

**Guam District Level Lesson Plan**

**Quarter 4**

<p>Name: 2<sup>nd</sup> Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2<sup>nd</sup></p>	<p>Timeline: WEEKS 1 &amp; 2</p> <p>March 15-18, 2016 March 28-April 1, 2016</p>
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**Guam Standards:**  
 2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student’s life or in the history of countries studied.  
 2.2.4 Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.  
 2.4.2 Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King Jr. as Americans whose contributions improved the lives of other Americans.  
**Common Core State Standard:**  
 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
 2.RI.8 Describe how reasons support specific points the author makes in a text.  
 2.RI.10 By the end of the year, read and comprehend informational texts, including history / social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
 2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

<p><b>Lesson Overview</b>          Unit 5          Lesson 3          This lesson focuses on ways we celebrate our country’s history, including the reasons we celebrate Thanksgiving, Independence Day, and Memorial Day.</p>	<p><b>Lesson Objectives/ I CAN Statements:</b></p> <ul style="list-style-type: none"> <li>• I can explain the significance of various national celebrations.</li> <li>• I can compare early Native American groups.</li> <li>• I can sequence early American history.</li> <li>• I can identify places that remind us of our history.</li> </ul>
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<p><b>Vocabulary:</b>  colony  independence  freedom  landmark</p>	<p><b>Focus Question:</b>  What is celebrated on Guam in July which has fireworks lit on the island?  4<sup>th</sup> of July, Liberation Day, and New Year's Day</p>
<p><b>Description of Lesson: Unit 5, Lesson 3, Celebrating Our Country's History pages 236-241</b></p>	
<p><b>Anticipatory Set:</b>  How does our island of Guam celebrate its history? Liberation Day and Chamoru History and Heritage Day</p>	
<p><b>Instruction and Strategies:</b>  Before reading the lesson, show children pictures that suggest certain holidays. For example, you might show the Norman Rockwell illustration of a Thanksgiving dinner. Ask children to identify the holiday being celebrated in each image. Have volunteers discuss what they like best about each holidays. Students will read aloud the Big Idea Statement. As children read the lesson, have them look for details about how our country's history is celebrated on certain holidays. Have students write down the Big Idea of the Lesson, define vocabulary words and answer Lesson 3 Review Questions to check for understanding.</p>	
<p><b>Guided Practice:</b>  Reading Social Studies, Make a Prediction pages 236A, 241  Sequence page 240</p>	
<p><b>Formative Assessment:</b>  Lesson Review page 241  Unit Reviews and Test Preparation pages 260-263  Unit Assessment Standard Test Assessment Program pages 17-19  Individual Performance Task Assessment Program page 20</p>	
<p><b>Independent Practice:</b>  Geography Theme Questions within lessons of Pupil Book  Individual End-of-Project Checklist Assessment Program page viii  Group End-of-Project Checklist Assessment Program page ix  Individual End-of-Unit Checklist Assessment Program page x</p>	
<p><b>Accommodations/Modifications:</b>  Extend and Enrich page 240  Reteach the Lesson page 241  Extension Activities for Home and School page 241A  Pupil Book / Unit Big Book pages 236-241</p>	

**Resources:**

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Rubrics for Scoring

**Internet Resources:**

<http://www.teachervision.com>

pinterest.com

<http://time4learning.com>

**Reflection:**

**Guam District Level Lesson Plan****Quarter 4**

Name: 2<sup>nd</sup> Grade Teachers

Ms. Avilez, Mr. K. Castro,  
Mrs. R. Castro, Mr. R.  
Doculan, Mrs. C. Galvez and  
Ms. L. Terre

Room: C Quad

Content: Social Studies

Grade: 2<sup>nd</sup>

Timeline: WEEKS 3-4  
April 4-8 & April 11-15, 2016

Guam Standards:

2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied.

2.2.4 Describe and compare different ways people have achieved great distinction (e.g., scientific, professional, political, religious, commercial, military, athletic, artistic) using a variety of true stories about individuals recognized for their achievements.

2.4.2 Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King Jr. as Americans whose contributions improved the lives of other Americans.

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2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.8 Describe how reasons support specific points the author makes in a text.

