

## 2nd Grade Social Studies

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>Full School Year</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>2nd Grade</i>	<a href="#">2016</a>
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	<i>December 14, 2021</i>

PRIMARY RESOURCE <i>if applicable</i>
<p><i>To Be Determined</i></p> <p><i>The use of primary and secondary sources are built in each unit to support the inquiry standards</i></p>

## DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE
<p><i>2nd Grade Social Studies</i></p> <p><i>Meeting Needs and Wants, Our Changing Landscape, Innovation</i></p>

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>CULTURE:</b> Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.</p>	<p>What is culture? What roles does culture play in human and societal development?</p>
<p><b>TIME, CONTINUITY, AND CHANGE:</b> Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of</p>	<p>Why is the past important to us today?</p>
<p><b>PEOPLE, PLACES, AND ENVIRONMENTS:</b> The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p>	<p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> <p>How do geography, climate, and resources affect the way people live and work?</p>
<p><b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b> Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</p>	<p>How do individuals develop over time?</p> <p>How do external factors influence our identity and behavior?</p>

<p><b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b> Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</p>	<p>How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>
<p><b>POWER, AUTHORITY, AND GOVERNANCE:</b> The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>	<p>How do different political and economic systems affect civic life?</p>
<p><b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b> People have wants that often exceed the limited resources available to them.</p>	<p>What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?</p>
<p><b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b> Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p><b>GLOBAL CONNECTIONS:</b> Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p><b>CIVIC IDEALS AND PRACTICE:</b> Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p><b>PRIORITY CONTENT STANDARDS</b></p>	<p><b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b></p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>

Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	

## Unit 1: Meeting Needs and Wants

### ESSENTIAL QUESTIONS

What impacts a person's way of life or standard of living?  
 How do scarcity and competition influence decision-making at the personal, business, and government levels?  
 What is the relationship between decision-making and economic outcomes?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Econ1:</b> Wisconsin students use economic reasoning to understand issues.	<b>SS.Econ1a. Choices and Decision Making</b> I can describe resources that are important or useful to my community and country.
	<b>SS.Econ1.b.Incentives</b> I understand different people want different things.

### PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.a Develop questions based on a topic</b> I explain why or how a teacher or text provided question is important to a topic or issue.
	<b>SS.Inq1.b. Plan an inquiry</b> When provided with a question, I determine what other questions are needed to support the research (i. e., "What more do we need to know?").
<b>Standard SS.Inq.2</b> Wisconsin students will gather and evaluate resources	<b>SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b> I brainstorm what resources would be valuable to guide the inquiry.
	<b>SS.Inq2.b Evaluate sources.</b> I review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning.	<b>SSInq3.a Develop claims to answer an inquiry question.</b> With prompting and support, I state a claim to answer a question that the class is considering
	<b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I determine which evidence in teacher-provided sources support a claim that answers a compelling question.
	<b>SSInq3.c Elaborate how evidence supports a claim</b> I explain how evidence supports a claim for a class inquiry.
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions.
	<b>SSInq4.a Critique conclusions</b> I respond effectively to questions about their inquiry.
<b>Standard SS.Inq5</b> Wisconsin students will be civically engaged.	<b>SSInq5.a. Civic engagement</b> I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

### DISCIPLINARY CONCEPT

### KEY UNIT CONTENT

How the Economy Works	Goods and Services Producers and Consumers, supply and demand Factors behind saving, spending, and giving Needs and Wants (Personal and Community) Budgeting, Financial Decision Making
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## SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Econ2</b> Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	<b>SS.Econ2.a. Consumers, Producers, and Markets</b> I differentiate between buyers (consumers) and sellers (producers).
	<b>SS.Econ2.b. Supply, Demand, and Competition</b> I define product market and categorize prices of products in a local market.
<b>Standard SS.Econ3</b> Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	<b>SS.Econ3.a. Economic Indicators</b> I identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).
	<b>SS.Econ3.b. Money</b> I form reasons for why people save money.

