

ELEMENTARY SOCIAL STUDIES | VERTICAL ARTICULATION OF PROJECTS & TOPICS

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<i>Unit 1 Project</i>	Classroom Map	Class Constitution	Interview a Community Helper	Local Town/Community Project	Create a Photo Journal	Informational Writing Unit
<i>Theme</i>	Geography	Civics & Government / History	Civics & Government	Civics & Government	Civics & Government	Government
<i>Unit 2 Project</i>	My Personal History Scrapbook	Nonfiction Book about Community Member	Students, in small groups, propose a new business that fulfills local needs and wants.	Group Continent Research Project	State Research Project And Informational Writing Unit	Problem Solving Organization
<i>Theme</i>	History	Civics & Government	Economics	Geography / History	History	Geography & History
<i>Unit 3 Project</i>	Important Community Members Poster	Me on the Map	Create a map of their town.	Market Day Project	Souvenir Suitcase to global location	Create a monthly budget based on a location they would like to live.
<i>Theme</i>	Civics & Government	Geography	Geography	Economics	Geography	Economics



Second Grade Social Studies

Unit 1: My Community	
Vocabulary & Topics	Community: Classroom City - Community Helpers Our Role in the Community Government - Introduced through D is for Democracy Problems and solutions - defined; explored through laws Historical figures: William Penn, Betsy Ross, Benjamin Franklin, Crayola
Projects & Artifacts of Learning	Community Helper Project
Resources	ELA Themes: The Importance of Friendship; Finding Your Way in a New Place; Memory Stories; Writing from Life; Exploring the Natural World: Bugs and Insects; Exploring Narrative Nonfiction Texts Members of the Community Epic Book Collections Books: <i>D is for Democracy</i> , <i>We the Kids</i> Project Printables Online Resources
Questions to Ask Your Child	How do we help our community? Why are community helpers important to our community? What is the role of government in our community? Why do we have rules and consequences?

Second Grade Social Studies

Unit 2: Design a Product	
Vocabulary & Topics	<p>Wants vs needs - individuals vs. communities</p> <p>Business - define; differentiate between local and national</p> <p>Goods and services - differentiate between local and national</p> <p>Important symbols for Pennsylvania and United States - review symbols introduced in previous grades. Explore other iconic symbols related to American culture: Fenway Park, Hollywood Sign, Uncle Sam, Golden Gate Bridge, etc.</p>
Projects & Artifacts of Learning	Design a product project
Resources	<p>ELA Themes: Finding Beauty in the World Around You, The Pleasure of Giving, Creating Imaginary Worlds, Exploring Different Cultures: Folktales, Exploring Trickster Tales, Humorous Characters, Helen Lester: Learning a Lesson, Facing Challenges, The Importance of Determination,</p> <p>EPIC book Collections</p> <p><i>K is for Keystone</i></p> <p>Project printables and slides</p> <p>Various Online Resources</p>
Questions to Ask Your Child	<p>How can a business help the community?</p> <p>How does your product help the community?</p>

Second Grade Social Studies

Unit 3: Mapping	
Vocabulary & Topics	<p>Maps - difference between a map and a globe; topical v. political; map keys.</p> <p>Global Features - continents, oceans, mountains, valleys, rivers</p> <p>Landforms - lands impact on development of regions</p> <p>Erosion- connection to science</p>
Projects & Artifacts of Learning	Me on the map project
Resources	<p>ELA Themes: Simple Biography, Exploring the World Through Nonfiction, Exploring the Natural World: The Earth, Living and Working Together: Community, Exploring Realistic Fiction</p> <p>Social Studies Lesson Pacing Guide</p> <p><i>Me on the Map</i></p> <p>Me on the Map activity sheets</p> <p>Project Checklist</p> <p>Various Online Resources</p>
Questions to Ask Your Child	<p>How is a map useful?</p> <p>What are the parts of a map?</p> <p>Name and describe some global features.</p> <p>What effect does erosion have on our land?</p>

