

Course Description: Grade 2 Social Studies; Social Studies Investigations

Adopted Course Primary Resource	Supplementary Resources
Into Social Studies (HMH)	DBQ Project Resources

Standards Addressed In The Course					
Essential Standards In Red					
Strand	Standard Item	Learning Priority	Code	Indicator	I Can Statement
Inquiry	Wisconsin students will construct meaningful questions that initiate an inquiry.	Develop questions based on a topic	SS.Inq1.a.e	Explain why or how a teacher or text provided question is important to a topic or issue.	I can explain how a question helps us understand what we are learning.
Inquiry	Wisconsin students will construct meaningful questions that initiate an inquiry.	Plan inquiry	SS.Inq1.b.e	When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").	When provided an investigation question, I can write further questions that will help my research.
Inquiry	Wisconsin students will gather and evaluate resources	Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	SS.Inq2.a.e	Brainstorm what resources would be valuable to guide the inquiry.	I can think of and list what resources we can look at to help answer our investigation question.
Inquiry	Wisconsin students will gather and evaluate resources	Evaluate sources	SS.Inq2.b.e	Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.	I can review and ask questions about resources that can help answer our investigation question.
Inquiry	Wisconsin students will develop claims using evidence to support reasoning.	Develop claims to answer inquiry question	SS.Inq3.a.e	With prompting and support, state a claim to answer a question that the class is considering	I can state a claim to answer our investigation question.
Inquiry	Wisconsin students will develop claims using evidence to support reasoning.	Cite evidence from multiple sources to	SS.Inq3.b.e	Determine which evidence in teacher-provided sources support a claim that answers a compelling question.	I can identify specific evidence in resources that support a claim for our investigation question.

		support claim			
Inquiry	Wisconsin students will develop claims using evidence to support reasoning.	Elaborate how evidence supports claim	SS.Inq3.c.e	Explain how evidence supports a claim for a class inquiry.	I can explain how specific evidence supports a claim for our investigation question.
Inquiry	Wisconsin students will communicate and critique conclusions	Communicate conclusions	SS.Inq4.a.e	Communicate conclusions.	I can speak, write, and/or present conclusions of an investigation.
Inquiry	Wisconsin students will communicate and critique conclusions	Critique conclusions	SS.Inq4.b.e	Respond effectively to questions about their inquiry.	I can respond to questions about an investigation.
Inquiry	Wisconsin students will be civically engaged.	Civic engagement	SS.Inq5.a.e	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	I can identify opportunities for my involvement in bettering the community.
Behavioral Sciences	Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	Individual cognition, perception, and behavior	SS.BH1.a.2	Understand we are individuals influenced by our relationships and environments.	I can show understanding that people are influenced by relationships and environments.
Behavioral Sciences	Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	Personal identity and empathy	SS.BH1.b.2	Identify situations and places that impact a person's emotions.	I can identify situations and places that impact how someone feels (emotions).
Behavioral Sciences	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	Relationship of people and groups	SS.BH2.a.K-1	Describe how groups of people are alike and different	I can describe similarities and differences between groups of people.
Behavioral Sciences	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	Cultural Patterns	SS.BH2.b.1	Understand ways people change and adapt to new situations in places and within a family.	I can show understanding that people can change and adapt.
Behavioral Sciences	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Social Interactions	SS.BH3.a.2	Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).	I can compare a belief in one culture to a belief in another culture.

Behavioral Sciences	Wisconsin students will examine the progression of specific forms of technology and their influence within various societies	Progression of technology	SS.BH4.a.e	Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.	I can describe how technology can be used for social and cultural purposes.
Economics	Wisconsin students use economic reasoning to understand issues.	Choices and Decision-Making	SS.Econ1.a.1	Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.	I can tell the difference between and explain why something is a "want" or a "need."
Economics	Wisconsin students use economic reasoning to understand issues.	Incentives	SS.Econ1.b.2	Predict a person's change in behavior in response to different potential rewards.	I can predict how someone's behavior will change in response to a reward.
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Consumers, Producers, and Markets	SS.Econ2.a.1	Differentiate between buyers (consumers) and sellers (producers).	I can identify the difference between buyers (consumers) and sellers (producers).
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Supply, Demand, and Competition	SS.Econ2.b.2	Define product market and categorize prices of products in a local market.	I can determine the market for a product and categorize prices of products in a market.
Economics	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	Firm/Business Behavior and Costs of Production	SS.Econ2.c.2	Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.	I can predict how producers use factors of production in order to produce a good or service for a profit.
Economics	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	Economic Indicators	SS.Econ3.a.1	Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).	I can identify the cost of products I use often.
Economics	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	Money	SS.Econ3.b.1	Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.	I can categorize types of money. I can explain why money is used. I can develop reasons why people save money.

Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Economic Systems and Allocation of Resources	SS.Econ4.a.2	Hypothesize how a good gets to the local community market.	I can develop a hypothesis on how a product can get into my hands.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Institutions	SS.Econ4.b.1	Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.	I can classify different jobs people have. I can identify how someone's job helps other people.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Role of Government	SS.Econ4.c.2	Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.	I can identify goods and services provided by the government and how they are helpful.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Impact of Government Interventions	SS.Econ4.d.1	Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).	I can provide an example of an unintended cost or benefit from an event.
Economics	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	Specialization, Trade, and Interdependence	SS.Econ4.e.2	Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.	I can investigate how people can benefit themselves and others by developing skills. I can hypothesize why people in one country would trade goods with people in another country.
Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Tools of Geography	SS.Geog1.a.1	Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.	I can identify the difference between maps and globes, explaining why someone might use one over the other.
Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Spatial Thinking (map interpretation)	SS.Geog1.b.1-2	Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.	I can identify physical and human characteristics of a place using multiple sources (Maps, graphs, photographs).

Geography	Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Mental Mapping/Maps from Memory	SS.Geog1.c.1	Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.	I can make a map or a place familiar to me using features of a map.
Geography	Wisconsin students will analyze human movement and population patterns.	Population and Place	SS.Geog2.a.K-1	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.	I can state a claim why people would live in certain places and identify the community (rural, suburban, urban, tribal).
Geography	Wisconsin students will analyze human movement and population patterns.	Reasons People Move	SS.Geog2.b.2	Explain why people have moved to and away from their community.	I can explain why people have moved to and away from their community.
Geography	Wisconsin students will analyze human movement and population patterns.	Impact of Movement	SS.Geog2.c.2	Describe population changes in their community over time	I can describe how population in a community has changed over time.
Geography	Wisconsin students will analyze human movement and population patterns.	Urbanization	SS.Geog2.d.1	Identify and explain differences between rural and urban areas.	I can explain differences between rural and urban areas.
Geography	Wisconsin students will examine the impacts of global interconnections and relationships.	Distribution of Resources	SS.Geog3.a.1	Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)	I can analyze how limited access to resources can cause problems in a society.
Geography	Wisconsin students will examine the impacts of global interconnections and relationships.	Networks	SS.Geog3.b.2	Compare and contrast the different modes of transportation and communication used by families in work and daily lives.	I can compare and contrast the different modes of transportation. I can compare and contrast how people communicate.
Geography	Wisconsin students will evaluate the relationship between identity and place.	Characteristics of Place	SS.Geog4.a.2	Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).	I can describe the characteristics of my local community. I can describe how places have uses that make them different than other places.
Geography	Wisconsin students will evaluate the relationship between humans and the environment.	Human Environment Interaction	SS.Geog5.a.1	Provide examples of human changes to the environment surrounding the school or neighborhood.	I can provide examples of how humans have changed the environment around our school.

Geography	Wisconsin students will evaluate the relationship between humans and the environment.	Interdependence	SS.Geog5.b.2	Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.	I can identify natural resources of a place and provide an example of how those resources are used.
History	Wisconsin students will use historical evidence for determining cause and effect.	Cause	SS.Hist1.a.e	Identify one or more causes of an event, issue, or problem.	I can identify causes of an event or problem.
History	Wisconsin students will use historical evidence for determining cause and effect.	Effect	SS.Hist1.b.e	Identify one or more effects of an event, issue, or problem.	I can identify effects of an event or problem.
History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Patterns stay the same over a period of time	SS.Hist2.a.e	Identify patterns of what stayed the same to self, family, and community over time.	I can identify patterns of what has stayed the same over time.
History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Patterns change over a period of time	SS.Hist2.b.e	Identify patterns of change to self, family, and community over time.	I can identify patterns on change over time.
History	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	Contextualization	SS.Hist2.c.e	Explain how something happening outside of your home can affect your family.	I can explain how something that happens outside our home can affect my family.
History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Connections	SS.Hist3.a.e	Describe a person or event from the past that reflects your own life in some way.	I can describe how a person or event from the past relates to me.
History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Perspective	SS.Hist3.b.e	Explain why two people can talk about an event from different viewpoints.	I can explain why two people can have different views of the same event.

