

Content Area: <i>Social Studies</i>	
Grade Level: <i>Grade 2 - Core</i>	Quarter: 1st
<p>This standards map is developed with the following premises:</p> <ul style="list-style-type: none"> • Core CNMI PSS benchmarks for Social Studies – Grade 2 has been modified to address schools on half-day sessions and/or remote learning. • Benchmarks slated for a given quarter should at all events be taught in the designated quarter in order to allow for horizontal alignment with other schools in the district. • Enduring understandings are the big generalizations for the topic/concept. • For Grade 2 NMI context shall be embedded for 20-25% of instructional time. 	
<p>Primary Instructional Materials (BOE Approved): <i>Pearson MyWorld Grade 2 Social Studies; We Do Our Part; 2013 National + Realize</i> * Accommodations: Closed Captioned Videos, Songs, Digital Audio Text, Visual Cues, ELL and Differentiation lesson support</p>	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Create a flow chart of authority figures in the home, school, and community. ▪ Differentiate the laws, cultures, lifestyles, traditions, customs, and families. ▪ Compare and contrast their basic rights and that of other countries. ▪ The United States is founded on the principle that all citizens have common rights that are protected and guaranteed. ▪ Good citizens make positive contributions to their school and community; taking responsibility for personal actions, respecting and being fair with others, and being honest; the rights that U.S. citizens have are outlined in the Bill of Rights of the U.S. Constitution/ CNMI Constitution. ▪ The role of government is to make and enforce laws and provide services for the common good. ▪ Our countries symbols, documents, and historical events reflect democratic values, principles, and beliefs; symbols and songs that reflect democracy and freedom include the Declaration of Independence, our flag, and the anthem. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ Why is it important to have a leader? ▪ Why is it important for us to know the laws of a country? ▪ How is life different in other countries as compared to the United States? ▪ How do people best cooperate? ▪ What are ways to be a good citizen? ▪ What are my rights as an American citizen? ▪ How does the government give the community what it needs? ▪ Who are our government leaders? ▪ What are our countries symbols?
Pacing Map (by weeks):	Standards and Benchmarks: (BOE Approved):
<p>Week 1 Chapter 1: My Community, My Country</p> <p>Mon: Chapter Opener: Big Q; myStory Video</p>	<p>Welcome & practice lesson format</p> <p>* Lesson 1 meets a benchmark to be assessed.</p>

<p>(1:03); Song (0:45); myStory Spark; Tue: Words to Know, Reading Skill Practice</p>	<p>Take some time for understanding. Review next week if needed.</p>	
<p>Ch. 1: <u>Lesson 1: We Are Good Citizens</u> Wed: Review Big Q, Video, Song + Lesson Intro; Envision + Read Thu: Read + Got It, Fri: Review Big Q, Video, Song + My Story Idea (HW)</p>	<p>C.2.1.3</p>	<p>Describe the basic rights and of the individual and the importance of respecting the rights of others.</p>
<p>Week 2 21C Skills (Taking Action) Collaboration + Ch. 1: <u>Lesson 2: Our Rights as Citizens</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>C.2.1.3</p>	<p>Describe the basic rights and of the individual and the importance of respecting the rights of others.</p>
<p>Week 3 Ch.1: <u>Lesson 3: We follow rules and laws</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) + Reading (Draw Conclusions)</p>	<p>C.2.1.1</p>	<p>Explain the purpose of authority and how it comes from custom, law, and the consent of the governed</p>
<p>Week 4 Ch. 1: <u>Lesson 4: Our Government</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>C.2.1.1</p>	<p>Explain the purpose of authority and how it comes from custom, law, and the consent of the governed</p>
<p>Week 5 Ch. 1: <u>Lesson 5: Our Leaders</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>C.2.1.1</p>	<p>Explain the purpose of authority and how it comes from custom, law, and the consent of the governed</p>
	<p>C.2.1.2</p>	<p>Recognize the role of authority figures in the family, school, community, and islands</p>
<p>Week 6 Ch. 1: <u>Lesson 6: Our Country's Symbols</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>C.2.2.2</p>	<p>Describe the concepts of nation (i.e., territory, people, laws, government) and Nationalism (e.g., symbols, ideas national identity)</p>
<p>Week 7 <u>Chapter Closer</u> Vocab Review, *Activity: Citizenship Quilt, myStoryBook</p>	<p>C.2.1.1, C.2.1.2, C.2.1.3, C.2.2.2 Projects, Extension activities, Applying local context</p>	
<p>Week 8 Chapter 1 Review/ Assess (Ch. 1 - L1-6) Review the Big Q, Video, & Song Assessment Choices: myStoryBook, *Activity: Citizenship Quilt, Chapter Assessment</p>	<p>C.2.1.1, C.2.1.2, C.2.1.3, C.2.2.2 Exams, Projects, Extension activities</p>	