UNIT 1 | My Community

STAGE 1 | DESIRED RESULTS

<p>Civics and Government 5.1 Principles and Documents of Government 5.1.2.A. Explain the purposes of rules and their consequences in the classroom and school community. 5.1.2.B. Explain the importance of rules in the classroom and school community. 5.1.2.C. Define fairness in working with others. 5.1.2.D. Explain why school rules are written and posted. 5.1.2.E. Describe citizens' responsibilities to the state of Pennsylvania and the nation.</p> <p>5.2 Rights and Responsibilities of Citizenship 5.2.2.A Identify and explain the importance of responsibilities at school, at home, and the community. 5.2.2.B. Identify a problem and probable solution. 5.2.2.C. Identify community projects/activities that support leadership and public service. 5.2.2.D. Explain responsible community behavior.</p>	Transfer	
	<i>Communities work together to be successful.</i>	
	Meaning	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Government plays an integral role in supporting individuals and communities. • Individuals help design and maintain a successful community. 	<p>Essential Questions</p> <p>How does each individual impact a community?</p>
Acquisition		
<p>Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain the purposes of rules and their consequences. <input type="checkbox"/> I can explain the importance of rules. <input type="checkbox"/> I can explain why school rules are written down. <input type="checkbox"/> I can define fairness. <input type="checkbox"/> I can describe citizens' responsibilities to the state of PA. <input type="checkbox"/> I can identify and explain the importance of responsibilities. <input type="checkbox"/> I can identify a problem and probable solution <input type="checkbox"/> I can identify community activities that support leadership and public service. 	<p>Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply civic virtues when participating in school settings. <input type="checkbox"/> I can follow agreed-upon rules for discussions <input type="checkbox"/> I can respond attentively to others when addressing ideas and making decisions as a group. <input type="checkbox"/> I can compare my own point of view with others' perspectives. <input type="checkbox"/> I can read and interpret information on simple timelines. <input type="checkbox"/> I can generate questions about individuals and groups who have shaped a significant historical change. 	

5.3 How Government Works

5.3.2.A. Identify the role government plays in the community (education, transportation).

5.3.2.C. Identify other types of services provided by local government.

C3 Civic and Political Institutions

D2.Civ.1.K-2. Describe roles and responsibilities of people in authority.

D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community

D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.

D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D2.Civ.7.K-2. Apply civic virtues when participating in school settings.

D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding

- I can explain responsible community behavior.
- I can identify the role government plays in the community (education, transportation).
- I can explain how all people play important roles in a community.
- I can describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- I can explain how people can work together to make decisions in the classroom.
- I can describe how people have tried to improve their communities over time.
- I can identify historical figures in the local community.
- I can identify groups and organizations and their contributions to the United States.
- I can explain why cultures have commemorations and remembrances.
- I can identify how cultures have commemorations and remembrances.
- I can compare life in the past to life today.

- I can compare perspectives of people in the past to those of people in the present.
(Big Mama's and Aunt Flossie's

Hats)

attentively to others when addressing ideas and making decisions as a group.
D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom.
D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings.
D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

History

8.1 Historical Analysis and Skills Development

8.1.2.A. Read and interpret information on simple timelines.

8.2 Pennsylvania History

8.2.2.A. Identify historical figures in the local community.

8.3 United States History

8.3.2.A. Identify groups and organizations and their contributions to the United States.

8.4 World History

8.4.2.A. Explain why cultures have commemorations and remembrances.

8.4.2.C. Identify how cultures have commemorations and remembrances.

C3 Change, Continuity, and Context

D2.His.2.K-2. Compare life in the past to life today

D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.

C3 Perspectives

D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

UNIT 2 | Design a Product

STAGE 1 | DESIRED RESULTS

<p>Economics</p> <p>6.1 Scarcity and Choice</p> <p>6.1.2.A. Identify scarcity of resources within the school community.</p> <p>6.1.2.B Identify community wants and needs.</p> <p>6.1.2.C. Explain how choice has consequences.</p> <p>6.2 Markets and Economic Systems</p> <p>6.2.2.A. Identify goods, services , consumers, and producers in the local community.</p> <p>6.2.2.C. Define personal choice as related to buying an item.</p> <p>6.2.2.D. Explain how demand for consumer goods impacts price.</p> <p>6.2.2.E. Identify the impact on a community when a business closes.</p> <p>6.3 Functions of Government</p> <p>6.3.2.C. Define taxes and who pays them.</p> <p>6.3.2.D. Identify products produced outside the United States.</p> <p>6.4 Economic Interdependence</p>	<p>Transfer</p>	
	<p><i>Businesses respond to needs and wants of a community.</i></p>	
	<p>Meaning</p>	
	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Access to resources has an impact on individuals and communities. • Individual choices can have direct and indirect consequences for businesses and communities. 	<p>Essential Questions</p> <p>How can a business respond to the needs of a community?</p>
	<p>Acquisition</p>	
	<p>Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify scarcity of resources within the school community. (Why the Sky is Far Away and Those Shoes) <input type="checkbox"/> I can identify community wants and needs. (The Gardner and Wanda’s Roses, Why the Sky is Far Away, and Sam and the Lucky Money) <input type="checkbox"/> I can explain how choice has consequences. (Town Mouse Country Mouse, The Empty Pot, and Why the Sky is Far Away) <input type="checkbox"/> I can identify goods, services , consumers, and producers in the local community. 	<p>Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. <input type="checkbox"/> I can participate in collaborative conversations with peers and adults in small and larger groups.