History	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	Current Implications	SS.Hist3.c.e	Explain how something from the past can affect your life now.	I can explain how an event from the past can affect my life now.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Historical Context	SS.Hist4.a.e	Describe the events that led to the creation of a primary source.	I can describe a series of events that led to the creation of a primary source.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Intended Audience	SS.Hist4.b.e	Identify the intended audience for whom the primary or secondary source was created.	I can identify the audience of a primary or secondary source.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Purpose	SS.Hist4.c.e	Create one primary source about your life.	I can create a primary source about my life.
History	Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Point of View (POV)	SS.Hist4.d.e	Identify the POV of your own primary or secondary source.	I can identify the point of view of my own primary or secondary source.
Political Science	Wisconsin students will identify and analyze democratic principles and ideals.	Values & Principles of American Constitutional Democracy	SS.PS1.a.K-1	Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.	I can identify symbols, songs, and traditions and explain why they identify our state and country. I can discuss the importance of rules and laws and home, in school, and in our community.

Political Science	Wisconsin students will identify and analyze democratic principles and ideals.	Origins & Foundation of the Government of the United States	SS.PS1.b.1-2	Compare contributions of two or more influential people related to the founding of the United States.	I can compare the contributions of two or more people relating to the founding of the United States.
Political Science	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	Civil Rights and Civil Liberties	SS.PS2.a.1-2	Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).	I can compare rights and responsibilities within the classroom, school, and community. I can classify basic rights of all humans.
Political Science	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	Fundamentals of Citizenship	SS.PS2.b.2	Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.	I can summarize situations where individuals have rights
Political Science	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	Asserting and Reaffirming of Human Rights	SS.PS2.c.1-2	Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).	I can compare rights and responsibilities of different groups of people. I can investigate ways in which people and groups can influence decision makers.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Political Participation	SS.PS3.a.1	Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.	I can describe the effect an action has on other people in a group. I can state an opinion and vote on a topic related to me.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Linkage Institutions	SS.PS3.b.e	Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).	I can identify different types of sources. I can explain why we have elections. I can summarize the roles of school, home, family, and community.

Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Power in Government	SS.PS3.c.1	Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).	I can compare city, state, tribal, and national governments and determine the role they serve in my life.
Political Science	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	Public Policy	SS.PS3.d.1	Predict how people come up with different ideas to solve a problem.	I can predict why people come up with different ideas to solve the same problem.
Political Science	Wisconsin students will develop and employ skills for civic literacy.	Argumentation	SS.PS4.a.e	Compare and contrast perspectives on the same topic.	I can compare and contrast perspectives on the same topic.
Political Science	Wisconsin students will develop and employ skills for civic literacy.	Compromise, Diplomacy, and Consensus Building	SS.PS4.b.2	Give an example of a compromise.	I can provide an example of a compromise.