## COMPELLING UNIT QUESTION

How can we help our community work together to meet its needs and wants?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
Why can't I have everything I want?	How do community producers meet our needs and wants?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
- Look For: 1. Gives a reason why something is a need or a want. 2. Explains that people don't have unlimited money. 3. Gives reasons why people save money. - Assess developing understanding of economic concepts; look for: 1. Gives reasons why something is a need or a want. 2. Describes how or why people prioritize purchases. 3. Describes reasons or ways to save, spend or give money	- Assess for understanding of key economic concepts; look for 1. Accurate application of economic concepts: goods, services, producers, consumers, supply and demand, supplies, skills and knowledge. 2. Contributes ideas, takes turns to speak, compromises. - Assess developing understanding of economic concepts and collaboration; look for: 1. Accurate identification of goods or services, producers and consumers. 2. Accurate identification of supplies and knowledge or skills. 3. Reasonable outcome of scenarios related to supply and demand.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How do we make tough choices when spending money?	How does a community meet our collective needs?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
- Assess understanding of the challenges of prioritizing needs and wants; look for: 1. Sound reasoning for replacing a shopping item with an item from "wants". 2. Connects learning experience to why people save. - Assess developing understanding of economic concepts; look for: 1. Gives example of how scarcity necessitates decision-making.	- Assess explanations of community problems; look for: 1. Identifies a problem in their community. 2. Gives reasons why they believe this problem is critical to solve. 3. Includes some "action plan" items. - Assess developing understanding of economic concepts and collaboration; look for: 1. Identifies a need and want in their community. 2. Suggests ways to contribute or take action.

## SUMMATIVE ASSESSMENT TASK(s)

Students will reflect on their understanding of needs and wants to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

## CIVIC ENGAGEMENT

Students will reflect on their understanding of needs and wants to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a [menu of active inquiry products](#): written, presentation, 2D or 3D product in response to their inquiry challenge statement.  
[Inquiry Product Rubric Guide](#)

## Unit 2: Our Changing Landscape

### ESSENTIAL QUESTION

How do geography, climate, and resources affect the way people live and work?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Geog1</b> Wisconsin students will use geographic tools and ways of thinking to analyze the world.	<b>SS.Geog1.a.Tools of geography</b> I can tell why someone might choose a map or globe for a given task.
	<b>SS.Geog1.b.Spatial thinking (map interpretation)</b> I can find human characteristics on a map, graph, photograph or other representation. (Cities, streets)
<b>Standard SS.Hist1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.Hist1.a.Cause</b> I identify one or more causes of an event, issue, or problem.
	<b>SS.Hist1.b.Effect</b> I identify one or more effects of an event, issue, or problem.

### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.1</b> Wisconsin students will construct meaningful questions that initiate an inquiry.	<b>SS.Inq1.a Develop questions based on a topic</b> I explain why or how a teacher or text provided question is important to a topic or issue.
	<b>SS.inq1.b. Plan an inquiry</b> When provided with a question, I determine what other questions are needed to support the research (i.e., "What more do we need to know?").
<b>Standard SS.Inq.2</b> Wisconsin students will gather and evaluate resources	<b>SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</b> I brainstorm what resources would be valuable to guide the inquiry.
	<b>SS.Inq2.b Evaluate sources.</b> I review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning.	<b>SSInq3.a Develop claims to answer an inquiry question.</b> With prompting and support, I state a claim to answer a question that the class is considering
	<b>SSInq3.b Cite evidence from multiple sources to support a claim.</b> I determine which evidence in teacher-provided sources support a claim that answers a compelling question.
	<b>SSInq3.c Elaborate how evidence supports a claim</b> I explain how evidence supports a claim for a class inquiry.
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions.
	<b>SSInq4.a Critique conclusions</b> I respond effectively to questions about their inquiry.

### DISCIPLINARY CONCEPT

### KEY UNIT CONTENT

Geographic Location and Physical Features

Natural resources  
 Impact of climate and weather on lifestyle  
 Basic human needs  
 Scarcity  
 Types of modifications to the environment

### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<p><b>Standard SS.Geog4</b> Wisconsin students will evaluate the relationship between identity and place.</p>	<p><b>SS.Geog4.a.Characteristics of place</b> I explain why people have moved to and away from their community. I categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry)</p>
<p><b>Standard SS.Geog5</b> Wisconsin students will evaluate the relationship between humans and the environment.</p>	<p><b>SS.Geog5.a.Human environment and interaction</b> I provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p><b>SS.Geog5.b.Interdependence</b> I identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.</p>

**COMPELLING UNIT QUESTION**

How can we respond to our changing landscape?