Content Area: <i>Social Studies</i>		
Grade Level: <i>Grade 2- Core</i>		Quarter: 2nd
Enduring Understandings:		Essential Questions:
<ul style="list-style-type: none"> ▪ Compare the different jobs in the community ▪ Role-play a market scenario in which they buy and sell goods. ▪ People have to make choices about needs and wants because resources are limited; there are gains and loses when making buying decisions. ▪ Trace the production of a natural resource to its product to the market; producers need natural resources, human resources, and capital resources to produce their goods. ▪ Producers decide on what products or services to offer based on the needs and wants of the consumer; producers make goods or offer services to earn an income; specialized jobs require specialized skills (human resources). ▪ People trade goods and services within their communities, with other states (islands), and with other countries to get what they need. 		<ul style="list-style-type: none"> ▪ Why is it important for us to have different community helpers? ▪ Why is making good decisions in buying or selling important? ▪ How do people get what they need? ▪ How do people make good buying choices to meet my needs and wants? ▪ Why do people produce and consume goods? ▪ What are some services in my community? ▪ How does trade help people get the things they need?
Pacing Map (by weeks):		Standards and Benchmarks: (BOE Approved):
<p style="text-align: center;">Week 1</p> <p>Chapter 2: Working to Meet Our Needs Chapter Opener: Big Q; myStory Video (2:00); Song (0:43); myStory Spark; Words to Know, Reading Skill Practice</p> <p>+ Ch. 2: <u>Lesson 1: Needs and Wants</u> (Choice) Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>		<p style="text-align: center;">Week 1</p> <p style="text-align: center;">*Recommend new benchmark E.2.6.4</p> <p>Explain that people make choices to meet their needs and wants based on limited resources (i.e. opportunity cost, ways of paying for goods & service, and saving).</p>
<p style="text-align: center;">Week 2</p> <p>Ch. 2: <u>Lesson 2: Making good Choices</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>		<p style="text-align: center;">Week 2</p> <p style="text-align: center;">*Recommend new benchmark E.2.6.4</p> <p>Explain that people make choices to meet their needs and wants based on limited resources (i.e. opportunity cost, ways of paying for goods & service, and saving).</p>
<p style="text-align: center;">Week 3</p> <p>Ch. 2: <u>Lesson 3: Producing & Consuming Goods</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>		<p style="text-align: center;">Week 3</p> <p style="text-align: center;">E.2.6.2</p> <p>Explain that a natural resource is a resource that is present without human intervention</p>
		<p style="text-align: center;">E.2.6.3</p> <p>Describe how market exists of buyers and sellers exchanging goods and services</p>
<p style="text-align: center;">Week 4</p> <p>21C Skills (Reading a Flow Chart)</p>		<p style="text-align: center;">Week 4</p> <p style="text-align: center;">E.2.6.1</p> <p>Explain how people find jobs and the role of various occupations in the local community</p>

+ Ch. 2: Lesson 4: Service Workers & Jobs Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)		
Week 5 + Ch. 2 Lesson 5: Trading Goods for Services Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)	E.2.6.3	Describe how market exists of buyers and sellers exchanging goods and services
Week 6 Chapter Closer Vocab Review, *Activity: Who Plays What Role?, myStoryBook	E.2.6.3, E.2.6.4 Projects, Extension activities, Applying local context	
Week 7 Review/ Assess (Ch. 2 - L1-5) Review the Big Q, Video, & Song Assessment Choices: myStoryBook, Activity: Who Plays What Role?, Chapter Assessment	E.2.6.1, E.2.6.3, E.2.6.4 Exams, Projects, Extension activities	
Week 8 Chapter 3: The World Around Us Chapter Opener: Big Q; myStory Video (1:31); Song (0:44); myStory Spark; Words to Know, Reading Skill Practice + CH. 3: Lesson 1: Talking About Location Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)	Begin Chapter 3 – Assess for Quarter 3	
	G.2.3.1	Describe the basic purpose and uses for maps and globes
	G.2.3.2	Identify the location of the CNMI, each island, their island's important landmarks, and the neighboring continents. (Relative, absolute locations)

