

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Second Grade Social Studies Course.

<h3 style="margin: 0;">Second Grade – Unit One – Our Georgia</h3>	
Elaborated Unit Focus	In this unit, students will complete activities that support the K-5 Enduring Understandings. Students will develop the foundation and schema to be prepared for the lessons and standards throughout the year.
Connection to Connecting Theme/Enduing Understandings	This unit is designed to introduce students to the six themes that will feature prominently in second grade social studies. Activities will focus on <i>distribution of power; individuals, groups, and institutions; location; production, distribution, and consumption; scarcity; and time, change, and continuity</i> . At the conclusion of this unit students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.
GSE for Social Studies (standards and elements)	This unit is designed to teach the themes used in the course. The standards listed with each activity in the balanced assessment plan may be introduced in the unit, but will be taught in greater depth throughout the school year. These themes will provide the scaffolding needed for the study of Social Studies for the school year.
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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Connection to Social Studies Matrices (information processing and/or map and globe skills)	Map and Globe Skills: 4 (compare & contrast categories of features found on maps), 7 (use map to explain impact of geography on historical and current events) 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)
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1: Distribution of Power</p>	<p>K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government. Why do we have rules and laws?</p> <ol style="list-style-type: none"> a. How are the rules at home different from school rules? b. What things do you do at home and school to be responsible? c. Who makes the rules at home and school?
<p>Enduring Understanding 2: Individuals, groups, and institutions</p>	<p>K-5 EU: The student will understand that what people, groups, and institutions do can help or harm others whether they mean to or not. What does it mean to be a good citizen?</p> <ol style="list-style-type: none"> a. Why is it important to make good choices? b. What happens when you choose to break a rule at home? School? c. How can you help others at home and at school?
<p>Enduring Understanding 3: Location</p>	<p>K-5 EU: The student will understand that where people live matters. Why do people live in different parts of Georgia?</p> <ol style="list-style-type: none"> a. Why did your family decide to live in this city or town? (Be sensitive to all answers) b. How are the coast, mountains, and a major city similar and different? c. What are the benefits and disadvantages in living in different communities? (Rural, urban, suburban, coastal, farming, mountain, etc.)
<p>Enduring Understanding 4: Production, distribution, and consumption</p>	<p>K-5 EU: The student will understand that 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. How do you get the things you want and need?</p> <ol style="list-style-type: none"> a. What are some products that are made or grown in Georgia? b. How do stores get the products you want to buy? c. Why do stores in our area not sell snow shovels (or another item appropriate for your community)?
<p>Enduring Understanding 5: Scarcity</p>	<p>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices. How do we manage our time and resources?</p> <ol style="list-style-type: none"> a. What happens when you go to a store to buy your favorite toy and they are sold out? b. Why do some things cost more than others? c. How do we make sure we have enough time in our school day to do everything we need to do?
<p>Enduring Understanding 6: Time, change, and continuity</p>	<p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same. What kinds of things have people always needed to survive?</p> <ol style="list-style-type: none"> a. What are the similarities and differences in children 100 years ago and children today? b. How has your family changed and stayed the same since you were a baby? (Teachers should be sensitive to those children in foster care situations, or who have parents that have died, divorced, etc.) c. How has school changed and stayed the same since kindergarten?

Sample Instructional Activities/Assessments

Home and School Rules

If possible, complete this activity in the first few days of school. Use this activity to help guide the development of your classroom rules.

In groups or pairs, students will conduct a survey to ask others about home and school rules. Results can be tallied and data organized in charts to create picture or bar graphs. Suggestions for survey questions:

- Do you have chores?
- Do you have homework?
- What kind of rules do you have at home/school?
- Why do you have rules at your house/school?
- Who makes you follow the rules at home/school?

Conclude with a group discussion about why we have rules at school and home and what the consequences are if they are not followed. Discuss the need for rules and laws in our community and the cause/effect relationships that occur if the rules and laws are broken.