<p><b>SUPPORT QUESTION 1</b></p>	<p><b>SUPPORT QUESTION 2</b></p>
<p>What are geographic features and how might they change over time?</p>	<p>How do people depend on the environment to meet their needs?</p>
<p><b>FORMATIVE ASSESSMENT TASK</b></p>	<p><b>FORMATIVE ASSESSMENT TASK</b></p>
<p>*Assess understanding of changes in landscape and local geography, look for 1. identifies geographic features, similarities, and differences in satellite images with accuracy, 2. makes logical inferences about changes to the land, 3. represents elements of the local geography (landforms, climate, weather, and natural resources with accuracy. *Assess understanding of natural resources. Look for 1. gives examples of geographic features, 2. gives examples of how the landscape impacts daily life, 3. cites evidence to make observations and inferences.</p>	<p>*Assess improvement based on feedback and overall progress towards success criteria, Look for 1. identifies that people have basic needs of food, water, and shelter 2. cites evidence to explain how they will meet their needs using natural resources in an environment 3. illustrates a challenge of living in this environment 4. makes changes based on feedback and improves work *Assess content understanding, look for 1. uses evidence to show how we depend on the environment to meet basic needs, 2. draws connections between natural resources, landscape, and basic needs.</p>
<p><b>SUPPORT QUESTION 3 (if applicable)</b></p>	<p><b>SUPPORT QUESTION 4 (if applicable)</b></p>
<p>What are the impacts of human modifications to the landscape?</p>	<p>How can people respond to problems in a changing landscape?</p>
<p><b>FORMATIVE ASSESSMENT TASK</b></p>	<p><b>FORMATIVE ASSESSMENT TASK</b></p>
<p>*Assess understanding of content, look for: 1. makes logical connections between the purpose and impact of various modifications to the landscape, 2. demonstrates in pictures and words the impacts of a selected modifications on the land, water, or living things. *Assess developing understanding of concepts that repeat throughout these lessons, look for 1. makes observations about modifications to the land 2. makes evidence based inferences about how modifications have impacted the land, water, or living things.</p>	<p>*Assess understanding of how to take action, look for: 1. identifies a community issue, 2. describes how to gather information, make a plan, and take action, 3. illustrates what the solution would look like. *Assess developing an understanding of concepts that repeat throughout these lessons, look for: gives examples to describe how people in a community work together to address a problem in their changing landscape or surroundings.</p>

**SUMMATIVE ASSESSMENT TASK(s)**

Students will reflect on their learning from throughout the unit to draw conclusions about changes to the landscape. They will collaborate to generate ideas about challenges and opportunities that they might address as a class. They will design a product to share their findings and address our challenge.

**CIVIC ENGAGEMENT**

If we utilize the action module for our summative, it captures civic engagement because it develops accountability, empathy, and sense of purpose. In addition, students work together collaboratively to communicate their learning to others as well as develop a call to action.

### Unit 3: Innovation

#### ESSENTIAL QUESTIONS

Why is the past important to us today?  
 How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?  
 How do technology influence social and cultural change in a global society?

#### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Hist1</b> Wisconsin students will use historical evidence for determining cause and effect.	<b>SS.Hist1.a.Cause</b> I can identify one or more causes of an event, issue or problem. <b>SS.Hist1.b.Effect</b> I can identify one or more effects of an event, issue or problem.
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#### PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)

<b>Standard SS.Inq.2</b> Wisconsin students will gather and evaluate resources	<b>SS.Inq2.b Evaluate sources.</b> I review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.
<b>Standard SS.Inq3</b> Wisconsin students will develop claims using evidence to support reasoning.	<b>SSInq3.a Develop claims to answer an inquiry question.</b> With prompting and support, I state a claim to answer a question that the class is considering
<b>Standard SS.Inq4</b> Wisconsin students will communicate and critique conclusions	<b>SSInq4.a Communicate conclusions</b> I communicate conclusions.
	<b>SSInq4.a Critique conclusions</b> I respond effectively to questions about their inquiry.