Content Area: Social Studies	
Grade Level: Grade 2- Core	Quarter: 3rd
Enduring Understandings: <ul style="list-style-type: none"> ▪ Compare and contrast different geographical tools ▪ Create a map and use map symbols to identify locations ▪ Physical features are located in specific places, and words can be used (i.e. landforms and bodies of water) to describe their relative location. ▪ Maps and globes can be used to locate places and features; there are different uses and parts of maps. ▪ Describe the relative and/or absolute location of a place; including the use of cardinal and intermediate directions. ▪ Identify and categorize renewable and non-renewable resources. ▪ Explain why it is important to protect the environment and conserve/replenish natural resources. ▪ Categorize the different natural resources 	Essential Questions: <ul style="list-style-type: none"> ▪ Which tool would you use to locate a certain place? ▪ Why are map symbols important? ▪ What is the world like? ▪ How can is the location of a place described? ▪ What tools can be used to locate places? ▪ How can earth's natural resources be identified, used, and conserved? ▪ How can a community survive without natural resources?

<p>available in the community</p> <ul style="list-style-type: none"> ▪ Develop a chart that will differentiate language and customs of a diverse community. ▪ By joining together to meet their needs, people create culture; culture is a way of life that you learn from family, friends, and the community, including language, music, food, crafts, and recreation. ▪ Our nation/islands are comprised of many different cultures; many different cultures together create diversity that should be respected. ▪ We celebrate holidays to express values that are important to us and honor the achievements of important people past and present. ▪ Create a timeline identifying important events that happened in the nation/CNMI ▪ Over time, some things change, and some things stay the same; communities grow and change; developments in technology affects the way we live. ▪ Native Americans first inhabited North America, and the native Chamorros first inhabited the Mariana Islands; the first colonists arrived from Europe and changed our histories. ▪ Immigrants came from many places, but not all of them came of their own free will. 	<ul style="list-style-type: none"> ▪ Why is it important to be aware of the different languages and customs of a diverse community? ▪ How is culture shared? ▪ What elements are the same across cultures? ▪ How do many cultures make our country/island special? ▪ Why are national holidays important? 	
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>	
<p>Week 1 Ch. 3: Lesson 2: All About Maps Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) + 21C Skills (Map Scale)</p>	<p>G.2.3.1</p>	<p>Describe the basic purpose and uses for maps and globes</p>
<p>Week 2 Ch.3: Lesson 3: Our Earth Lesson Intro; Envision+ Read + Got It, My Story Idea (HW) Ch.3: Lesson 4: Landforms & Water (Physical & Political Maps) Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>G.2.3.2</p>	<p>Identify the location of the CNMI, each island, their island's important landmarks, and the neighboring continents. (Cardinal & Intermediate directions)</p>
<p>Week 3 Chapter Closer Vocab Review, *Activity: Where Am I? Tiered Book, (a.k.a layered flip book) myStoryBook</p>	<p>G.2.3.1</p>	<p>Describe the basic purpose and uses for maps and globes (physical & political maps)</p>
		<p>G.2.3.1, G.2.3.2 Projects, Extension activities, Applying local context <i>*G.2.3.4: Explain why people choose to settle in different places (Not addressed in myWorld Grade 2 We Do Our Part. Will be addressed in Grade 3)</i></p>

<p align="center">Week 4 Review/ Assess (Ch. 3 - L1-4) Review the Big Q, Video, & Song Assessment Choices: myStoryBook, Activity: Where Am I? Tiered Book, Chapter Assessment</p>	<p align="center">G.2.3.1, G.2.3.2 Exams, Projects, Extension activities</p>	
<p align="center">Grade 1 missed in 4th Quarter Sy2019-2020</p> <p>H.1.7.1: Illustrate how to chronologically order the history of immediate and extended family members and their relationships over at least two generations.</p> <p>H.1.7.2: Describe national/CNMI cultural history through stories, songs, symbols, and celebrations.</p> <p>H.1.7.3: Explain the cultural history of national/various Pacific region cultures as reflected in customs, beliefs, dance, music, ceremonies, or other art forms.</p>		
<p align="center">Week 5 Chapter 4: Celebrating Our Traditions Chapter Opener: Big Q; myStory Video (1:07); Song (0:36); myStory Spark; Words to Know, Reading Skill Practice</p> <p>Ch. 4: <u>Lesson 1: Culture is Our Way of Life</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p align="center">Begin Chapter 4 – If time is not available in Quarter 3, assess for Quarter 4 (See assessment week in quarter 4)</p>	
<p align="center">Week 6 Chapter 4 Ch. 4: <u>Lesson 2: Cultures in Our Country</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p> <p align="center">+ Reading (Compare)</p>	<p>H.2.8.1 H.1.7.2</p>	<p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past.</p>
<p align="center">Week 7 Ch. 4: <u>Lesson 3: What We Celebrate</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>H.2.7.2 H.1.7.2</p>	<p>Identify people in the past who made important contributions to the CNMI</p>
<p align="center">Week 8 <u>Chapter Closer</u> Vocab Review, *Activity: Culture Trail Board Game, myStoryBook</p>	<p align="center">G.2.3.3, H.2.7.2, H.2.8.1 Projects, Extension activities, Applying local context</p>	