GSE Standards and Elements

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 1 (compare similarities and differences), 3 (identify issues/problems and alternative solutions) , 4 (distinguish fact from opinion), 9 (construct charts and tables)

K-5 EU: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Our Classroom Economy

The students will create their own economy within the classroom. This economy can be implemented for this unit only or the entire year. Jobs can be appointed, elected (hold a classroom election for mayor), or students can apply for jobs within the classroom. Jobs can include mayor, tutors, police officers, bankers, sanitation supervisor, supply manager, etc. “Employees” will be paid but will have to give a portion back for classroom taxes. Students can make products to “sell” but must also pay classroom taxes. Use this opportunity to explain that the taxes pay for jobs (police officer, mayor, teacher, etc.). Students can use their earnings to purchase items from each other, school supplies, or even a class store (treasure box, homework passes, lunch with the teacher, etc.).

GSE Standards and Elements

Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Map Skills: 4 (compare & contrast categories of features found on maps), 7 (use map to explain impact of geography on historical and current events)

Information Processing Skills: 3 (identify issues/problems and alternative solutions)

K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government.

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A Day in My Life

Students will write a journal entry on What My Life is Like in a _____ (Farming, Urban, Suburban, Coastal, Mountain, etc.) Community. Students should include the following information: How do you get the things you need? What do you do for fun? What kinds of jobs do adults have in your community? How is your community different from another type of community? They can also talk about the land, products made in your region, attractions, population size, etc.

Students can also illustrate to show what life is like in the community of their choice. Students can use relevant teacher-selected books for ideas.

GSE Standards and Elements

Location: The student will understand that location affects a society’s economy, culture, and development.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
 ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
 ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 1 (compare similarities and differences), 4 (compare & contrast categories of features found on maps),
 K-5 EU: The student will understand that where people live matters.

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Scarcity Skit

The teacher will use this as a real-life connection to the concept of scarcity. While students are at lunch or out of the room, the teacher will remove several chairs from the classroom. When the students notice the missing chairs, the teacher will observe student reactions. Gather students together and discuss what happened. Read the following poem together: http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?filename=em_story.swf&lid=517 Discuss the following questions as a class or in groups: What is the difference between “this OR that” and “this AND that”? What choices have you had to make before? Have you ordered something to eat at a restaurant and they were out of supply? What did that cause you to do? What happens when everyone wants the same toy or item during the holidays?
 Story and lesson are adapted from EconEdLink (<http://www.econedlink.org/teacher-lesson/517/>)

<p>GSE Standards and Elements</p>	<p>Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</p>

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<h3 style="color: #4F81BD;">Timeline of My Life</h3>	
<p>Students will create a timeline of their lives up to the present. This project could also be sent home. The teacher could create a timeline as well. Each student will bring in a baby picture (or draw themselves as a baby if no photo available) and the teacher will have the students bring in a current picture (or teacher can take pictures of the children). On their time line, students will write the year they were born and each year up to the present. On each year, they will tell something that happened in that year (began 1st grade, played baseball, moved to a new place, sibling was born, etc.). Students will present their time line to the class.</p> <p>Have a class discussion about change and ask the following questions: How have you changed? Have your interests changed? Did your surroundings change? How has your life changed in comparison to your teacher’s or parent’s life? Why?</p>	
GSE Standards and Elements	Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Information Processing Skills: 2 (organize items chronologically), 7 (use map to explain impact of geography on historical and current events), 10 (analyze artifacts)</p> <p>K-5 EU: The student will understand that where people live matters.</p>

Culminating Unit Performance Task

Connecting Themes Worksheet

Students will complete the attached worksheet to review the connecting themes.

GSE Standards and Elements	<p>Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p> <p>Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.</p> <p>Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Information Processing Skills: 1 (compare similarities and differences), 4 (compare & contrast categories of features found on maps), 5 (identify main idea, detail, sequence, cause/effect)</p> <p>K-5 EU: The student will understand that where people live matters.</p> <p>K-5 EU: The student will understand that 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.</p> <p>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p> <p>K-5 EU: The student will understand that what people, groups, and institutions do can help or harm others whether they mean to or not.</p> <p>K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government.</p>

Name: _____

Connecting Themes Worksheet

time and change

rules and laws

citizenship

scarcity

location

Directions: Choose the theme from the box that best matches the picture. Write the theme under each picture.



Choose a connecting theme from above and explain what you have learned.

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Connecting Themes Worksheet Answer Key

time and change

rules and laws

citizenship

scarcity

location

Directions: Choose the theme from the box that best matches the picture. Write the theme under each picture.



location



scarcity



citizenship



time and change

Choose a connecting theme from above and explain what you have learned.



rules and laws
