

Second Grade Social Studies Curriculum

Unit: Communities

Time: September- November

Standards:

Essential Questions

- What is a community?
- How are communities different?
- How do communities change?
- How did one community change?
- How can one person make a difference?

Enduring Understandings

- I know that a community is where people live, work, play, and solve problems
- I know that there are three types of communities. They are urban, suburban, and rural. People in each of these communities do different things for work and fun.
- I know that communities change over time. Some grow bigger as people move to them. They also get smaller as people move away. Some people make their communities better by fixing old buildings and building new places.
- I know that San Francisco grew from a small town into a big city. People built docks and buildings. Miners came to search for gold. More stores opened. In 1906, an earthquake and fires almost destroyed the city. Later, people built the city again.
- I know that all communities have problems to solve and that sometimes one person thinks of an idea to help make a community better. Some people help keep their communities safe, care for the sick or teach people about others.

- 6.1.4.A.8. Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.11. Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.A.12. Explain the process of creating change at the local, state, or national level.
- 6.1.4.B.6. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.
- 6.1.4.B.10. Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.
- 6.1.4.C.11. Recognize the importance of setting long-term goals when making financial decisions within the community.
- 6.1.4.D.2. Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3. Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
- 6.1.4.D.11. Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.14. Trace how the American identity evolved over time.

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Benchmark Assessment(s)

- SWBAT create class rules and discuss how rules/laws keep us safe. (6.1.4.A.8), (6.1.4.A.11)
- SWBAT work collaboratively in small groups to design a community that includes places to live, work, and play. The group will share their finished work with the class. (6.1.4.A.8), (6.1.4.C.11)
- SWBAT to complete community research project. Students will be provided a type of community and students will learn about how that type of community compares/contrasts to their own community. (6.1.4.A.8), (6.1.4.B.6), (6.1.4.D.11)
- SWBAT identify problems in their community and identify how these problems were solved. Then, students will work with partners on a plan to implement the change they wanted to make in their own community. Encourage students to create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change. They can use the list of steps as talking points to present their plans orally to the class (6.1.4.A.11), (6.1.4.A.12), (6.1.4.D.11).
- SWBAT identify reasons why communities change over time. They will read the student text and then determine similar examples of ways that their own community has grown or changed over time to meet the needs of the people. Discussions will take place in small groups and whole class. (Example: people move and a community gets smaller because a store with jobs closes) (6.1.4.B.6), (6.1.4.B.10), (6.1.4.D.2), (6.1.4.D.3), (6.1.4.D.14).

Other Assessments

- ✓ Scott Foresman
- ✓ Teacher observation and student participation

Materials

- Large and small sheets of paper
- Scissors
- Glue
- Colored pencils or markers
- Recent community newspapers
- Plastic bins or other container
- Online community research sites
- Google classroom

SUGGESTED ACTIVITIES

What is a community?

- Preview – Students will learn about places found in a community.
- Activity – Students will design a community that includes places to live, work, and play (benchmark)
- Reading Further - Students will learn about the history of the community of Marshall, Texas and explore their community's past.
- Processing – Students will create community booklets with government, capitals, symbols, etc.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

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How are communities different?

- Preview – Students will learn about different kinds of communities (urban, suburban, rural).
- Activity – Students will learn about the features, advantages, and disadvantages of urban, rural, and suburban communities. Create “Community Wheels”
- Vocabulary – Students will review terms from the lesson (community).

How do communities change?

- Preview – Students will identify ways homes and neighborhoods can change.
- Activity – Students will read how communities grow and change and create a plan to make a neighborhood better (benchmark).
- Processing – Students will apply their knowledge by identifying causes and effects of changes in a community.

How can one person make a difference?

