

District Overview:

The vision of the BHASD Social Studies Department is to cultivate the skills students will need in order to live an engaged and meaningful civic life. Throughout the course of the school year, students will be reading, writing, critically thinking, researching, analyzing information, and contributing to discussions. Students' study will focus on history, geography, economics, civics, and government from a global and diverse perspective. From Kindergarten through high school, students will move in a sequence that expands their awareness of self through home, school, community, state, region, country, and world connections. Students will be exposed to major cultural and geographic regions of the world. As they learn to reason, examine, and evaluate past and current events, they will begin to develop an understanding of the fundamental ideas about government, economics, and the rights and responsibilities of citizens.

Grade 2 Description:

In this class, students will learn about citizenship, government, communities and jobs, different cultures, American history, and geographical features of our Earth. Students will engage in discussions, activities, and research in order to be fully engaged in this content. Students will also develop their reading, writing, research, and critical thinking skills as they gain a deeper understanding of our society, history, and the world around us.

Grade 2 Units:

- Unit 1: Being a Good Citizen
- Unit 2: Our Government
- Unit 3: Working Together
- Unit 4: People Around the World
- Unit 5: People and Places in History
- Unit 6: Our Earth



Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3 weeks
Unit Title: Being a Good Citizen		
Unit Overview/Essential Understanding: Students will engage in discussion about what makes a good citizen by determining the purpose of rules and what their responsibilities are in the classroom and their community. They will make connections to rules and responsibilities at school and home by discussing responsible behavior. Essential Questions: <ul style="list-style-type: none">• What makes a person a good and responsible citizen in a community?• What are the importance of rules?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• explain the purposes of rules and consequences• explain the importance of rules• describe citizens' responsibilities• identify and explain the importance of responsibilities• explain responsible community behavior		
Focus Standards Addressed in this Unit: <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.B - Explain the importance of rules in the classroom and school community• 5.1.2.E - Describe citizens' responsibilities to the state of Pennsylvania and the nation• 5.2.2.A - Identify and explain the importance of responsibilities at school at home and the community• 5.2.2.D - Explain responsible community behavior		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 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.F - Identify state symbols
- 5.2.2.B - Identify a problem and probable solution
- 5.2.2.C - Identify community projects/activities that support leadership and public service

Misconceptions:

- Students may have a lack of understanding in some vocabulary words.
- Students may lack comprehension skills needed to understand these concepts.
- Students may not have prior knowledge of these concepts.
- Students may not be aware of what responsibilities are.
- Students may not understand the difference between following rules because we have to versus following rules to keep us safe.

Concepts/Content:

- Purpose and importance of rules and consequences
- Citizens' responsibilities
- Importance of responsibilities
- Responsible community behavior

Competencies/Skills:

- Explain the purposes of rules and consequences
- Explain the importance of rules
- Describe citizens' responsibilities
- Identify and explain the importance of responsibilities
- Explain responsible community behavior

Description of Activities:

- Collaborate to create a web to describe the qualities of a good citizen
- Create a poster describing two jobs where people help the community
- Create a poster showing how you can be a good citizen in your community
- Draw a picture and write what it means to be a good neighbor
- Talk about a good citizen (Ex. Martin Luther King, Jr.) and brainstorm how this person showed good citizenship
- Draw a state or national symbol and explain why it is important
- Research a state or national symbol and explain why it is important

Assessments:

- Exit tickets



- Research
- Writing responses
- Quizzes
- Classwork

Interdisciplinary Connections:

- Reading books or passages - ELA
- Writing responses - ELA
- Research - ELA
- Graphing data - Math
- Vocabulary connections - ELA

Additional Resources:

- District approved textbook
 - [Wonders Social Studies Workstation Activity Cards](#)
- Teacher created resources (ex: Powerpoints)
- District approved supplemental materials
- Videos on district approved websites (Discovery Education)



Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3 weeks
Unit Title: Our Government		
Unit Overview/Essential Understanding: Students will engage in discussion about the role of the government and services it provides to our community. They will collaborate and discuss responsible behaviors and consequences of inappropriate behavior. Students will also discuss voting and the responsibilities of voters. They will learn about conflicts occurring between the community, state, and the nation, as well as learning how countries can work together. Essential Questions: <ul style="list-style-type: none">• What does the government do for our community and country?• What are voting responsibilities of good citizens?• Why are there some places that have conflict? What can help them work together?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• identify the role government plays in the community• identify other types of services provided by local government• identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action• identify the responsibilities of voters after the vote• explain examples of conflict in the community, state, and nation• identify ways that countries can work together		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 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• 5.3.2.F - Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action• 5.3.7.J - Identify the responsibilities of voters after the vote• 5.4.2.A - Explain examples of conflict in the community, state, and nation		

