

SUBJECT: Social Studies		GRADE: Second Grade	
UNIT TITLE: History			
UNIT OVERVIEW			
In this History Unit, students will use a variety of resources to find historical information about our local community, state, and nation. They will explore and celebrate different global cultures and holidays. Through research, students will develop historical comprehension and evaluate historical interpretation while studying individuals who impacted and contributed to United States history.			
LRG SKILLS AND DISPOSITIONS		STANDARDS	
Communication and Empathy: Students present their learning throughout the Famous American unit of study. (S2A) Creativity and Innovation: Students create a presentation to model a famous American they researched. (S3A)		<ul style="list-style-type: none">● 8.1.2.A. Read and interpret information on simple timelines.● 8.1.2.C. Apply sources of historical information.● 8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.● 8.3.1.A. Identify Americans who played a significant role in American history.● 8.4.2.A. Explain why cultures have commemorations and remembrances.● 8.4.2.C. Identify how cultures have commemorations and remembrances.	
COMPETENCIES		LEARNING TARGETS	
<u>Competency:</u> I can use resources to find historical information.		<ul style="list-style-type: none">● I can demonstrate an understanding of chronology.● I can apply sources of historical information.	
<u>Competency:</u> I can describe United States history.		<ul style="list-style-type: none">● I can identify Americans who contributed to the United States history.	
<u>Competency:</u> I can describe world history.		<ul style="list-style-type: none">● I can describe the traditions of other cultures and why they celebrate.● I can identify holidays, traditions, and commemorations of world cultures.● I can identify holiday and cultural celebrations in a community and why they are celebrated.	

SUBJECT: Social Studies		GRADE: Second Grade	
UNIT TITLE: Geography			
UNIT OVERVIEW			
In this Geography Unit, students will study the places on Earth's surface, including continents and oceans. Students will use geographic tools as a means for asking and answering geographic questions. Students will also be able to explain the relationships between people and environments and the importance of resources.			
LRG SKILLS AND DISPOSITIONS		STANDARDS	
Collaboration and Teamwork: As part of the Cornerstone, students collaborate to research buildings in their community and begin a building plan in their planning book. (S1A) Communication and Empathy: As part of the Cornerstone, students choose how they would like to present their learning and the building models they constructed. (S2A) Creativity and Innovation: As part of the Cornerstone, students create a representation of both the interior and exterior of a building in their community. (S3A) Continual Learning and Growth Mindset: As part of the Cornerstone, students engage in an iterative design process, throughout which they need to embrace challenges and utilize feedback. (D2A)		<ul style="list-style-type: none">7.1.2.A. Identify how basic geographic tools are used to organize information.7.2.2.A. Identify the physical characteristics of places.	
COMPETENCIES		LEARNING TARGETS	
<u>Competency:</u> I can read and interpret maps and globes.		<ul style="list-style-type: none">I can identify how geographic tools are used to organize information.I can identify and describe the physical features of a place on a map or globe.I can identify and describe various landforms in regions and places.	
<u>Competency:</u> I can explain how humans interact with their environment.		<ul style="list-style-type: none">I can identify key characteristics that differ between rural, urban, and suburban communities.	

SUBJECT: Social Studies	GRADE: Second Grade
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UNIT TITLE: Economics	
UNIT OVERVIEW	
While learning about Economics, students will examine the differences between wants and needs and be able to identify wants and needs of their families. Students will also explore the basic concepts of economic systems by recognizing the difference between goods and services.	
LRG SKILLS AND DISPOSITIONS	STANDARDS
<p>Collaboration and Teamwork: As part of Junior Achievement, students complete a Donut Factory activity and must work together to solve a problem. (S1A)</p> <p>Critical Thinking and Problem Solving: As part of Junior Achievement, students gather and analyze information to design an assembly line that maximizes efficiency. (S4A)</p>	<ul style="list-style-type: none"> • 6.1.2.B Identify community wants and needs. • 6.1.2.D. Identify a choice based on community interest. • 6.2.2.A. Identify goods, services , consumers, and producers in the local community. • 6.2.2.C. Define personal choice as related to buying an item. • 6.2.2.E. Identify the impact on a community when a business closes. • 6.2.2.F. Describe the role of financial institutions as related to consumers’ financial needs. • 6.5.2.A. Explain how money earned by individuals is used to meet needs and wants. • 6.5.2.B. Different job skills impact earnings. • 6.5.2.C. Describe the roles of local businesses. • 6.5.2.F. Explain the responsibilities of a business owner. • 6.3.2.C. Define taxes and who pays them.
COMPETENCIES	LEARNING TARGETS
<p><u>Competency:</u> I can explain economic systems.</p>	<ul style="list-style-type: none"> • I can Identify wants and needs in my community. • I can identify choices based on community interest. • I can define and identify goods and services in my community. • I can explain my personal choice when buying an item. • I can identify the impact on a community when a business opens or closes. • I can identify and describe the purpose of a bank in my community.
<p><u>Competency:</u> I can explain financial literacy.</p>	<ul style="list-style-type: none"> • I can understand how families pay for their needs and wants. • I can identify different jobs and the purpose of each. • I can describe the role of local businesses (example: goods or services). • Explain the responsibilities of a business owner and define entrepreneurship.

	<ul style="list-style-type: none"> • I can understand that people pay taxes to support some services in our community.
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SUBJECT: Social Studies		GRADE: Second Grade	
UNIT TITLE: Civics and Government			
UNIT OVERVIEW			
By the conclusion of this unit, students will be able to independently use their learning to support the ideals of civic rights and responsibilities in regard to their local, state, nation and international relationships with actions and deeds. Students will research aspects of their school and local community that impact their daily lives.			
LRG SKILLS AND DISPOSITIONS		STANDARDS	
		<ul style="list-style-type: none">● 5.1.2.A. Explain the purposes of rules and their consequences in the classroom and school community.● 5.1.2.C. Define fairness in working with others.● 5.1.2.E. Describe citizens’ responsibilities to the state of Pennsylvania and the nation.● 5.2.2.B. Identify a problem and probable solution.● 5.2.2.C. Identify community projects/activities that support leadership and public service.● 5.3.2.D. Identify positions of authority at school.	
COMPETENCIES		LEARNING TARGETS	
<u>Competency:</u> I can be a good citizen.		<ul style="list-style-type: none">● I can explain the purpose and need for rules.● I can demonstrate fairness in working with others.● I can demonstrate responsibilities in the school, home, and my community.● Explain conflict/ resolution steps to solve a problem.● I can identify how school or community projects support our community members.	
<u>Competency:</u> I can explain how the government works.		<ul style="list-style-type: none">● I can identify positions of authority at school.	