

Grade 2 Social Studies Curriculum Overview Document

AASD Instructional Framework for Social Studies

The answers to tomorrow's problems cannot be found in the back of a textbook. The skills needed in the modern workplace are not practiced on a worksheet. In the Appleton Area School District, inquiry-based social studies is a student-centered learning process that differentiates learning and assessment while promoting a growth mindset through self and peer reflection. Inquiry starts with a compelling question, moves through a rigorous investigation and culminates in an argument or action. The inquiry-based curriculum develops the skills and builds content knowledge students need to succeed in the present and the future. An inquiry classroom supports teachers to regularly scaffold students, therefore students are engaged and gain greater independence in the use of these skills. Student voice and choice is honored and fosters a culture of equity and collaboration.

The intentionally-designed curriculum contains rigorous standards-based content in an authentic context that is interesting to students, elevates student work by ensuring a public platform for presentation and encourages lifelong learning. (for example: students are encouraged to think as; economists, historians, political scientists etc...). Teachers are empowered to implement a scope and sequence aligned to the Wisconsin State Social Studies Standards that is integrated with Wisconsin English Language Arts Standards and the Collaborative for Academic, Social, and Emotional Learning Competencies. The curriculum promotes: the reading of complex texts(primary and secondary), building academic vocabulary, evaluating sources and using evidence when writing from sources.

The social studies curriculum is comprehensive and is built in a model of change that includes; practice-based professional learning, blended curriculum and assessment, instructional leadership, and professional learning communities which helps teachers develop their practice of inquiry. Each unit of inquiry targets 21st century skills, which are designed to ensure students are prepared to thrive in college, career, and civic life.

Board Approved

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Required Assessments

Social Studies Balanced Assessment System

Pre-Assessment	The inquiry units contain pre-assessment tasks that provide teachers the opportunity to gauge the prior knowledge and skills of students. These pre-assessments occur at the beginning of the Launch of every unit.
Formative Assessments	The inquiry units include formative assessment tools in every lesson, from teacher checklists to student-created responses. Assessment tools contain or connect to specific look-fors that align to lesson objectives and build toward the objectives of the Inquiry Question. These tools assess understanding and skills across a diverse set of tasks, including written claims, creative responses, and others.
Checkpoint Assessments	Checkpoint Assessments are aligned to the objectives of the Inquiry Question and are designed to check understanding of concepts and development of skills throughout that set of lessons. These tools prompt students to draw conclusions and demonstrate understanding in diverse ways, often through formal performance tasks.

Resources

[Wisconsin Social Studies Standards](#)

[Grade 2 AASD Essential Social Studies Standards](#)

[inquirED Inquiry Journeys Scope and Sequence](#)

inquirED Platform- Lesson materials and resources for each social studies unit

inquirED Embedded Learning- Research-based strategies and support for teachers inside every lesson

AASD Guiding Principles for Teaching and learning K-6 Social Studies

- Inquiry is at the heart of social studies and surrounds the content
- Social studies prepares our students for work, life, and citizenship
- Creativity, collaboration, communication, critical thinking, problem solving are valued
- Social studies should be intra and interdisciplinary with explicit integration with ELA, complimenting each other
- Social studies must regain a more balanced and elevated role in K-12 curriculum

AASD Foundations for K-6 Social Studies

Inquiry- Teaching social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

Behavior Sciences- Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.

Economics- Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.

Geography- Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.

History- Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.

Political Science- Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

Social Studies Inquiry Overview

Launch: Inquiry

Inquiry is an exciting and energizing way to engage students' hearts and minds while covering content and meeting standards. When students are curious, they focus more clearly and look more deeply. Teachers launch inquiry by creating an active and lively space where children make choices and take responsibility for their own learning. Students learn ways to demonstrate their own curiosity while investigating themselves and their classmates. They are encouraged to ask questions and keep track of new learning. During launch, students partner up to gather information, build knowledge, and then share their learning with others.

Compelling Question: How Do We Live a Life of Wonder and Curiosity?

Essential Questions: *(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)*

- How does what I wonder connect to what I know?
- How can I keep track of my new learning?
- How can I combine all the things I have learned?
- How can I share my learning in a variety of ways?

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq2.a, Inq2.b, Inq3.a, Inq3.b, Inq3.c, Inq4.a, Inq4.b

Unit 1: Meeting Needs and Wants Communities are created to meet our common needs, giving us a sense of belonging, trust, care, and safety. During this unit, students work together to design their own community model, discovering how community members work together to shape the world around them.

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

Investigation Modules:

Why can't I have everything I want?

Students explore a variety of economic concepts, including wants, needs, saving, spending, giving, and earning. They practice working within a budget and consider how limited resources necessitate decision-making.

How do producers meet our needs and wants?

