



**Marietta City Schools**  
**District Unit Planner**

*Grade 2 Social Studies*

Theme	<i>Unit 2 Connecting Themes in Second Grade Social Studies</i>	Unit duration (Days)	<i>10 - 20 Days</i>
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**GA DoE Standards**

**Distribution of Power:** The student will understand laws and people's beliefs help decide who gets to make choices in government.

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

**Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.

**Time, Change, Continuity:** he student will understand that some things will change over time, while other

**Information Processing Skills:**

1. compare similarities and differences
- 2 organize items chronologically
- 3 identify issues/problems and alternative solutions
- 4 distinguish fact from opinion
- 5 identify main idea, detail, sequence, cause/effect
- 7 interpret timelines
- 9 construct charts and tables
- 10 analyze artifacts

**Map and Globe Skills:**

- 4 compare & contrast categories of features found on maps
- 7 use map to explain the impact of geography on historical and current events

Essential Questions	
<p><b>Factual—</b></p> <p>What things do you do at home and school to be responsible?  Who makes the rules at home and school?  What happens when you go to a store to buy your favorite toy and they are sold out?  What happens when you choose to break a rule at home? School?  What are some jobs people do to earn money?  What are some products that are made or grown in Georgia?</p> <p><b>Inferential—</b></p> <p>How do we make sure we have enough time in our school day to do everything we need to do?  How can you help others at home and at school?  How do stores get the products you want to buy?  What are the similarities and differences in children 100 years ago and children today?  How has school changed and stayed the same since kindergarten?</p> <p><b>Critical Thinking-</b></p> <p>How are the rules at home different from school rules?  Why do some things cost more than others?  Why is it important to make good choices?  Why do stores in our area not sell snow shovels (or another item appropriate for your community)?</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Compare, Similar, Different Choice Location Charts- pie Graphs- picture or bar Data, Timeline	Rules Cost Scarcity Products, Goods, Services Production, Distribution, Consumption Jobs, Taxes

## Assessments

### **Summative Assessment(s):**

#### [Connecting Themes Review](#)

After learning about the themes of 2nd Grade Social Studies, students explain the themes and their meanings by matching illustrations to each theme.

Standards: Distribution of power, Production, distribution, and consumption, Location, Time, Change, and Continuity

### **Theme Based Writing Task and Rubric:**

#### [Connecting Themes Review](#)

After completing the matching themes exercise and verifying accuracy with the teachers, students write a paragraph explaining what they have learned about the 2nd Grade themes.

Standards: Distribution of power, Production, distribution, and consumption, Location, Time, Change, and Continuity

## Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#) This letter is provided for schools to share with parents to introduce the unit. It includes a section for school specific information and news. For example, if completing the *Then and Now Museum* activity- add a donation request.

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video Click [here](#) for Additional Content Video

[Teacher Notes](#) for this unit

Additional information can be found at [GA DoE Inspire](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<b>Distribution of Power:</b> The student will understand laws and people's beliefs help decide who gets to make choices in government.	<a href="#">Home and School Rules</a> Discuss why we need rules and consequences of not following them	Provide prompts and sentence starters for discussion. Teacher writes sample survey questions. Allow students to choose from them.

<b>Production, Distribution, and Consumption:</b> The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services	<a href="#">Our Classroom Economy</a> Create a classroom economy including jobs and taxes	Purposeful grouping of students for tasks
<b>Location:</b> The student will understand that where people live matters	<a href="#">A Day in My Life</a> Research typical job responsibilities of individuals from different locations (urban vs. rural)	Provide reading articles or texts about workers in the community. Use sentence starters for journaling and discussions.
<b>Time, Change, Continuity:</b> he student will understand that some things will change over time, while other	<a href="#">Timeline of My Life</a> Develop a timeline of major life events and identify changes and continuities over time	Provide sentence starter and/or sample pages for the timeline task
<b>Recommended High Quality Complex Texts</b>		
<i>Duck for President</i> by Doreen Cronin <i>Martin's Big Words</i> by Doreen Rappaport <i>How to Make Cherry Pie and see the USA</i> by Marjorie Priceman <i>Ox-Cart Man</i> by Donald Hall <i>Market!</i> by Ted Lewin <i>Earl and Starla Eat all the Fishy Treats</i> by Michael Raymer <i>Earl and Starla Go to the Farm</i> by Michael Raymer <i>What if Everybody Did That</i> by Ellen Javernick		