



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>
--------------	--	-----------------------------	---------------------

GSE 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

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

Data Timeline	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

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Resources	Click here for GADOE Content Video (For Teachers only) Click here for Additional Content Video Teacher Notes for this unit Additional unit information may be found at the GADOE GPS Landing Page	N/A
Distribution of Power: The student will understand laws and people’s beliefs help decide who gets to make choices in government.	Home and School Rules 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.
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	Our Classroom Economy Create a classroom economy including jobs and taxes	Purposeful grouping of students for tasks

<p>Location: The student will understand that where people live matters</p>	<p>A Day in My Life Research typical job responsibilities of individuals from different locations (urban vs. rural)</p>	<p>Provide reading articles or texts about workers in the community. Use sentence starters for journaling and discussions.</p>
<p>Time, Change, Continuity: he student will understand that some things will change over time, while other</p>	<p>Timeline of My Life Develop a timeline of major life events and identify changes and continuities over time</p>	<p>Provide sentence starter and/or sample pages for the timeline task</p>

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
Ox-Cart Man by Donald Hall
Market! by Ted Lewin
Earl and Starla Eat all the Fishy Treats by Michael Raymer
What if Everybody Did That by Ellen Javernick