

SOCIAL STUDIES

Second Grade



Unit 1

Civics/Government

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do rules, rights, and responsibilities change over time, and why do they matter?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will understand the basic concepts of responsibilities, authority, rules and laws as they apply to past and present societies. Students will recognize that all peoples have responsibilities and that those responsibilities evolve over time. They will identify, analyze, and demonstrate key attributes of good citizens and a good leader in various societies. They will demonstrate an understanding of responsibility, self-efficacy, assertiveness, and empathy. Students will connect life in the United States to its various governing documents (state and U.S. constitutions) and recognize how constitutional rights have changed over time. They will use their knowledge about rights and citizenship to create rules for their classroom.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- How are rules today different from rules in the past?
- What makes someone a good leader or citizen?
- What is a responsibility that all people share?

Process

- How can we make sure a rule or decision is fair for everyone?
- What would be a good new rule to help everyone learn and feel safe at school?
- How do you think the responsibilities of a good citizen have changed from long ago to now?

Reflective

- What is one rule or right that you think is really important, and why?

- What makes someone a good leader or citizen?
- How can you be a good citizen at school and at home?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 4: Societies experience continuity and change over time.
 - The student will **recognize and evaluate** continuity and change over time.
 - The student will **analyze the context** and **draw conclusions** about continuity and change.
 - The student will **investigate and connect** examples of continuity and change **to a contemporary issue**.
 - The student will use their understanding of continuity and change to **make a claim** or advance a thesis **using evidence and argument**.

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Unit 2 History

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does learning about the past help us understand the world we live in today?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize and evaluate how societies change over time to analyze and draw conclusions about past and present societies. They will study how and why modes of transportation, communication, education, and other aspects of society have changed over time. They will recognize and evaluate how inventions and innovations from the past influence their daily lives, using examples from Kansas and the United States. Students will analyze push and pull factors of voluntary and involuntary migration and how different groups of people contribute to Kansas. They will understand that there are different perspectives of events then and now. They will recognize and draw conclusions about why major landmarks, historic sites, and cultural celebrations are significant.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What has changed in how people travel, communicate, and go to school from the past to now?
- What is the difference between the inventions from long ago and the ones we use today?
- Why are certain places, events, or celebrations important to people today?

Process

- How can we use pictures, letters, or artifacts to learn about life in the past?
- How does comparing something from the past with something from today help us understand how society has changed?

- What evidence can we find to show how an invention changed the way people live?

Reflective

- How do you think communication or inventions will continue to change in the future?
- What invention do you think has had the biggest impact on people , and why?
- Why do you think people move to Kansas, and how have different groups helped make Kansas special?

Standards

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 - The student will **analyze the context** and **draw conclusions** about continuity and change.
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Unit 3

Geography

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do the way people live and make decisions shape places over time?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will make and use maps of familiar places from past and present societies. Students will describe how their local environment impacts how they live, and how they live impacts their local environment. Students will also consider how societies in the past impacted the same environment and how the environment impacted them. Students will observe and record geographic information to describe how the practices of individuals and groups impact environments and how those impact change in the society.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What has changed and what has stayed the same in our community over time?
- How do people live differently in hot, cold, or tropical climates?
- Why is it important to think about land, water, and air when making decisions about where to build something new?

Process

- How can maps help us understand how places have changed?
- What clues do pictures give us about how people changed the environment?
- How can we use a map to decide the best place to build something in our town?

Reflective

- How do the changes in our neighborhood affect the people who live here?
- What is one way you or your family interact with the environment every day?

- What is one change you want to help make in your community, and why?

Standards

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 - The student will **recognize and evaluate** continuity and change over time.
 - The student will **analyze the context** and **draw conclusions** about continuity and change.
 - The student will **investigate and connect** examples of continuity and change **to a contemporary issue**.
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Unit 4

Economics

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do people's choices about money and resources shape the way communities change over time?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize and evaluate how various human-made economies change over time and analyze and draw conclusions about past and present societies. Students will describe the goods and services that people in their community produce and compare to other communities. They will understand how available resources influence choices in societies. They will investigate how to make effective and sustainable decisions as a consumer, producer, saver, investor, entrepreneur, and citizen to improve society. Students will draw conclusions about how people meet their wants and needs as societies change and progress.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- How did people buy and sell things long ago, and how is it different today?
- What kinds of resources help a community solve problems?
- How have the things people care about purchasing changed over time? What has stayed the same?

Process

- How can you organize information to show how buying things has changed over time?
- How do you decide which resource is best when solving community problems?
- How do you decide what to spend or save when you have a limited amount of

money?

Reflective

- What would shopping be like in the future, and why do you think it will change?
- How do you decide if something is worth the cost? What benefit of that decision makes it a good choice?
- How can the choices you make, like saving money, helping others, or starting a business, make your community better now and in the future?

Standards

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