supreme Court</li> </ul> <p>3 Branches of the US Government</p>
<p><b>Week 10 (19)</b>  <b>Dec 9<sup>h</sup> to 13<sup>h</sup></b></p>	<p><b>Quarter 2 Review, Project, and Exams</b></p>
<p><b>Dec 16<sup>h</sup> to Jan 3</b></p>	<p><b>Christmas Break</b></p>

**3rd QUARTER – TENTATIVE COURSE CONTENT**

Week / Date	Topic / Projects / Assessments
<b>Week 1 (20)</b> <b>Jan 6 to 10<sup>th</sup></b>	<b>Lesson 3: Governments Around the World</b> <ul style="list-style-type: none"> <li>• Why Countries Need Government</li> <li>• The Declaration of Independence</li> </ul> The Constitution and Bill of Rights
<b>Week 2 (21)</b> <b>Jan 13<sup>th</sup> to 17<sup>th</sup></b>	<b>Lesson 3: Governments Around the World</b> <ul style="list-style-type: none"> <li>• Why Countries Need Government</li> <li>• The Declaration of Independence</li> </ul> The Constitution and Bill of Rights
<b>Week 3 (22)</b> <b>Jan 20<sup>th</sup> to 24<sup>th</sup></b>	<b>Lesson 4: Governments Work Together</b> <ul style="list-style-type: none"> <li>• Countries Solving Problems</li> <li>• The United Nations</li> <li>• Ways Leaders Solve Problems</li> </ul>
<b>Week 4</b> <b>Feb 3-7</b>	<b>Chapter 4: People Who Supply Our Goods and Services</b> Chapter 4: Introduction – The BIG Question, Vocabulary Preview <b>Lesson 1: Needs, Wants, and Choices</b> <ul style="list-style-type: none"> <li>• Needs and Wants</li> <li>• Getting What We Need and Want</li> <li>• Making Choices</li> <li>• Cost and Benefits</li> </ul>
<b>Week 5</b> <b>Feb 10-14</b>	<b>Lesson 2: Food Producers</b> <ul style="list-style-type: none"> <li>• Who Are Producers?</li> <li>• The Role of Farmers</li> <li>• Planting and Harvesting</li> </ul>
<b>Week 5 (24)</b> <b>Feb 17-21</b>	<b>Lesson 3: Producing and Consuming Goods</b> <ul style="list-style-type: none"> <li>• Who Are Consumers?</li> <li>• From Farm to Market?</li> <li>• Flow Cart of Goods</li> </ul>
<b>Week 7 (26)</b> <b>Feb 24<sup>th</sup> to 27</b>	<b>Lesson 4: Challenges Producers Face</b> <ul style="list-style-type: none"> <li>• Watching the Weather</li> <li>• The Land and the Climate</li> <li>• Solving Problems</li> </ul>
<b>Week 8 (27)</b> <b>Mar 3-7</b>	<b>Project/Exams review</b>
<b>Week 9 (28)</b> <b>March 10-14</b>	<b>Exams</b>



## 4th QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<b>Week 1 (29)</b> <b>March 18<sup>th</sup> to 21</b>	<b><u>Chapter 5: Making a Difference</u></b> Chapter 5: Introduction – The BIG Question, Vocabulary Preview <b>Lesson 1 What Makes a Hero?</b> Who Is a Hero? How Does a Hero Act? Why Does a Hero Act? Why Are Heroes Important?
<b>Week 2 (30)</b> <b>March 24-28</b>	<b>Lesson 2 Heroic Leaders</b> Heroes Know How to Lead Abraham Lincoln, Sitting Bull, and Golda Meir
<b>Week 3 (31)</b> <b>Mar 31-April 3</b>	<b>Lesson 3 Heroes Who Inspire Change</b> Heroes Work for Justice Heroes of Women’s Rights Heroes of Worker’s Rights Rosa Parks
<b>Week 4 (32)</b> <b>Apr 7-11</b>	<b>Lesson 4 Heroes in Science</b> Thomas Edison Ideas that Changed the World Heroic Discoveries in Medicine
<b>Week 5 (33)</b> <b>Apr 21 to 25</b>	<b>Lesson 5 Heroic Helpers</b> Heroes Help People A House of Hope The Red Cross Florence Nightingale
<b>Week 6 (34)</b> <b>Apr 28-May2</b>	<b>Lesson 6 How We Can Make a Difference</b> Heroes Are All Around Us Artists and Service Workers How You Can Make a Difference, Too
<b>Week 7 (35)</b> <b>May 5-9</b>	<b>Review/Prepare Project</b>
<b>Week 8 (37)</b> <b>May 12-16</b>	Quarter 4 Exam
<b>Week 9 (38)</b> <b>May 19-23</b>	End of Year Activities

**Week 10 (39)**  
**May 26-29**

End of Year Activities