

## 2nd Grade Social Studies UbD

Curriculum/Content Area: Social Studies	Course Length: Academic Year
Course Title: 2nd Grade Social Studies	Date last reviewed:
Prerequisites: Not Applicable	Board approval date:
Primary Resource: TBD	<a href="#">K-5 Progression of Content &amp; Skills</a>

### Desired Results

**Course description and purpose:** Social Studies standards are integrated within our literacy curriculum where there are logical opportunities to make these connections. In second grade, there are two units that do not naturally lend themselves to integration. As a result, these units are taught independently: Geography which includes map skills and community awareness, and Economics which engages students with the concepts of saving and spending as a wise consumer.

<p><b>Enduring Understandings</b> Students will understand...</p> <ol style="list-style-type: none"> <li>1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i></li> <li>2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i></li> <li>3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i></li> <li>4. <i>that information can be acquired from a variety of sources.</i></li> <li>5. <i>that text and organizational tools communicate different kinds of information.</i></li> <li>6. <i>that there are multiple ways to communicate their understanding of our world today.</i></li> <li>7. <i>that human interaction influences behavioral, economic, and political activities.</i></li> <li>8. <i>that individuals, groups, societies and cultures address human needs and</i></li> </ol>	<p><b>Essential Questions:</b></p> <p><b>A. Geography</b></p> <ol style="list-style-type: none"> <li>1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics?</li> <li>2. How does where I live influence how I live?</li> <li>3. How do geography, climate, and natural resources affect the way people live and work?</li> <li>4. What are the cultural factors of civilizations, and what functions do they serve?</li> </ol> <p><b>B. History</b></p> <ol style="list-style-type: none"> <li>1. What should we do if primary sources disagree?</li> <li>2. How does the past influence the present?</li> <li>3. What are the historical factors of civilizations, and what functions do they serve?</li> <li>4. How do competing interests influence</li> </ol>
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<p><i>concerns.</i></p> <p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p>	<p>how power is gained, distributed, and exercised?</p> <p><b>C. Political Science</b></p> <ol style="list-style-type: none"> <li>1. What knowledge and skills are needed to participate effectively in our political system?</li> <li>2. How are governments created, structured, maintained, and changed?</li> <li>3. What is the role of the citizen in the community, nation, and world?</li> </ol> <p><b>D. Economics</b></p> <ol style="list-style-type: none"> <li>1. How do scarcity and competition influence decision-making at the personal, business, and government levels?</li> <li>2. What causes change in the U.S. economy?</li> <li>3. How do different economic systems and trade policies impact a person's way of life/standard of living?</li> <li>4. What role should government play in the potential regulation of an economy?</li> </ol> <p><b>E. Behavioral Science</b></p> <ol style="list-style-type: none"> <li>1. How do others, the media, and society influence our identity and the choices we make?</li> <li>2. What are the characteristics, benefits, and challenges of a diverse society?</li> </ol>
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<p><b>Unit Title: Geography</b></p>
<p>Topics:</p> <ol style="list-style-type: none"> <li>A. Map Skills</li> <li>B. Communities and Environment</li> </ol>
<p><b>Standards</b> <b>Wisconsin Model Academic Standards</b></p>
<p><b>Geography EQ1:</b> A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate</p>

positions on various representations of the earth's surface

A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world.

**Geography EQ2:**

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.

**Geography EQ3:**

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

**History EQ2:**

B.4.9 Describe examples of cooperation and interdependence among individuals, groups, and nations

**Political Science EQ1:**

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior, and explain how various behaviors promote or hinder cooperation

**Economics EQ2:**

D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient

**Learning Targets Addressed**

**Map Skills**

- I can use a map key and compass rose to identify features and locations on a map.
- I can identify and locate my country, state, and city on a map.

**Communities and Environment**

- I can describe what a community is in my own words.
- I can use tools to gather information about communities.
- I can explain how people in communities interact within the environment.
- I can describe how workers contribute to their communities.
- I can identify a community problem and propose a solution.
- I can show and explain how being responsible and respectful helps a community.
- I can show how behavior promotes or hinders cooperation in a community.

**Assessment Evidence**

Performance assessments:  
*Communities Learning Model*

Other assessments:  
*Map Skills Assessment*

**Unit Title: Economics**

Topics:  
A. Money: Saving and Spending

**Standards**  
**Wisconsin Model Academic Standards**

**Economics EQ1:**  
D.4.1 Describe and explain the role of money, banking, and savings in everyday life  
D.4.2 Identify situations requiring an allocation of limited economic resources, and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game)

**Learning Targets Addressed**

**Saving and Spending**

- I can explain the difference between needs and wants.
- I can demonstrate habits of an informed shopper.

**Assessment Evidence**

Performance assessments:  
*Saving and Spending Learning Model*

## Integrated Social Studies - Literacy Units

**Integrated Unit(s):**  
**Reading Unit 2 - Reading Information Books, Reading the World**

**Standards**  
**Wisconsin Model Academic Standards**

**Geography EQ1:**  
A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world  
**History EQ1:**

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

**History EQ2:**

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

**Learning Targets Addressed**

**Reading Unit 2 - Reading Information Books**

*Integrated Targets*

- I can locate key facts and information by using text features such as photographs, maps, and diagrams. (Bend 1- A.4.5)
- I connect what I've read in one text (*source*) with what I've previously read in another text (*source*) by thinking comparatively across contexts. (Bend 2- B.4.1)
- I can notice that different books can teach us different things about the same topic by comparing/contrasting the text and illustrations (*life in the past/present, cultural roles*) (Bend 4- B.4.4)

**Integrated Unit(s):**

**Reading Unit 3 - Getting to Know Characters and Their Stories: Essential Skills and Strategies for Reading Fiction**

**Standards**

**Wisconsin Model Academic Standards**

**Behavioral Sciences EQ1:**

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

**Behavioral Sciences EQ2:**

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

E.4.9 Explain how people learn about others who are different from themselves

**Learning Targets Addressed**

**Reading Unit 3 - Getting to Know Characters and Their Stories**

*Integrated Targets*

- I can describe a character in specific and complex ways using character traits by asking themselves, "What kind of person is this character?" or How would I describe

this character?" (*Motivations, personal interests, family life*) (Bend 1- E.4.1, E.4.2)

- I can pay close attention to a character's traits and notice when the character begins to act outside those traits. (Bend 2- B.4.2)
- I can pay close attention to big events to see if and how it will change the characters. (Bend 2: E. 4.7)
- I can notice that characters do things for reasons by asking, "What may have made this character act differently than I would? What would make someone act like that?" (Bend 2- E.4.9)
- I can compare characters in my book to the characters in other books. I might think, "Do I know any other characters that had similar problems? or Did this character change in the same way as any other characters I know?" (*How are the backgrounds, family structures, experiences similar/different?*) (Bend 3- E.4.3, E.4.9)

**Integrated Unit(s):**

**Reading Unit 7- Reading and Role Playing: Fiction, Folktales, and Fairytales**

**Standards**

**Wisconsin Model Academic Standards**

**History EQ1:**

B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

**Behavioral Science EQ 2:**

E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

**Learning Targets Addressed**

**Reading Unit 7 - Reading and Role Playing: Fiction, Folktales, and Fairytales**

*Integrated Targets*

- I can step into my characters' shoes, feeling, thinking and acting as they do in order to gain a deeper understanding of who they are (*considering time period, culture, language*) and get a "big picture" view of my story (*folktales*). (Bend 1- B.4.3)
- I can read a folktale closely and consider how it is an expression of culture in order to learn more about my character. (Bend 2- E.4.11)