2.RI.10 By the end of the year, read and comprehend informational texts, including history / social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

<p><b>Lesson Overview</b>  UNIT 5  LESSON 4  This lesson focuses on ways to remember and honor people who have helped make the world a better place.</p>	<p><b>Lesson Objectives / I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify contributions of historical figures who have influenced the community, state and nation.</li> <li>• I can describe ways people honor their heroes.</li> <li>• I can give examples of places in the community where individuals are remembered.</li> </ul>
<p><b>Vocabulary:</b>  monument  memorial  hero</p>	<p><b>Focus Question:</b>  Name someone you think of as a hero and discuss why that person is what you call a hero?</p>
<p><b>Description of Lesson: Unit 5, Lesson 4 Celebrating Heroes of the Past pages 244-249</b></p>	
<p><b>Anticipatory Set:</b>  Page 244A in Teacher Edition titled Reading Social Studies Anticipation Guide. Students will copy the guide from the chalkboard and you may discuss with your students.</p>	
<p><b>Instruction and Strategies:</b>  Have students examine the pictures on pages 244-249. Use the pictures to discuss the Big Idea of the lesson. Read aloud the Big Idea statement. Tell children that they will learn about ways Americans remember their heroes. Ask children if they have ever seen any monuments or memorials in the United States. Have children who have visited a monument or memorial to share their experience. After students read the lesson out loud taking turns, have students define vocabulary words, write the Big Idea Statement and answer Lesson 4 Review Questions to check for understanding.</p>	
<p><b>Guided Practice:</b>  Reading Social Studies, Anticipation Guide pages 244A, 249  Art, Design a Monument page 244  Language Arts, Write a Letter page 246  Reading, Share a Poem page 248</p>	

**Formative Assessment:**

Lesson Review page 249

Unit Reviews and Test Preparation pages 260-263

Unit Assessment Standard Test Assessment Program pages 17-19

Individual Performance Task Assessment Program page 20

**Independent Practice:**

Geography Theme Questions within lessons of Pupil Book

Individual End-of-Project Checklist Assessment Program page viii

Group End-of-Project Checklist Assessment Program page ix

Individual End-of-Unit Checklist Assessment Program page x

**Accommodations/Modifications:**

Advanced Learners page 244

Extend and Enrich page 248

Reteach the Lesson page 249

Extension Activities for Home and School page 249A

Pupil Book / Unit Big Book pages 244-249

**Resources:**

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Rubrics for Scoring, Visual Aids or Pictures of various monuments and memorials on Guam and at the United States.

**Online Resources:**

<http://www.teachervision.com>

[pinterest.com](http://pinterest.com)

<http://time4learning.com>

**Reflection:**

**Guam District Level Lesson Plan**

**Quarter 4**

<p>Name: 2<sup>nd</sup> Grade Teachers</p> <p>Ms. Avilez, Mr. K. Castro, Mrs. R. Castro, Mr. R. Doculan, Mrs. C. Galvez and Ms. L. Terre</p> <p>Room: C Quad</p> <p>Content: Social Studies</p>	<p>Grade: 2<sup>nd</sup></p>	<p>Timeline: WEEK 5-6</p> <p>April 18-22 &amp; April 25-29, 2016</p>
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2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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2.RI.10 By the end of the year, read and comprehend informational texts, including history / social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