6.4.2.A. Identify local examples of specialization of work.
6.4.2.C. Identify products that come from many different countries.
6.4.2.D. Identify buyers and sellers and how their wants and needs are addressed.

6.5 Income, Profit, and Wealth

6.5.2.A. Explain how money earned by individuals is used to meet needs and wants.
6.5.2.B. Differentiate how different job skills impact earnings.
6.5.2.C. Describe the roles of local businesses.
6.5.2.D. Describe money saving behaviors.
6.5.2.E. Describe the qualities that may be necessary to complete a task.
6.5.2.F. Explain the responsibilities of a business owner.
6.5.2.G. Identify how saving for a purchase occurs over time.
6.5.2.H. Describe why people save money in the local bank.

C3 Economic Decision Making

D2.Eco.1.K-2. Explain how scarcity necessitates decision making.
D2.Eco.3.K-2. Describe the skills and knowledge required to

- I can define personal choice as related to buying an item.
- I can explain how demand for consumer goods impacts price.
- I can identify the impact on a community when a business closes.
- I can define taxes and who pays them.
- I can identify products produced outside the United States.
- I can identify local examples of specialization of work.
- I can identify products that come from many different countries.
- I can identify buyers and sellers and how their wants and needs are addressed.
- I can explain how money earned by individuals is used to meet needs and wants. (My Rows and Piles of Coins, Sam and the Lucky Money and Edwina the Emu)
- I can differentiate how different job skills impact earnings.
- I can describe the roles of local businesses.
- I can describe money saving behaviors.
- I can describe the qualities that may be necessary to complete a task.
- I can explain the responsibilities of a business owner.
- I can identify how saving for a purchase occurs over time.
- I can describe why people save money in the local bank.

produce certain goods and services.
D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.
D2.Eco.5.K-2. Identify prices of products in a local market.
D2.Eco.6.K-2. Explain how people earn income.
D2.Eco.7.K-2. Describe examples of costs of production.
D2.Eco.9.K-2. Describe the role of banks in an economy.

C3 The National Economy

D2.Eco.10.K-2. Explain why people save.
D2.Eco.12.K-2. Describe examples of the goods and services that governments provide.

ELA PA Core

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups
CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

History

8.2 Pennsylvania History

8.2.2.B. Identify important buildings, statutes, and

- I can describe examples of costs of production.
- I can describe the role of banks in an economy.
- I can explain why people save.
- I can describe examples of the goods and services that governments provide.
- I can identify important buildings, statutes, and monuments associated with the state's history.
- I can identify how commerce and industry and social organizations have changed over time in Pennsylvania.
- I can identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
- I can identify American artifacts and their importance in American history.

monuments associated with the state's history.

8.2.2.C. Identify how commerce and industry and social organizations have changed over time in Pennsylvania.

8.2.2.D. Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.

8.3 United States History

8.3.2.B. Identify American artifacts and their importance in American history.

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UNIT 3 | Mapping

STAGE 1 | DESIRED RESULTS

<p>Civics and Government C3 Civic and Political Institutions D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.</p> <p>Geography 7.1 Basic Geographic Literacy 7.1.1A. Identify how basic geographic tools are used to organize information. 7.1.71B. Describe regions in geographic reference using physical features.</p> <p>7.2 Physical Characteristics of Places and Regions 7.2.2.A. Identify the physical characteristics of places.</p> <p>7.3 Human Characteristics of Places and Regions 7.3.2.A. Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>7.4 Interactions Between People and Environment</p>	Transfer	
	<i>Geography impacts how people live.</i>	
	Meaning	
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Geography influences the development of communities and culture. • Environmental factors directly affect communities and culture. 	<p>Essential Questions</p> <p>Why does geography matter?</p>
Acquisition		
<p>Knowledge:</p> <ul style="list-style-type: none"> • I can identify how basic geographic tools are used. • I can describe regions using physical features. • I can identify physical characteristics of places. • I can identify the effect of local geography on the people in a particular region. • I can identify how environmental changes can impact people. • I can identify global issues that require cooperation among nations. • I can identify the maker, date, and place of origin for a historical source from information within the source itself. 	<p>Skills:</p> <ul style="list-style-type: none"> • I can construct maps, graphs, and other representations of familiar places. • I can use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. • I can use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. • I can generate possible reasons for an event or development in the past. 	

7.4.2.A. Identify how environmental changes can impact people.

C3 Geographic Representations: Spatial Views of the World

D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.

D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.

D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

C3 Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.

C3 Human Population: Spatial Patterns and Movements

D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.
D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there.

C3 Global Interconnections: Changing Spatial Patterns

D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place.

History

8.4.2.D. Identify global issues that require cooperation among nations.

C3 Historical Sources and Evidence

D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself.

C3 Causation and Argumentation

D2.His.14.K-2. Generate possible reasons for an event or development in the past.		
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