2nd Grade
Social Studies Investigations - Gr 2

Units of Study (Sequenced)	Essential Question(s)	Resource(s)	Key Standards	Key Learning Target	Social Studies Skill Builders	Assessments & Pacing
Leaders & Government	How do governments run your community, state, country? (to include tribal governments in Wisconsin)	Into Social Studies Magazine: Leaders and Government	SS.PS1.a.K-1	I can discuss the importance of rules and laws and home, in school, and in our community.		Common assessment answering the essential question. Monitoring essential standard proficiency. 10 Lessons
			SS.PS2.c.1-2	I can investigate ways in which people and groups can influence decision makers.		
			SS.PS3.a.1	I can state an opinion and vote on a topic related to me.		
			SS.PS3.b.e	I can explain why we have elections.		
			SS.PS3.c.1	I can compare city, state, tribal, and national governments and determine the role they serve in my life.		
			SS.Econ4.b.1	I can identify how someone's job helps other people.		
			SS.Econ4.c.2	I can identify groups and services provided by the government and how they are helpful.		
			SS.Econ4.e.2	I can hypothesize why people in one country would trade goods with people in another country.		
			Inquiry	*See Inquiry Progression		
Location	How does my life fit on a map?	Into Social Studies Magazine: Location	SS.Geog1.a.1	I can identify the difference between maps and globes, explaining why someone might use one over the other.	Map & Globe: Read a Grid Map	Common assessment answering the essential question. Monitoring essential standard proficiency. 5 Lessons
			SS.Geog1.c.1	I can make a map or a place familiar to me using features of a map.		
			SS.Geog2.a.K-1	I can state a claim why people would live in certain places and identify the community (rural, suburban, urban, tribal).		
			SS.Geog2.d.1	I can explain the differences between rural and urban areas.		
			Inquiry	*See Inquiry Progression		
North America	What can maps tell us about the continent in which we live?	Into Social Studies Magazine: North America	SS.Geog1.b.1-2	I can identify physical and human characteristics of a place using multiple sources (Maps, graphs, photographs)	Map & Globe: Use a Map Scale	Common assessment answering the essential question.
			SS.Geog1.c.1	I can make a map or a place familiar to me using features of a map.		
			Inquiry	*See Inquiry Progression		

						Monitoring essential standard proficiency. 8 Lessons
Term 1 Ends						
Communities & Resources	What resources do people need to live and how do people get those resources?	Into Social Studies Magazine: Communities & Resources	SS.Econ2.c.2	I can predict how producers use factors of production in order to produce a good or service for a profit.	Map & Globe: Read a Product Map Chart & Graph: Use a Flowchart	Common assessment answering the essential question. Monitoring essential standard proficiency. 8 Lessons
			SS.Econ4.a.2	I can develop a hypothesis on how a product can get into my hands.		
			SS.Econ4.e.2	I can hypothesize why people in one country would trade goods with people in another country.		
			SS.Geog3.a.1	I can analyze how limited access to resources can cause problems in a society.		
			SS.Geog5.b.2	I can identify natural resources of a place and provide an example of how those resources are used.		
			SS.Hist2.a.e	I can identify patterns of what has stayed the same over time		
			SS.Hist2.b.e	I can identify patterns of change over time.		
			Inquiry	*See Inquiry Progression		
Family Histories	How can exploring family histories help us better understand the past?	Into Social Studies Magazine: Family Histories	SS.BH2.a.K-1	I can describe similarities and differences between groups of people.	Chart & Graph: Read a Timeline Chart & Graph: Read a Family Tree	Students create a primary source about themselves or their family. Monitoring essential standard proficiency. 10 Lessons
			SS.BH4.a.e.	I can describe how technology can be used for social and cultural purposes.		
			SS.Hist3.a.e	I can describe how a person or event from the past relates to me.		
			SS.Hist4.a.e	I can describe a series of events that led to the creation of a primary source.		
			SS.Hist4.b.e.	I can identify the audience of a primary or secondary source.		
			SS.Hist4.c.e	I can create a primary source about my life.		
			SS.Hist4.d.e	I can identify the point of view of my own primary or secondary source.		
			Inquiry	*See Inquiry Progression		
America's Beginnings	How can exploring America's beginnings help us understand the past?	Into Social Studies Magazine: America's Beginnings	SS.Hist1.a.e	I can identify causes of an event or problem.	Map & Globe: Find Directions on a Map	Common assessment answering the essential question.
			SS.Hist1.b.e	I can identify the effects of an event or problem.		
			SS.Hist3.a.e	I can describe how a person or event from the past relates to me.		
			SS.Hist3.b.e	I can explain why two people can have different views of the same event.		

