### Grade 2 Social Studies

<table>
<thead>
<tr>
<th>Theme</th>
<th>Unit 2 Connecting Themes in Second Grade Social Studies</th>
<th>Unit duration (Days)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>10 - 20 Days</td>
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</tbody>
</table>

### 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:** The 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

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### Essential Questions

**Factual—**
- 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?

**Inferential—**
- 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?

**Critical Thinking—**
- 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)?

### Tier II Words- High Frequency Multiple Meaning

- Compare, Similar, Different
- Choice
- Location
- Charts- pie
- Graphs- picture or bar

### Tier III Words- Subject/ Content Related Words

- Rules
- Cost
- Scarcity
- Products, Goods, Services
- Production, Distribution, Consumption

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### 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

### Objective or Content

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Differentiation Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Resources</strong></td>
<td><strong>Parent Information Letter</strong> 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 <em>Then and Now Museum</em> activity- add a donation request. Click <a href="#">here</a> for GADOE Content Video Click <a href="#">here</a> for Additional Content Video <strong>Teacher Notes</strong> for this unit Additional unit information may be found at the <a href="#">GADOE GPS Landing Page</a></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Distribution of Power:</strong> The student will understand laws and people’s beliefs help decide who gets to make choices in government.</td>
<td><strong>Home and School Rules</strong> Discuss why we need rules and consequences of not following them</td>
<td>Provide prompts and sentence starters for discussion. Teacher writes sample survey questions. Allow students to choose from them.</td>
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<thead>
<tr>
<th>Production, Distribution, and Consumption:</th>
<th>Our Classroom Economy</th>
<th>Purposeful grouping of students for tasks</th>
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<tr>
<td>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</td>
<td>Create a classroom economy including jobs and taxes</td>
<td></td>
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<tr>
<td><strong>Location:</strong> The student will understand that where people live matters</td>
<td>A Day in My Life</td>
<td>Provide reading articles or texts about workers in the community. Use sentence starters for journaling and discussions.</td>
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<tr>
<td>Research typical job responsibilities of individuals from different locations (urban vs. rural)</td>
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<tr>
<td><strong>Time, Change, Continuity:</strong> The student will understand that some things will change over time, while other</td>
<td>Timeline of My Life</td>
<td>Provide sentence starter and/or sample pages for the timeline task</td>
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<tr>
<td>Develop a timeline of major life events and identify changes and continuities over time</td>
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### Recommended High Quality Complex Texts

- *Duck for President* by Doreen Cronin
- *Martin’s Big Words* by Doreen Rappaport
- *How to Make Cherry Pie and see the USA* by Marjorie Priceman
- *Or-Cart Man* by Donald Hall
- *Market!* by Ted Lewin
- *Earl and Starla Eat all the Fishy Treats* by Michael Raymer
- *Earl and Starla Go to the Farm* by Michael Raymer
- *What if Everybody Did That* by Ellen Javernick

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