- Preview – Students will identify problems in school and possible solutions.
- Activity – Students will propose possible solutions to given community problems and compare those solutions with how people actually solved these problems (benchmark)
- Reading Further - Students will identify problems in their community and propose solutions. Then, students will work with partners on a plan to implement the change they wanted to make in their own community. Encourage students to create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change. They can use the list of steps as talking points to present their plans orally to the class (benchmark).
- Vocabulary – Students will review terms from this lesson. (inventor)

ENRICHMENT

- Have students continue their study of their community by creating posters about the community’s past and present. Have students examine old and recent newspapers for information on what the community was like long ago and what the community is like today. Students should present their findings in text and drawings on their own posters. Encourage volunteers to present their posters to the class.
- Have students select three adults to interview. Have them ask each person the following questions:
 - Which of the following types of community have you ever lived in (urban, rural, suburban)?
 - Describe the type of home you lived in.
 - What did you do for fun?
 - Did you like living in that type of community? Why or why not?
 - What type of community would you most want to live in? Why?
- After they complete their interviews, have students prepare their answers to share with the class. Then they can compare the adult responses to the class bar graph showing what type of community students prefer.
- Assist students in locating someone who has lived in their community for a long time, such as a parent, grandparent, neighbor, teacher, or other community member. Have students interview the person to find out how the community has changed over time. Encourage students to develop their own interview questions to find out how the community has either grown or gotten smaller and what has been done over time to help people in the community. Students may present the results of the interviews both in written and oral form, and they may also draw pictures to reflect some of the changes in their community.
- Google Classroom community web project. Students will search internet for pictures identifying all types of communities.

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Suggested Websites

- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Various informational books about Communities
- Scholastic News Weekly Reader
- Community picture cards
- Diagram and web templates

Cross-Curricular Connections

21st Century Skills (CRP1) Act as a responsible and contributing citizen and employee.

Technology (8.2.2.A.5) Collaborate to design a solution to a problem affecting the community. Students will collaborate to identify a problem in their community and work together to find a solution.

SEL (Social Awareness) Recognize and identify the thoughts, feelings, and perspectives of others. Students will practice these skills to reinforce being a good citizen.

Math – (2.MD.D.10): 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. Students will make a bar graph showing your preferences for each of the three types of communities.

Second Grade Social Studies Curriculum

Unit: Economics

Time: December- January

Standards:

Essential Questions:

- How do people use our environment?
- How are goods made and brought to us?
- Who provides services in a community?
- How can I be a smart consumer?

Enduring Understandings

- I know that people use nature to get the food, shelter, and clothing they need. But when people use their natural resources too much, they can pollute the environment.
- I know that producers make goods and use transportation to send them to stores. Consumers buy goods from stores using money from their income. Countries bring in and send goods from and to other countries.
- I know that businesses are places where people work. Businesses can provide goods or services.
- I have learned that being a smart consumer means making the best decisions possible while shopping.

6.1.4.B.4. Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.4.B.5. Describe how human interaction impacts the environment in New Jersey and the United States.

6.1.4.B.6. Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

6.1.4.B.7. Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8. Compare ways people choose to use and distribute natural resources.

6.1.4.C.1. Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.3. Explain why incentives vary between and among producers and consumers.

6.1.4.C.4. Describe how supply and demand influence price and output of products.

6.1.4.C.5. Explain the role of specialization in the production and exchange of goods and services.

6.1.4.C.7. Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8. Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.C.10. Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.11. Recognize the importance of setting long-term goals when making financial decisions within the community.

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- 6.1.4.D.17. Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Benchmark Assessment(s)

- SWBAT explore how people use natural resources in various environments and discover the effects of pollution through reading about natural resources and playing a game to explore things found in nature. Students will understand the relationship between things they can find in nature and what people can make from those resources. (6.1.4.B.4), (6.1.4.B.5), (6.1.4.B.6), (6.1.4.B.7), (6.1.4.B.8), (6.1.4.C.9).
- SWBAT read about a class that used good shopping habits and then go on a virtual shopping trip using grocery circulars and make choices about what to buy by distinguishing between economic needs and wants. Students will practice making the best decisions of what to buy. (6.1.4.C.1), (6.1.4.C.2), (6.1.4.C.4), (6.1.4.C.7), (6.1.4.C.10), (6.1.4.C.11), (6.1.4.D.17), (6.1.4.D.18), (6.1.4.D.19), (6.1.4.D.20).
- SWBAT participate in party planning while being a smart consumer. Students will be provided \$100 to purchase food, games, entertainment and decorations wisely. Plans and purchases of needs versus wants will be presented. (6.1.4.C.2), (6.1.4.C.3), (6.1.4.C.10)

Other Assessments

- ✓ Teacher observation and student participation

Materials

- Paper bag (1 per class)
- Red and blue crayons, 5 of each (1 set per class)
- Products made from plants, such as soap, tissues, and glue (Several per class)
- Scissors (1 per student)
- Glue Sticks
- Grocery store circulars (1 per group of 4)
- Sorting games

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SUGGESTED ACTIVITIES

How do people use our environment?