			SS.PS4.a.e	I can compare and contrast perspectives on the same topic.		Monitoring essential standard proficiency.
			SS.Hist4.a.e	I can describe a series of events that led to the creation of a primary source.		
			SS.Hist4.b.e	I can identify the audience of a primary or secondary source.		
			Inquiry	*See Inquiry Progression		10 Lessons
Term 2/Semester 1 Ends						
Heroes	Who are heroes, and how do they improve our lives?	Into Social Studies Magazine: Heroes	SS.Inq5.a.e	I can identify opportunities for my involvement in bettering the community.	Chart & Graph: Read a Calendar Chart & Graph: Read a Table	Common assessment answering the essential question. Monitoring essential standard proficiency. 8 Lessons
			SS.BH2.b.1	I can show understanding that people can change and adapt.		
			SS.BH1.b.2	I can identify situations and places that impact how someone feels (emotions).		
			SS.BH1.a.2	I can show understanding that people are influenced by relationships and environments.		
			SS.Hist3.c.e	I can explain how an event from the past can affect my life now.		
			SS.PS3.a.1	I can describe the effect an action has on other people in a group.		
			Inquiry	*See Inquiry Progression		
A World of Culture	How are cultures around the world similar and different?	Into Social Studies Magazine: A World of Culture	SS.BH2.a.K-1	I can describe similarities and differences between groups of people.	Map & Globe: Find Locations on A World Map	Common assessment answering the essential question. Monitoring essential standard proficiency. 11 Lessons
			SS.BH3.a.2	I can compare a belief in one culture to a belief in another culture.		
			SS.Geog2.a.K-1	I can state a claim why people would live in certain places and identify the community (rural, suburban, urban, tribal).		
			SS.Geog2.b.2	I can explain why people have moved to and away from their community.		
			SS.Geog3.a.1	I can analyze how limited access to resources can cause problems in a society.		
			SS.Geog3.b.2	I can compare and contrast how people communicate.		
			SS.Hist1.a.e	I can identify causes of an event or problem.		
			SS.Hist1.b.e	I can identify the effects of an event or problem.		
			SS.Hist2.c.e	I can explain how something that happens outside our home can affect my family.		
			Inquiry	*See Inquiry Progression		
Why People Work	How does the work people do in their jobs help our community and other	Into Social Studies Magazine: Why People Work	SS.Econ1.a.1	I can tell the difference between and explain why something is a “want” or a “need”.	Chart & Graph: Read a Picture Graph	Common assessment answering the essential question.
		Beaver Dam	SS.Econ2.a.1	I can identify the difference between buyers (consumers) and sellers (producers).		

Inquiry in Social Studies Units of Study

Grades K-2

The teacher leads and models inquiry by utilizing the following inquiry progression with the class:

- Teacher provides the investigation question.
- Students explain why or how a question is important to the topic/issue.
- Students add questions that will be important to the investigation.
- Students help identify resources that can be used to answer the questions.
- Students ask questions about the resources used in the investigation.
- Students, with support, state a claim.
- Students can determine which evidence supports the claim.
- Students can communicate the claim and conclusion.

The goal is for students to understand and be skilled at these concepts by the end of second grade with teacher facilitation.

Grades 3-6

The teacher provides facilitated, supported, and independent units of study that incorporate:

- Students developing investigation questions.
- Students adding questions that are important to an investigation.
- Students identify resources that can be used to answer the questions.
- Students utilize the resources to answer questions, sorting beneficial and non-beneficial resources and information.
- Students make a claim.
- Students identify specific evidence that supports their claim and explain why it supports their claim.
- Students determine the strength of claims and evidence used.
- Students communicate the claim using evidence in written format (DBQ, TDA, etc..)

The goal is for students to be proficient in these skills by having facilitated, supported, and independent opportunities over the course of these grades.

Units of Study Include...

- Essential Question(s) related to the Social Studies concept being studied.
- Aligned standards to determine the appropriate lessons, questions, prompts, etc...
- Reading: Non-fiction text
 - Teacher read aloud.
 - Vocabulary acquisition.
 - Independent reading.
 - Primary and secondary sources
- Writing:
 - Writing to process information.
 - Answering the essential question.
- Level 1, 2, 3 Thinking (Costa's House)

Questions considered in each unit of study:

- Is this a primary source or secondary source? Why?
- Why is this topic important to us?

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| <ul style="list-style-type: none">○ Speaking and listening opportunities○ Collaborative opportunities● Map & Globe and Chart & Graph Skill Opportunities in appropriate units of study. | |
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