

**Curriculum Map - Social Studies - 2 Social Studies**

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year						
Unit 1 Governing People  <i>(updated 8/17/19)</i>	K-2.SS.Inq1.a.e(I) Explain why or how a teacher or text provided question is important to a topic or issue. K-2.SS.Inq1.b.e(I) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?"). K-2.SS.Inq2.a.e(I) Brainstorm what resources would be valuable to guide the inquiry. K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering. K-2.SS.Inq3.b.e(I) Determine which evidence in teacherprovided sources support a claim that answers a compelling question. K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry. K-2.SS.Inq4.a.e(I) Communicate conclusions. K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments. K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. . K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different. K-2.SS.Geog1.a.1(I) Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations K-2.SS.PS1.b.1-2(I) Compare contributions of two or more influential people related to the founding of the United States. K-2.SS.PS2.a.1-2(I) Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety). K-2.SS.PS2.b.2(I) Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. K-2.SS.PS2.c.1-2(I) Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people		How can citizens be responsible in their community? How does government help people? Why do we need leaders? How does our country's government work? What are the jobs of our community and state governments?	Identify the three branches of the government. Know what it means to be a citizen and obey laws.	Unit 1 Test Write a paragraph explaining what would help the citizens of your community stay safe.	Recognize our role as Christian citizens in our country. Recognize that we follow God's laws above all others.

	<p>and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>K-2.SS.PS3.a.1(I) Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.</p> <p>SS.PS3.c.1(I) 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).</p> <p>SS.PS3.d.1(I) Predict how people come up with different ideas to solve a problem.</p> <p>K-2.SS.PS4.a.e(I) Compare and contrast perspectives on the same topic.</p> <p>K-2.SS.PS4.b.2(I) Give an example of a compromise.</p>					
<p>Unit 2 The World Around Us <i>(updated 8/17/19)</i></p>	<p>K-2.SS.Geog1.a.1(A) Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>K-2.SS.Geog1.b.1-2(A) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations</p> <p>K-2.SS.Geog1.c.1(A) Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p> <p>K-2.SS.Geog2.a.K-1(A) Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>K-2.SS.Geog2.b.2(A) Explain why people have moved to and away from their community</p> <p>K-2.SS.Inq1.a.e(I) Explain why or how a teacher or text provided question is important to a topic or issue.</p> <p>K-2.SS.Inq1.b.e(I) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").</p> <p>K-2.SS.Inq2.a.e(I) Brainstorm what resources would be valuable to guide the inquiry.</p> <p>K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering.</p> <p>K-2.SS.Inq3.b.e(I) Determine which evidence in teacherprovided sources support a claim that answers a compelling question.</p> <p>K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry.</p> <p>K-2.SS.Inq4.a.e(I) Communicate conclusions.</p> <p>K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry</p>		<p>How do maps help people find locations? What countries and landforms make up North America? Why are seasons and climate different in different regions? How are regions around the world different?</p>	<p>Read a map and map key. Identify North America on a map. Identify poles, axis, equator. Discuss the different between seasons and climate. Locate other continents on a map or globe.</p>	<p>Unit 2 Test Choose a place in or near your community. Write a letter to a pen pal telling about the place</p>	<p>Realize that God made the world. God has put an order in the world.</p>