- Preview – Students will play a game to explore things from nature.
- Activity – Students will explore how people use natural resources in various environments and discover the effects of pollution (benchmark).
- Vocabulary – Students will review terms from the lesson (conserve, environmental, natural resources, pollute).
- Processing – Students will create a chart to show how people and our environments are connected.

How are goods made and brought to us?

- Preview – Students will categorize items that you can buy.
- Vocabulary – Students will review vocabulary terms from this lesson (consumer, goods, income, producer, trade, transportation).

Who provides services in a community?

- Activity – Students will create puppets representing service workers and write descriptions of their workers' jobs. Describe the puppets' jobs at a "job fair."
- Reading Further – Students will conduct interviews with service workers in the school.
- Vocabulary – Students will review vocabulary terms from this lesson (business, law, service, tax).
- Processing – Students will research a service job and describe a day in the life of the occupation.

How can I be a smart consumer?

- Activity – Students will go on a virtual shopping trip and make choices about what to buy by distinguishing between economic needs and wants. (benchmark)
- Vocabulary – Students will review terms from the lesson (need, want, scarcity, save, resource)
- Processing – Students will analyze advertisements, compare two products, and choose one to buy.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Help students identify a local area that has been damaged by pollution. Have them identify the problem and make a plan to fix it. Encourage students to discuss the materials, labor, time, and even money they might need for the project. Have students write a paragraph that tells about the problem and how they would solve it.
- Introduce students to the idea of a help-wanted ad. Show students the classified section of a community newspaper. Explain that business owners often put these "want ads" in a newspaper when they want to hire workers to do a job. Have students select a service job they studied in the lesson and write a job advertisement. Students should think about the things the person would need to do in the service job, as well as the skills or training that might help a person do the job well. Help students format their job advertisements with a writing frame.
- Introduce to students the concept of how to budget money using bank registers. Learn how to write out checks.
- EEK! Environmental Education for Kids! <http://dnr.wi.gov/eeek/> Visit The Wisconsin Department of Natural Resources website, EEK! Environmental Education for Kids!, and learn many things about the environment, including animal habitats, and all about plants, water, and recycling.
- Kids' Planet <http://www.kidsplanet.org/>
The website, Kids' Planet, gives information on types of animals that are endangered and why. You can also play the interactive "Wild Games" for fun and to review what you have learned.

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Suggested Websites

- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>
- <http://dnr.wi.gov/eek/>
- <http://www.kidsplanet.org/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities
 - *Garbage by Robert Maass (New York: Henry Holt, 2002)
This book explains what happens to garbage in landfills, how garbage is sent to combustion plants to be incinerated into steam that eventually produces electricity, and recycling centers.
 - *The Great Kapok Tree by Lynne Cherry (New York: Harcourt, 2000)
Students learn about the importance of protecting natural resources. This book is a good read aloud and springboard for discussion on how living things are connected and how the rainforest can provide necessary resources for survival.
 - *Planet Patrol: A Kids' Action Guide to Earth Care by Marybeth Lorbiecki (Minnetonka, MN: Two-Can Publishers, 2005)
This book explains how people can work together to save Earth's resources.

Cross-Curricular Connections

21st Century Skills (9.1.4.B.5) Identify ways to earn and save. Students will learn how to be a smart consumer and make the best decisions possible while shopping.

Technology (8.2.2.B.3) Identify products or systems that are designed to meet human needs. Students will explore the relationship between goods and services and how these are products that consumers use.

SEL (Relationship Skills) Utilize positive communication and social skills to interact effectively with others. Students will work use these skills when working together with their group on various activities.