<p><b>Lesson Overview</b></p> <p>UNIT 2</p> <p>LESSON 6</p> <p>This lesson focuses on ways citizens show patriotism. It includes descriptions of patriotic symbols along with texts of the Pledge of Allegiance and The Star-Spangled Banner. The lesson also identifies and describes national holidays.</p>	<p><b>Lesson Objectives / I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify selected symbols and patriotic symbols such as the United States and state flags and Uncle Sam.</li> <li>• I can identify selected symbols such as state and national birds and flowers.</li> <li>• I can explain how selected customs, symbols, and celebrations reflect an</li> </ul>
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	American love of individualism, inventiveness, and freedom.
<b>Vocabulary:</b> patriotism anthem patriotic symbol peace	<b>Focus Question:</b> Ask students: What does patriotism mean?
<b>Description of Lesson: Unit 2, Lesson 6 Signs of Citizen Pride pages 74-79</b>	
<b>Anticipatory Set:</b> Page 79A in Teacher Edition titled Reading Social Studies. Students will copy the Graphic Organizer from the chalkboard and have students discuss their ideas.	
<b>Instruction and Strategies:</b> Have students read aloud the Big Idea statement before starting the lesson. After students read the lesson out loud taking turns, have students define vocabulary words, write the Big Idea Statement and answer Lesson 6 Review Questions to check for understanding.	
<b>Guided Practice:</b> Reading Social Studies, Graphic Organizer pages 74A, 79 Reading a Book page 75 Music, Anthems page 77	
<b>Formative Assessment:</b> Lesson Review page 79 Unit Reviews and Test Preparation pages 92-95 Unit Assessment Standard Test Assessment Program pages 5-7 Individual Performance Task Assessment Program page 8	
<b>Independent Practice:</b> Geography Theme Questions within lessons of Pupil Book Individual End-of-Project Checklist Assessment Program page viii Group End-of-Project Checklist Assessment Program page ix Individual End-of-Unit Checklist Assessment Program page x	
<b>Accommodations/Modifications:</b> Kinesthetic Learners page 78 Extend and Enrich page 78 Reteach the Lesson page 79 Extension Activities for Home and School page 79A Pupil Book / Unit Big Book pages 74-79	



**Resources:**

Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Rubrics for Scoring, Visual Aids or Pictures of patriotic symbols

**Online Resources:**

<http://www.teachervision.com>

[pinterest.com](http://pinterest.com)

<http://time4learning.com>

**Reflection:**

**Guam District Level Lesson Plan****Quarter 4****Name:** 2<sup>nd</sup> Grade TeachersMs. Avilez, Mr. K. Castro,  
Mrs. R. Castro, Mr. R.  
Doculan, Mrs. C. Galvez and  
Ms. L. Terre**Room:** C Quad**Content:** Social Studies**Grade:** 2<sup>nd</sup>**Timeline:** WEEKS 7-10May 2-6, May 9-13 &  
May 16-20, 2016**Guam Standards:**

2.2.3 Explain the information that historical time lines convey and then put in chronological order events in the student's life or in the history of countries studied.

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2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**Lesson Overview**

UNIT 2

LESSON 7

This lesson focuses on good citizens who represent characteristics such as patriotism, honesty, fairness, civic virtue, courage, responsibility, perseverance, individualism, and compassion.

**Lesson Objectives / I Can Statements:**

- I can identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.
- I can identify ordinary people who exemplify good citizenship.

<p><b>Vocabulary:</b> justice public service</p>	<p><b>Focus Question:</b> Ask students: What does public service mean?</p>
<p><b>Description of Lesson: Unit 2, Lesson 7 What Makes a Good Citizen pages 82-87</b></p>	
<p><b>Anticipatory Set:</b> Page 82A in Teacher Edition titled Reading Social Studies. Students will copy the chart titled “Make a Prediction” from the chalkboard and have students discuss their ideas.</p>	
<p><b>Instruction and Strategies:</b> Have students read aloud the Big Idea statement before starting the lesson. After students read the lesson out loud taking turns, have students define vocabulary words, write the Big Idea Statement and answer Lesson 7 Review Questions to check for understanding.</p>	
<p><b>Guided Practice:</b> Reading Social Studies, Make a Prediction pages 82A, 87 Reading, Reading a Biography page 82, 84 Art, Technique page 83</p>	
<p><b>Formative Assessment:</b> Lesson Review page 87 Unit Reviews and Test Preparation pages 92-95 Unit Assessment Standard Test Assessment Program pages 5-7 Individual Performance Task Assessment Program page 8</p>	
<p><b>Independent Practice:</b> Geography Theme Questions within lessons of Pupil Book Individual End-of-Project Checklist Assessment Program page viii Group End-of-Project Checklist Assessment Program page ix Individual End-of-Unit Checklist Assessment Program page x</p>	
<p><b>Accommodations/Modifications:</b> Advanced Learners page 85 Extend and Enrich page 86 Reteach the Lesson page 87 Extension Activities for Home and School page 87A Pupil Book / Unit Big Book pages 82-87</p>	
<p><b>Resources:</b> Social Studies Workbook, Textbook, Unit Big Book, Word Cards, Activity Book, Reading Vocabulary Transparency, Internet Resources, Rubrics for Scoring page 41Q in the TE</p>	

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pinterest.com

<http://time4learning.com>

**Reflection:**