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	<p>K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications</p> <p>K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH1.b.2(I) Identify situations and places that impact a person's emotions. .</p> <p>K-2.SS.BH2.a.K-1(I) Describe how groups of people are alike and different.</p>					
<p>Unit 3 Using Our Resources <i>(updated 8/17/19)</i></p>	<p>K-2.SS.Geog2.b.2(A) Explain why people have moved to and away from their community</p> <p>K-2.SS.Geog2.c.2(A) Describe population changes in their community over time.</p> <p>K-2.SS.Geog2.d.1(A) Identify and explain differences between rural and urban areas</p> <p>K-2.SS.Geog3.a.1(A) 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?)</p> <p>K-2.SS.Geog4.a.2(A) 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).</p> <p>K-2.SS.Geog5.a.1(A) Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>K-2.SS.Geog5.b.2(A) Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used</p> <p>K-2.SS.Inq1.a.e(I) Explain why or how a teacher or text provided question is important to a topic or issue.</p> <p>K-2.SS.Inq1.b.e(I) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").</p> <p>K-2.SS.Inq2.a.e(I) Brainstorm what resources would be valuable to guide the inquiry.</p> <p>K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering.</p> <p>K-2.SS.Inq3.b.e(I) Determine which evidence in teacherprovided sources support a claim that answers a compelling question.</p> <p>K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry.</p> <p>K-2.SS.Inq4.a.e(I) Communicate conclusions.</p> <p>K-2.SS.Inq4.b.e(I)</p>		<p>What natural resources do people use and how do they use them? What are some of the reasons people choose to live in a place? How do people change their environments? How have transportation and communication changed over time?</p>	<p>Identify how people use air, water, and land. Identify ways to care for our resources. Identify rural, urban, and suburban communities. Compare/contast farming long ago to farming today.</p>	<p>Unit 3 Test Think of a farm product. Make a poster about your product.</p>	<p>Realize that God created the Earth and it's our responsibility to use it wisely and take care of it.</p>

	<p>Respond effectively to questions about their inquiry K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments. K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations</p>					
<p>Unit 4 People Long Ago <i>(updated 8/17/19)</i></p>	<p>K-2.SS.PS1.a.K-1(A) 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. K-2.SS.PS1.b.1-2(A) Compare contributions of two or more influential people related to the founding of the United States. K-2.SS.Inq1.b.e(I) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?"). K-2.SS.Inq2.a.e(I) Brainstorm what resources would be valuable to guide the inquiry. K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry. K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering. K-2.SS.Inq3.b.e(I) Determine which evidence in teacherprovided sources support a claim that answers a compelling question. K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry. K-2.SS.Inq4.a.e(I) Communicate conclusions. K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications K-2.SS.BH1.a.2(I) Understand we are individuals influenced by our relationships and environments. K-2.SS.Hist1.a.e(I) Identify one or more causes of an event, issue, or problem. K-2.SS.Hist1.b.e(I) Identify one or more effects of an event, issue, or problem. K-2.SS.Hist2.a.e(I) Identify patterns of what stayed the same to self, family, and community over time. K-2.SS.Hist2.b.e(I) Identify patterns of change to self, family, and community over time. K-2.SS.Hist3.a.e(I) Describe a person or event from the past that reflects your own life in some way. K-2.SS.Hist3.c.e(I)</p>		<p>How do people and places change over time? What do we know about the people who lived in North America long ago? How did our country get its independence? How do we honor our American heritage? How do we honor people and events in our country's history?</p>	<p>Define past, present and future. Tell how communities can change over time. Describe early American colonies and the people who settled them. Define freedom and independence. Identify Thomas Jefferson and George Washington. Identify some American memorials and monuments.</p>	<p>Unit 4 Assessment Choose a person from history. Find a book about that person, read the book, and write a report about that person.</p>	<p>Realize that our freedom is a gift from God. Realize that as Christians we respect people from other cultures. Name Christian holidays we celebrate and tell why we celebrate them.</p>

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	<p>Explain how something from the past can affect your life now.</p> <p>K-2.SS.Hist4.a.e(I) Describe the events that led to the creation of a primary source.</p> <p>K-2.SS.Hist4.b.e(I) Identify the intended audience for whom the primary or secondary source was created.</p>					
<p>Unit 5 A World of Many People <i>(updated 8/17/19)</i></p>	<p>K-2.SS.BH1.a.2(A) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH1.b.2(A) Identify situations and places that impact a person's emotions. .</p> <p>K-2.SS.BH2.a.K-1(A) Describe how groups of people are alike and different.</p> <p>K-2.SS.BH2.b.1(A) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.BH3.a.2(A) Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).</p> <p>K-2.SS.BH4.a.e(A) Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>K-2.SS.Geog2.a.K-1(A) Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p> <p>K-2.SS.Geog2.b.2(A) Explain why people have moved to and away from their community</p> <p>K-2.SS.Geog4.a.2(A) 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).</p> <p>K-2.SS.Inq2.a.e(I) Brainstorm what resources would be valuable to guide the inquiry.</p> <p>K-2.SS.Inq2.b.e(I) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>K-2.SS.Inq3.a.e(I) With prompting and support, state a claim to answer a question that the class is considering.</p> <p>K-2.SS.Inq3.b.e(I) Determine which evidence in teacherprovided sources support a claim that answers a compelling question.</p> <p>K-2.ss.Inq3.c.e(I) Explain how evidence supports a claim for a class inquiry.</p> <p>K-2.SS.Inq4.a.e(I) Communicate conclusions.</p> <p>K-2.SS.Inq4.b.e(I) Respond effectively to questions about their inquiry</p> <p>K-2.SS.Inq5.a.e(I) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications</p> <p>K-2.SS.Geog1.a.1(I)</p>		<p>What is culture? Why is the United States a country of many cultures? How are families different? alike? Who are some Americans who have made a difference in our lives?</p>	<p>Compare/contrast different communities in the world. Compare/contrast different cultures and traditions. Identify Thomas Edison, George Washington Carver.</p>	<p>Unit 5 Test Think about a tradition in your family. Write a paragraph describing the tradition and draw a picture showing it.</p>	<p>Recognize that even though we come from many different places, we are all children of God.</p>