#### DISCIPLINARY CONCEPT

#### KEY UNIT CONTENT

Innovation changes society	Past, Present, Future Innovation Changes Daily Life (how people live, work, travel, communicate, and play) Innovators Industrial Revolution Production and Transportation
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#### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

<b>Standard SS.Hist2</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	<b>SS.Hist2.a.Patterns stay the same over a period of time</b> I identify patterns of what stayed the same to self, family, and community over time.
	<b>SS.Hist2.b.Patterns change over a period of time</b> I identify patterns of change to self, family, and community over time.
<b>Standard SS.Hist3</b> Wisconsin students will <i>connect</i> past events, people, and ideas to the present; use different perspectives to <i>draw conclusions</i> ; and suggest current implications.	<b>SS.Hist3.a.Connections</b> I describe a person or event from the past that reflects your own life in some way.
	<b>SS.Hist3.c.Current implications</b> I explain how something from the past can affect your life now.
<b>Standard BH.4</b> Wisconsin students will examine the progression of specific forms of technology and their influence within various societies	<b>BH4.a: Progression of technology</b> I describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.

#### COMPELLING UNIT QUESTION

How can we innovate to improve the world around us?



SUPPORT QUESTION 1	SUPPORT QUESTION 2
How has innovation changed daily life?	What does it take to be an innovator?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
<p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Cites evidence from sources to explain the spark and impact of an innovation</li> <li>-Gives an example of everyday invention or innovation that impacts their daily life</li> <li>-Gives an example of an innovation that might improve an everyday object</li> </ul> <p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Gives examples to describe sparks and impacts of innovation</li> <li>-Generates questions about historical innovations and their impacts</li> <li>-Cites evidence to draw conclusions about how innovation has changed daily life</li> <li>-Arranges events in chronological order with accuracy</li> </ul>	<p>Assess progress toward Success Criteria and application of feedback; look for:</p> <ul style="list-style-type: none"> <li>-Drawing shows an important invention or innovation created by the innovator</li> <li>-Selected characteristic or action is supported with evidence</li> <li>-Innovator's impact is supported with evidence</li> <li>-Shared or admired characteristic or action includes a rationale</li> </ul> <p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Cites evidence to support conclusions about characteristics and actions that contribute to innovation</li> <li>-Gives an example of a connection between an innovator's profile and their own</li> </ul>
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How does innovation impact society?	What is timeless about innovation?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
<p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Gives 3 accurate examples of innovations from the Industrial Revolution</li> <li>-Gives 2 accurate examples of changes to society during the Industrial Revolution</li> <li>-Gives 1 example of a useful historical source</li> <li>-Provides rationale to describe the benefits and limitations of an historical source</li> </ul> <p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Identifies key innovations (steam engine, railroad, textile mill, assembly line) that changed daily life</li> <li>-Arranges events on a timeline with accuracy</li> <li>-Identifies positive and negative impacts of innovation with accuracy</li> <li>-Provides rationale or evidence to support conclusions about how innovation changes society</li> <li>-Gives examples to describe how or why historical sources differ in content or perspective, using evidence</li> </ul>	<p>Assess content understanding; look for:</p> <ul style="list-style-type: none"> <li>-Identifies a community challenge or opportunity that might be addressed through innovation</li> <li>-Describes a proposed solution and its potential impact</li> <li>-Gives an example of a lesson from the past that can inform their work</li> </ul> <p>Assess developing understanding of concepts that repeat throughout these lessons; look for:</p> <ul style="list-style-type: none"> <li>-Gives examples of sparks and impacts of modern-day inventions and innovations</li> <li>-Cites evidence to identify a key step, practice, or habit of mind that contributes to innovation</li> <li>-Identifies timeless challenges and opportunities addressed through innovation, using historical and contemporary examples</li> </ul>
<b>Summative Assessment Tasks</b>	
Students will use the conclusions and key findings from their investigation to impact the world beyond their classroom. Students work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in creating their <a href="#">Written product</a> .	
<b>CIVIC ENGAGEMENT</b>	
Students will use the conclusions and key findings from their investigation to impact the world beyond their classroom. Students work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in creating their <a href="#">Written product</a> .	