- 5.4.2.B - Identify ways that countries can work together

Important Standards Addressed in this Unit:

- 5.3.2.B - Identify local government leaders
- 5.3.2.D - Identify positions of authority at school
- 5.3.2.E - Describe situations in the state or nation when having an elected official represent the people is beneficial
- 5.3.7.H - Identify different forms of media
- 5.3.2.I - Define taxes and why they are paid
- 5.4.2.C - Explain why nations need to work together for peace
- 5.4.2.D - Identify the different types of media
- 5.4.2.E - Explain how a community reaches compromise

Misconceptions:

- Students may have a lack of understanding in some vocabulary words.
- Students may lack comprehension skills needed to understand these concepts.
- Students may not have prior knowledge of these concepts.
- Students may not understand the different levels of government.

Concepts/Content:

- Role of the government in the community
- Types of services provided by local government
- Responsibilities and consequences of behavior
- Responsibilities of voters
- Conflict in the community, state, and nation
- Ways countries can work together

Competencies/Skills:

- Identify the role government plays in the community
- Identify other types of services provided by local government
- Identify and explain behaviors for responsible school citizens and possible consequences for inappropriate action
- Identify the responsibilities of voters after the vote

Description of Activities:

- Discuss the roles of government and importance of these roles
- Work together to act as each branch of government in a school setting
- Create a mock election and discuss the importance of voting
- Collaborate and make a list of rules in schools and consequences for inappropriate behaviors

	<ul style="list-style-type: none"> • Explain examples of conflict in the community, state, and nation • Identify ways that countries can work together • Participate in discussions on government roles and jobs 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Exit tickets • Research • Writing responses • Quizzes • Classwork 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading books or passages - ELA • Writing responses - ELA • Research - ELA • Graphing data - Math • Vocabulary connections - ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook <ul style="list-style-type: none"> ○ Wonders Social Studies Workstation Activity Cards • Teacher created resources (ex: Powerpoints) • District approved supplemental materials • Videos on district approved websites (Discovery Education) 	

Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3 weeks
Unit Title: Working Together		
Unit Overview/Essential Understanding: Students will engage in discussions about wants versus needs. They will learn the importance of saving money and how that can help meet your wants and needs. Finally, students will learn about the roles and responsibilities of businesses. Essential Questions: <ul style="list-style-type: none">• Why is it important for us to know our wants and needs?• How can saving money help you?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• explain how money earned by individuals is used to meet needs and wants• describe the roles of local business• describe money saving behaviors• explain the responsibilities of a business owner		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 6.5.2.A - Explain how money earned by individuals is used to meet needs and wants• 6.5.2.B - Different how different job skills impact earnings• 6.5.2.C - Describe the roles of local business• 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		

Important Standards Addressed in this Unit:

- 6.1.2.A - Identify scarcity of resources within the school community
- 6.1.2.B - Identify community wants and needs
- 6.1.2.C - Explain how choice has consequences
- 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.B - Differentiate between markets and competition
- 6.2.2.C - Define personal choice as related to buying an item
- 6.2.2.D - Explain how demand for a consumer good impacts price
- 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
- 6.2.2.G - Identify examples of an economic system
- 6.3.2.A - Identify examples of goods and services provided by the private sector
- 6.3.2.C - Define taxes and who pays them
- 6.3.2.D - Identify products produced outside the United States
- 6.4.2.A - Identify local examples of specialization of work
- 6.4.2.C - Identify products that come from many different countries

Misconceptions:

- Students may have a lack of understanding in some vocabulary words.
- Students may lack comprehension skills needed to understand these concepts.
- Students may not have prior knowledge of these concepts.
- Students may have not had experience with physical money.
- Students may not understand the idea that money exists without physical money.