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	<p>Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>K-2.SS.Geog1.b.1-2(I) Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations</p>					
<p>Unit 6 People in the Marketplace <i>(updated 8/17/19)</i></p>	<p>K-2.SS.Inq1.a.e(A) Explain why or how a teacher or text provided question is important to a topic or issue.</p> <p>K-2.SS.Inq1.b.e(A) When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").</p> <p>K-2.SS.Inq2.a.e(A) Brainstorm what resources would be valuable to guide the inquiry.</p> <p>K-2.SS.Inq2.b.e(A) Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.</p> <p>K-2.SS.Inq3.a.e(A) With prompting and support, state a claim to answer a question that the class is considering.</p> <p>K-2.SS.Inq3.b.e(A) Determine which evidence in teacherprovided sources support a claim that answers a compelling question.</p> <p>K-2.ss.Inq3.c.e(A) Explain how evidence supports a claim for a class inquiry.</p> <p>K-2.SS.Inq4.a.e(A) Communicate conclusions.</p> <p>K-2.SS.Inq4.b.e(A) Respond effectively to questions about their inquiry</p> <p>K-2.SS.Inq5.a.e(A) Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications</p> <p>K-2.SS.BH1.a.2(A) Understand we are individuals influenced by our relationships and environments.</p> <p>K-2.SS.BH1.b.2(A) Identify situations and places that impact a person's emotions. .</p> <p>K-2.SS.BH2.b.1(A) Understand ways people change and adapt to new situations in places and within a family.</p> <p>K-2.SS.BH4.a.e(A) Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.</p> <p>K-2.SS.Econ1.a.1(A) Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.</p> <p>K-2.SS.Econ1.b.2(A) Predict a person's change in behavior in response to different potential rewards.</p> <p>K-2.SS.Econ2.a.1(A) Differentiate between buyers (consumers) and sellers (producers).</p> <p>K-2.SS.Econ2.b.2(A) Define product market and categorize prices of products in a local market.</p> <p>K-2.SS.Econ2.c.2(A) Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and</p>		<p>How do producers and consumers depend on each other? How do people get money to pay for goods and services? How do raw materials become products? Why do we make, sell, and buy more of some things than others? How does trade help people meet their needs?</p>	<p>Define goods and services. Define producer. Name some occupations and tell why people might choose them. Define free enterprise. Identify the difference between needs and wants. Describe how products go from a raw material to something you buy in a store. Tell why prices can be low or high.</p>	<p>Unit 6 Test Think of something to sell. Why would others want to buy it? Write an ad to sell your item.</p>	<p>We should be good stewards of our time, talents and treasures.</p>

entrepreneurship) to make goods, deliver services, and earn profits.

K-2.SS.Econ3.a.1(A)

Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).

K-2.SS.Econ3.b.1(A)

Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

K-2.SS.Econ4.a.2(A)

Hypothesize how a good gets to the local community market

K-2.SS.Econ4.b.1(A)

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.

K-2.SS.Econ4.c.2(A)

Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.

K-2.SS.Econ4.d.1(A)

Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).

K-2.SS.Econ5.a.2(A)

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.