<p>Content Area: <i>Social Studies</i></p>	
<p>Grade Level: <i>Grade 2- Core</i></p>	<p>Quarter: 4th</p>
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ▪ Create a timeline identifying important events that happened in the nation/CNMI ▪ Over time, some things change, and some things stay the same; communities grow and change; developments in technology affects the way we live. ▪ Native Americans first inhabited North America, and 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How does life change throughout history? ▪ How was life different in the past and the present? ▪ Who were the natives who first inhabited our country/islands?

<p>the native Chamorros first inhabited the Mariana Islands; the first colonists arrived from Europe and changed our histories.</p> <ul style="list-style-type: none"> Immigrants came from many places, but not all of them came of their own free will. Create a collage about the different explorers, inventors, and scientists. Exploration, technology, and innovations changed the way people live. Design a book about people who have made a difference in the nation/CNMI. Historical figures exemplify admirable character and changes our country/islands' history. 	<ul style="list-style-type: none"> How would the CNMI be different today if the islands were not colonized? Who were the first colonists who shaped our nation/islands? Where did other immigrants come from, and why did they settle here? How have inventions evolved to better our lives? Why is it important for us to remember the people that made a difference in our community? 				
<p>Pacing Map (by weeks):</p>	<p>Standards and Benchmarks: (BOE Approved):</p>				
<p style="text-align: center;">Grade 1 missed in 4th Quarter Sy2019-2020</p> <p>H.1.7.1: Illustrate how to chronologically order the history of immediate and extended family members and their relationships over at least two generations.</p> <p>H.1.7.2: Describe national/CNMI cultural history through stories, songs, symbols, and celebrations.</p> <p>H.1.7.3: Explain the cultural history of national/various Pacific region cultures as reflected in customs, beliefs, dance, music, ceremonies, or other art forms.</p>					
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Review/ Assess (Ch. 3 - L1-3)</p> <p>Review the Big Q, Video, & Song Assessment Choices: myStoryBook, Activity: Culture Trail Board Game, Chapter Assessment</p>	<p style="text-align: center;">*During the month of April, engage in Cultural Heritage Month activities.</p> <hr/> <p style="text-align: center;">G.2.3.3, H.2.7.2, H.2.8.1 Exams, Projects, Extension activities</p>				
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Chapter 5: Our Nation Past and Present</p> <p>Chapter Opener: Big Q; myStory Video (1:33); Song (0:46); myStory Spark; Words to Know, Reading Skill Practice</p> <p>+ Ch. 5: Lesson 1: Life Then and Now Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<table border="1"> <tr> <td data-bbox="763 1184 967 1335"> <p>H.2.8.1</p> </td> <td data-bbox="967 1184 1528 1335"> <p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past</p> </td> </tr> <tr> <td data-bbox="763 1335 967 1520"> <p>H.2.8.2 H.1.7.1</p> </td> <td data-bbox="967 1335 1528 1520"> <p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p> </td> </tr> </table>	<p>H.2.8.1</p>	<p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past</p>	<p>H.2.8.2 H.1.7.1</p>	<p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p>
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<p>H.2.8.2 H.1.7.1</p>	<p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p>				
<p style="text-align: center;">Week 3</p> <p style="text-align: center;">21C Skills (Reading a Timeline)</p> <p>+ Ch. 5: Lesson 3: The First Americans Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<table border="1"> <tr> <td data-bbox="763 1520 967 1671"> <p>H.2.8.1 H.1.7.1</p> </td> <td data-bbox="967 1520 1528 1671"> <p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past</p> </td> </tr> <tr> <td data-bbox="763 1671 967 1780"> <p>H.2.8.2 H.1.7.1</p> </td> <td data-bbox="967 1671 1528 1780"> <p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p> </td> </tr> </table>	<p>H.2.8.1 H.1.7.1</p>	<p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past</p>	<p>H.2.8.2 H.1.7.1</p>	<p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p>
<p>H.2.8.1 H.1.7.1</p>	<p>Compare daily activities, traditions and objects (e.g., clothes, home, food, technology) between families now and in the past</p>				
<p>H.2.8.2 H.1.7.1</p>	<p>Describe the meaning of time in terms of events from the past to the present (e.g., reading timeline)</p>				
<p style="text-align: center;">Week 4</p> <p>+ Ch. 5: Lesson 4: America's Early Settlers Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<table border="1"> <tr> <td data-bbox="763 1780 967 1898"> <p>G.2.3.4</p> </td> <td data-bbox="967 1780 1528 1898"> <p>Explain why people choose to settle in different places (e.g., job opportunities, climate, available land and resources)</p> </td> </tr> <tr> <td data-bbox="763 1898 967 1971"> <p>H.2.7.1</p> </td> <td data-bbox="967 1898 1528 1971"> <p>Describe major historical events and developments involving interaction</p> </td> </tr> </table>	<p>G.2.3.4</p>	<p>Explain why people choose to settle in different places (e.g., job opportunities, climate, available land and resources)</p>	<p>H.2.7.1</p>	<p>Describe major historical events and developments involving interaction</p>
<p>G.2.3.4</p>	<p>Explain why people choose to settle in different places (e.g., job opportunities, climate, available land and resources)</p>				
<p>H.2.7.1</p>	<p>Describe major historical events and developments involving interaction</p>				