Concepts/Content:

- Needs and wants
- Roles of local business
- Money saving behaviors
- Responsibilities of a business owner

Competencies/Skills:

- Explain how money earned by individuals is used to meet needs and wants
- Describe the roles of local business

Description of Activities:

- Discuss with classmates jobs your family members have and what jobs you do at home
- Interview a family member about their job
- Write lists of jobs and how they help the community or your family

	<ul style="list-style-type: none"> • Describe money saving behaviors • Explain the responsibilities of a business owner • Interview others using created questions • Research information related to career interests 	<ul style="list-style-type: none"> • Research a job you want to have when you grow up • Work together to design something, collaborate and write about how teamwork is important • Create a grocery shopping list and how to spend a given amount of money on food, discuss the importance of planning and budgeting • Create an item to sell and determine how to best sell it
<p>Assessments:</p> <ul style="list-style-type: none"> • Exit tickets • Research • Writing responses • Quizzes • Classwork 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading books or passages - ELA • Writing responses - ELA • Research - ELA • Graphing data - Math • Vocabulary connections - ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook <ul style="list-style-type: none"> ○ Wonders Social Studies Workstation Activity Cards • Teacher created resources (ex: Powerpoints) • District approved supplemental materials • Videos on district approved websites (Discovery Education) 	



Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3 weeks
Unit Title: People Around the World		
Unit Overview/Essential Understanding: Students will engage in discussions about different cultures around the world. They will learn about how different cultures have commemorations and remembrances, as well as the importance of why these cultures may be different. Essential Questions: <ul style="list-style-type: none">• Why and how do different cultures express themselves through their commemorations and remembrances?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• explain why cultures have commemorations and remembrances• identify how cultures have commemorations and remembrances		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.2.A - Explain why cultures have commemorations and remembrances• 8.4.2.C - Identify how cultures have commemorations and remembrances		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.4.2.B - Explain the significance of historical documents on world history• 8.4.2.C - Identify how cultures have commemorations and remembrances• 8.4.2.D - Identify global issues that require cooperation among nations		
Misconceptions: Students may have a lack of understanding in some vocabulary words. Students may lack comprehension skills needed to understand these concepts. Students may not have prior knowledge of these concepts. Students may not understand that there are different cultures other than their own.		

Students may not understand where certain cultures are located.

Concepts/Content:

- Culture
- Commemoration
- Remembrance

Competencies/Skills:

- Explain what commemorations and remembrances are
- Identify which culture practices certain commemorations and remembrances
- Discuss similarities and differences between cultures
- Identify cultures throughout the world

Description of Activities:

- Create a poster or visual display after researching a different holiday
- Make an invitation to a celebration after researching a holiday from another part of the world
- Discuss and collaborate with classmates and share favorite holidays or celebrations
- Read stories from cultures around the world and compare and contrast
- Use globes or maps to understand where the different cultures are
- Write about your favorite holiday or tradition, share with a partner

Assessments:

- Exit tickets
- Research
- Writing responses
- Quizzes
- Classwork

Interdisciplinary Connections:

- Reading books or passages - ELA
- Writing responses - ELA
- Research - ELA
- Graphing data - Math
- Vocabulary connections - ELA

Additional Resources:

- District approved textbook
 - [Wonders Social Studies Workstation Activity Cards](#)
- Teacher created resources (ex: Powerpoints)
- District approved supplemental materials
- Videos on district approved websites (Discovery Education)

Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3 weeks
Unit Title: People and Places in History		
Unit Overview/Essential Understanding: Students will learn about utilizing simple timelines to read and interpret information. They will engage in discussion about important buildings, statues, and monuments in Pennsylvania. They will also learn about how others contributed to the growth of the United states, including learning about American artifacts and how they were important in history. Essential Questions: <ul style="list-style-type: none">• What are different ways that groups and organizations influenced the growth of the United States throughout history?• How did American artifacts help us learn about American history?		
Unit Objectives: Students will be able to: <ul style="list-style-type: none">• read and interpret information on simple timelines• identify important building, statues, and monuments associated with the state’s history• identify groups and organizations and their contributions to the United States• identify American artifacts and their importance in American history		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.2.A - Read and interpret information on simple timelines• 8.2.2.B - Identify important building, statues, and monuments associated with the state’s history• 8.3.2.A - Identify groups and organizations and their contributions to the United States• 8.3.2.B - Identify American artifacts and their importance in American history		
Important Standards Addressed in this Unit: <ul style="list-style-type: none">• 8.1.2.B - Identify documents relating to an event		

- 8.1.2.C - Apply sources of historical information
- 8.2.2.A - Identify historical figures in the local community
- 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
- 8.3.2.C - Identify facts related to how different people describe the same event at different time periods
- 8.3.2.D - Demonstrate an understanding of how different groups describe the same event or situation
- 8.4.2.B - Explain the significance of historical documents on world history

Misconceptions:

- Students may have a lack of understanding in some vocabulary words.
- Students may lack comprehension skills needed to understand these concepts.
- Students may not have prior knowledge of these concepts.
- Students may not understand that events occurred before their lifetime.