Students explore how different producers, including businesses, the government, and volunteers, meet the needs and wants within a community. They imagine themselves in the role of a community producer and think about the good or service they will provide, the people and things they will need to provide this good or service, as well as the skills and knowledge required. Students are also introduced to the economic concept of supply and demand, and consider how it applies to various scenarios.

How do we make tough choices when spending money?

Students put themselves in the role of the consumer by evaluating the various goods and services available to them in their community model. They participate in a bingo-like game that models the difficult process of deciding how to spend money and how to prioritize when the unexpected happens.

How does a community meet our collective needs?

Students investigate the ways communities collectively work together to meet shared needs. They explore services the government provides, as well as ways individuals can contribute to improving the community. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They 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 the Action Module.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.c, Inq4.b

Behavioral Science: BH2.a

Economics: Econ1.a, Econ2.a, Econ2.c, Econ 3.a, Econ4.c

Geography: N/A

History: Hist1.a, Hist1.b

Political Science: PS2.c, PS3.c, PS3.d, PS4.a

Unit 2: Our Changing Landscape Exploring our relationship to the physical world around us begins with identifying our own geographical location and the physical features of that location. This unit explores how we access and depend on the natural resources that surround us, how and why we modify the landscape, and the impacts these modifications can have on land, water, and living things. Students consider how they can take action to improve their world in response to the changing landscape.

Inquiry Question: How Can We Respond to Our Changing Landscape?

Investigation Modules:

What are geographic features and how might they change over time?

Students locate where they live on a map, explore the geographic features of their state, connect everyday items back to their sources as natural resources, and explore how geography, including climate and weather, impacts their lives. Then, they analyze maps and images to make observations and inferences about how and why landscapes have changed over time.

How do we depend on the environment to meet needs?

Students explore how people depend on natural resources to meet their needs for food, water, shelter, and air, and how geography determines which resources people can access and how easily they can access them. Students gather evidence about how people depend on their environment to meet needs, then apply understanding of learnings throughout the module to create a Survival Plan for an imaginary environment.

What are the impacts of human modifications to the landscape?

Students examine a variety of landscape modifications and their purposes. They explore how population growth and urbanization impact the landscape. As they learn about the various modifications, they identify ways that these modifications can both help and hurt the environment around them.

How can people respond to problems in a changing landscape?

Students examine case studies to explore how individuals have taken action and inspired others to take action in response to their changing landscape. They study examples of people making positive changes in the environment of their communities. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They 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 the Action Module.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.c, Inq4.b

Behavioral Science: BH1.a, BH2.b

Economics: Econ1.a

Geography: Geog1.b, Geog2.b, Geog2.c, Geog 4.a, Geog5.a, Geog5.b

History: Hist2.a, Hist2.b

Political Science: N/A

Unit 3: Innovation Students investigate how innovation touches every facet of life – past, present, and future. Through historical photos, oral histories, patent drawings, and even a legend, they investigate how innovation has led to significant changes in the way that people live, work, travel, communicate, and play. Students consider how innovation changes society as a whole as they make their own blueprints for inventing a better world.

Inquiry Question: How can we innovate to improve the world around us?

Investigation Modules:

How has innovation changed daily life?

Students investigate the stories behind inventions that have brought about significant changes in transportation, communication, health and safety, and manufacturing. Through informational texts, historical images, and oral history interviews, students gain a better understanding of how innovation has led to significant changes in the way people live, work, and play. Throughout the module, students practice sequencing key innovations on a timeline that will be populated throughout the unit.

What does it take to be an innovator?

Students investigate key characteristics and actions demonstrated by historical innovators. They gather information to create an Innovator Profile for a selected innovator, drawing evidence-based conclusions about what made them effective.

How does innovation impact society?

Students learn about the major developments of the Industrial Revolution and, in particular, innovations that allowed for faster production and transportation. They investigate how rapid innovation led to dramatic changes in the nature of work, the workforce, and, over time, American society. They use historical sources to dig into human stories in order to understand what progress meant for textile workers and railroad laborers. Finally, they consider ways in which progress can bring about both positive and negative impacts.

What is timeless about innovation?

Students explore contemporary examples of innovation to identify timeless aspects, including recurring challenges and opportunities, as well as enduring characteristics and actions that advance innovation. Students then conclude the module by reviewing the key learning from the unit to help them prepare to take action. They 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 the Action Module.

Social Studies Standards

Inquiry: Inq1.a, Inq1.b, Inq3.c, Inq4.b, Inq5.a

Behavioral Science: BH1.b, BH2.a, BH3.a

Economics: N/A

Geography: N/A

History: Hist3.a, Hist3.b, Hist3.c, Hist4.a, Hist4.b, Hist4.c, Hist4.d

Political Science: N/A