Language Arts- (L.2.4.A.) Use sentence-level context as a clue to the meaning of a word or phrase. Students will use context from various readings to reinforce understanding of new vocabulary presented in the lesson.

Second Grade Social Studies Curriculum

Unit: Geography and Mapping Skills

Time: February- March

Standards:

6.1.4.A.14. Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.B.1. Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.2. Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

6.1.4.B.3. Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

6.1.4.B.9. Relate advances in science and technology to environmental concerns, and to actions taken to address them.

Essential Questions

- What is a map?
- What is geography?

Enduring Understandings

- I know that a map is a drawing of a place or a community that shows different areas of Earth. They are also tools that people can use to find their way.
- I know that geography is the study of Earth's land, water, and people. Communities are affected by the geography of where they live.

Benchmark Assessment(s)

- SWBAT read and answer questions about maps and explore how these tools help people to find places. SW create own map tool. (6.1.4.B.2), (6.1.4.B.3).
- SWBAT identify geographic features and locate them on a physical map. Students will create a model of the landforms that they would find on a physical map and label them. (6.1.4.A.14), (6.1.4.B.1,
- SWBAT create and label a community map. (6.1.4.B.1), (6.1.4.B.2)

Other Assessments

- ✓ Teacher observation and student participation

Materials

- Chart paper, large (1 per class)
- Pocket chart (1 per class)
- Scissors (1 per pair)
- Paper clips (1 per pair)
- Pencils (1 per pair)
- Game markers (1 marker per student)
- Sticky notes (1 note per student)
- Rulers or meter sticks (2 per class)
- Construction paper (circle diagram)
- "Me on the Map" Book
- Classroom Map
- Globe
- Paper Plates
- Clay
- Markers
- Landform Flip Book

SUGGESTED ACTIVITIES

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What is a map?

- Preview – Students will go on a whole class treasure hunt.
- Activity – Students will read and answer questions about maps.
- Reading Further – Students will explore how maps and tools help people to find places.
- Vocabulary – Students will review terms from the lesson (compass, compass rose, map grid, map key, symbol).
- Processing – Students will apply their knowledge by drawing their own community maps.

What is geography?

- Preview – Students will sing to reinforce understanding of eight geographic features.
- Activity – Students will identify geographic features and locate them on a physical map.
- Reading Further - Students will learn about climate changes and its effects.
- Vocabulary – Students will review terms from the lesson (continent, country, desert, geography, island, lake, mountain).
- Processing – Students will create a rap to remember features.

“Me on the Map”

- Read the story and discuss the difference between a town, city, state, country, etc. Help students complete a circle diagram project and label correctly.

Landforms:

- Watch BrainPopJr about Landforms, create a landform flipbook and mold landforms out of clay onto a paper plate (include labels.)

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- EPA: Kids Site: Climate Change https://19january2017snapshot.epa.gov/climatechange_.html
In the lesson, What Is Geography?, you learned that the climate affects geography. On the website, EPA: Kids Site: Climate Change, learn more about climate change, the greenhouse effect, and how to make a difference.

Suggested Websites

- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities
 - *How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming by Lynne Cherry and Gary Braasch (Nevada City, CA: Dawn Publications, 2008)
Students learn about climate change and the science behind it. This book also discusses what children and scientists can do to lessen the effects of global warming.

Cross-Curricular Connections

21st Century Skills (CRP6) Demonstrate creativity and innovation. Students will demonstrate creativity when constructing their clay landform plates.

Technology (8.1.2.F.1) Use geographic mapping tools to plan and solve problems. Students will be creating maps using mapping tools such as a compass rose, map key, and scale.

SEL (Relationship skills) Utilize positive communication and social skills to interact effectively with others. Students will need these skills when working in small groups.

Language Arts (RI.2.10.) Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. Students will read various informational texts both in media and print form to supplement their learning.

Second Grade Social Studies Curriculum

Unit: Government

Time: April- June

Standards:

Essential Questions

- How do leaders help their communities?
- What does a good citizen do?
- What do communities share?