Concepts/Content:

- Simple timelines
- Buildings, statues, and monuments associated with Pennsylvania's history
- Groups and organizations and their contributions to the United States
- American artifacts and importance in American history

Competencies/Skills:

- Read and interpret information on simple timelines
- Identify important building, statues, and monuments associated with the state's history
- Identify groups and organizations and their contributions to the United States
- Identify American artifacts and their importance in American history

Description of Activities:

- Research an important figure in American history. Make a poster about that person
- Research an important figure in American history. Create a timeline of their life's accomplishments and contributions
- Research details about Pennsylvania. Create a poem, poster, or other representation to share your facts
- Research a state symbol and make a poster of its important components
- List American artifacts and their role in American history

Assessments:



- Exit tickets
- Research
- Writing responses
- Quizzes
- Classwork

Interdisciplinary Connections:

- Reading books or passages - ELA
- Writing responses - ELA
- Research - ELA
- Graphing data - Math
- Vocabulary connections - ELA

Additional Resources:

- District approved textbook
 - [Wonders Social Studies Workstation Activity Cards](#)
- Teacher created resources (ex: Powerpoints)
- District approved supplemental materials
- Videos on district approved websites (Discovery Education)

Subject: Social Studies	Grade: 2	Suggested Timeline: Approximately 3weeks
Unit Title: Our Earth		
Unit Overview/Essential Understanding: Students will discuss the different geographical tools used to organize information. They will also learn about the different physical features of regions around the United States. Finally, students will be able to identify how different geographical features influenced residents of different regions. Essential Questions: <ul style="list-style-type: none"> • What are the different physical features of areas around the United States? • How do the geographical features influence residents of different regions? 		
Unit Objectives: Students will be able to: <ul style="list-style-type: none"> • identify how basic geographical tools are used to organize information • describe regions in geographic reference using physical features • identify the effect of local geography on the residents of the region 		
Focus Standards Addressed in this Unit: <ul style="list-style-type: none"> • 7.1.1.A - Identify how basic geographic tools are used to organize information • 7.1.7.B - Describe regions in geographic reference using physical features • 7.3.2.A - Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc) 		
Important Standards Addressed in this Unit: <ul style="list-style-type: none"> • 7.2.2.A - Identify the physical characteristics of places • 7.2.2.B - Identify the basic physical processes that affect the physical characteristics regions • 7.4.2.A - Identify how environmental changes can impact people 		

<p>Misconceptions:</p> <ul style="list-style-type: none"> • Students may have a lack of understanding in some vocabulary words. • Students may lack comprehension skills needed to understand these concepts. • Students may not have prior knowledge of these concepts. • Students may not understand that the physical features of the Earth are different around the world. 		
<p>Concepts/Content:</p> <ul style="list-style-type: none"> • Geographical tools and how they are used to organize information • Regions • Physical features of regions • Effects of local geography on residents of the region 	<p>Competencies/Skills:</p> <ul style="list-style-type: none"> • Identify how basic geographical tools are used to organize information • Describe regions in geographic reference using physical features • Identify the effect of local geography on the residents of the region 	<p>Description of Activities:</p> <ul style="list-style-type: none"> • Research two continents and features of those places. Create a chart or poster • Create a foldable map, choose a region of the United States, and list the physical features of that region • Research any region on the globe and identify countries and physical features • List or discuss different physical features that cause people to live differently
<p>Assessments:</p> <ul style="list-style-type: none"> • Exit tickets • Research • Writing responses • Quizzes • Classwork 		
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • Reading books or passages - ELA • Writing responses - ELA • Research - ELA • Graphing data - Math • Vocabulary connections - ELA 	<p>Additional Resources:</p> <ul style="list-style-type: none"> • District approved textbook <ul style="list-style-type: none"> ◦ Wonders Social Studies Workstation Activity Cards • Teacher created resources (ex: Powerpoints) • District approved supplemental materials • Videos on district approved websites (Discovery Education) 	