<p>*Integrate the pre-colonial and Spanish Era of CNMI History</p>		<p>between groups on an island, in the CNMI, or in the Pacific region</p>
<p>Week 5 + Ch. 5: <u>Lesson 5: A Growing Nation</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p> <p>*Integrate the German- Trust Territory Eras of CNMI History</p> <p>+ Ch. 5: <u>Lesson 6: Technology Then & Now</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p>	<p>H.2.7.3</p>	<p>Describe the accomplishments of major explorers, inventors, and scientists (e.g., Ferdinand Magellan, Chief Aghurubw, Thomas Edison, Marie Curie, Albert Einstein)</p>
	<p>G.2.3.4</p>	<p>Explain why people choose to settle in different places (e.g., job opportunities, climate, available land and resources)</p>
	<p>H.2.7.1</p>	<p>Describe major historical events and developments involving interaction between native and immigrant groups on an island in the CNMI, or in the Pacific region, in (regions of) the United States.</p>
<p>Week 6 Chapter + Ch. 5: <u>Lesson 7: American Heroes</u> Lesson Intro; Envision+ Read + Got It, My Story Idea (HW)</p> <p><i>*If pressed for time, opt out of this lesson and it's benchmarks.</i></p>	<p>*Recommend new benchmark H.2.8.3</p>	<p>Compare technology in the past to life today. (such as: Transportation- land, sea, air; Communication- audio, visual, physical aspects- TTY & Brail, news, entertainment, personal/social; Society- improvements to shelter, food production, clothing, health, education, safety, commerce-trade/money)</p>
<p>Week 7 <u>Chapter Closer</u> Vocab Review, *Activity: Living Timeline, myStoryBook</p>	<p>H.2.7.2</p>	<p>Identify people in the past who made important contributions to the nation/CNMI</p>
	<p>H.2.7.3</p>	<p>Describe the accomplishments of major explorers, inventors, and scientists (e.g., Ferdinand Magellan, Chief Aghurubw, Thomas Edison, Marie Curie, Albert Einstein)</p>
<p>Week 8 Review/ Assess (Ch. 5 - L1, L3-7) Review the Big Q, Video, & Song Assessment Choices: myStoryBook, Activity: Living Timeline, Chapter Assessment</p>		<p>G.2.3.4, H.2.7.1, H.2.7.2, H.2.7.3, H.2.8.1, H.2.8.2, H.2.8.3 Projects, Extension activities, Applying local context</p> <p>G.2.3.4, H.2.7.1, H.2.7.2, H.2.7.3, H.2.8.1, H.2.8.2, H.2.8.3 Exams, Projects, Extension activities</p>