Enduring Understandings

- I have learned that communities have leaders who form a government and who help solve problems and make decisions. They make laws to keep people safe and decide how to spend money on services. They also make changes to help their community.
- I know that good citizens are people who obey the rules in a community and learn about local issues. They also help others and take care of the community.

6.1.4.A.1. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.5. Distinguish the roles and responsibilities of the three branches of the national government.

6.1.4.A.7. Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

Benchmark Assessment

- SWBAT identify what a good citizen and how they help a community. Students will Make predictions about what leaders can do in their communities to take action to fix a playground. (6.1.4.A.1), (6.1.4.A.5), (6.1.4.A.7).
- SWBAT create charts that identify community, state and country leaders. (6.1.4.A.5), (6.1.4.A.7)
- SWBAT will listen to or read literature and produce writing focused on the good qualities of a president. (6.1.4.A.1), (6.1.4.A.5), (6.1.4.A.7)
- SWBAT engage in a White House Interactive Tour www.whitehouse.gov. (6.1.4.A.5)

Other Assessments

- ✓ Teacher observation and student participation

Materials

- Interactive Student Notebook
- Paper clips (1 per pair)
- Pencils (1 per pair)
- Game markers (1 per student)
- Scissors (1 per student)
- Construction paper, half sheets (1 half sheet per student)
- Stapler (1 per class)
- Ball of string (1 per class)
- Glue stick (1 per student)
- Optional Materials
- Postcards (Several per class)
- Pocket chart (1 per class)
- Paper bags (2 per class)
- Drawing paper (1 sheet per pair)
- Crayons or markers (1 set per pair)
- Chart paper (1 large sheet per class)

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SUGGESTED ACTIVITIES

How do leaders help their communities? (direct link to Journey's Mr. Tanen's Tie Trouble)

- Preview – Students will participate in a vote.
- Activity – Students will make predictions about what leaders can do and conduct a mock demonstration urging community leaders to take actions to fix a playground.
- Reading Further – Students will retell a story about a community making a decision and write a newspaper article about it.
- Vocabulary – Students will review terms from the lesson (government, leader, vote).
- Processing – Students will apply what you have learned in this lesson to problems in your own community.

What does a good citizen do?

- Preview – Students will play a game to reinforce the concepts.
- Activity – Students will discuss the good-citizen actions that they would perform.
- Reading Further – Students will identify good citizens in your community and design statues to honor them.
- Vocabulary – Students will review terms from the lesson (citizens, responsible).
- Processing – Students will conduct an interview about being good citizens.

What do communities share?

- Preview – Students will act out the concepts of community, state, and country.
- Activity – Students will discover the economic interdependence of communities and states by exchanging product cards.
- Vocabulary – Students will review terms from the lesson (tourists).
- Processing – Students will design a postcard showing an aspect of your community that could be shared with other communities.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Extend the Processing activity by having students consider a community problem from multiple perspectives. Give students a list of community problems. Have each student pick one problem and write a paragraph describing a solution. They should give reasons why the solution would work. Then ask students to write sentences describing why some community members might oppose that solution or want a different solution. Have students write questions that a community leader might ask about the solution. Ask volunteers to present their multiple perspectives on their community problems to the class.
- Introduce the economic terms specialization and interdependence.

Suggested Websites

- <https://jr.brainpop.com/>
- <http://www.discoveryeducation.com/>
- <https://www.pebblego.com/>

Suggested Materials

- Smart Board
- Document Camera
- Scholastic News Weekly Reader
- Various informational books about Communities

Cross-Curricular Connections

21st Century Skills (CRP1) Act as a responsible and contributing citizen and employee. Students will practice these skills while working in their collaborative teams.

Technology (8.2.2.A.5) Collaborate to design a solution to a problem affecting the community. Students will make predictions about what leaders can do and conduct a mock demonstration urging community leaders to take actions to fix a playground.

SEL (Responsible Decision-Making) Evaluate personal, ethical, safety and civic impact of decisions. Students will collaborate to discuss problems in the community and how they can be solved.

Language Arts (RF.2.4.A.) Read grade-level text with purpose and understanding. (Reading further activities)

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