

Mary Queen of Peace School  
Social Studies Curriculum Grade 2 (2012)

<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Continents and Oceans
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

5.B Identify and locate the world's seven continents and four oceans.

**Understandings**

Understand that there are 7 continents and 4 oceans on Earth.

**Essential Questions**

What are the 7 continents?  
  
What are the 4 oceans?

**Knowledge**

Be able to name the 7 continents and the 4 oceans.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

Label a map of the seven continents and four oceans.

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Majority Rule
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

1.A Explain and apply the concept of majority rule.
2.C Describe how authoritative decisions are made, enforced, and interpreted within local communities.

**Understandings**

If the majority selects and option, that option wins.
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**Essential Questions**

What does 'majority' mean?
How do citizens choose government leaders?
Why do we need leaders?

**Knowledge**

Majority means over 50% of votes.
Describe the voting process.
Leaders are necessary for providing order and stability.

**Skills**

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**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

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**Other Evidence**

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**Key Criteria**

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**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Maps
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

5.A Construct maps with the title and key

5.F Define regions (i.e. as places that have some unifying characteristic - political, climatic, language, physical, etc.)

**Understandings**

Know what a map is and how to use one in locating different places.

**Essential Questions**

How do maps help people find locations?

How does a map key help you find locations?

How does a map grid help you locate different landmarks?

How are regions of the world different?

Where would you find the poles on a globe?

**Knowledge**

Identify north, south, east, and west on a map.

Use a map key to find a specific location on a map.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Native Americans
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

3a.G Compare and contrast habitats, resources, art, and daily lives of native American peoples, Woodland, and Plains Indians.

7.A.b Identify, select, and use primary and secondary resources (diaries, letters, people, interviews, journals, and photos.)

7.A.d Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments, etc.)

**Understandings**

Understand there were Native Americans in our country before European settlers.

**Essential Questions**

What do we know about the people who lived in North America long ago?

How are Native Americans a part of America's history?

What happened after settlers arrived in North America?

How did Native Americans help settlers?

**Knowledge**

Describe role of Native Americans in our nation's history.

Describe the relationship between Native Americans and early settlers.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Physical Characteristics of the Earth
<b>Author(s)</b> Blessing, Smith, and Wehking		

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

5.C Identify and describe physical characteristics in the world (landforms, water, bodies, etc.)

**Understandings**

Understand there are many different landforms and bodies of water that make up the Earth.

**Essential Questions**

What are landforms?  
What is a peninsula?  
What is an island?  
What is a gulf?  
What are the different bodies of water?  
How do a lake, river, and ocean relate?

**Knowledge**

Know the different between the different landforms.  
Know the difference between the different bodies of water.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Producers and Consumers
<b>Author(s)</b> Blessing, Smith, and Wehking		

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

4.A.a Explain or demonstrate how people trade using money and bartering.

4.B Explain how to make decisions using cost-benefit analysis.

6.B Describe how needs are met by families and friends

**Understandings**

Understand the needs and uses for an income.

**Essential Questions**

How do producers and consumers depend on each other?

How do people get money to pay for goods and services?

What do people do with income?

How do people decide what goods and services to buy?

**Knowledge**

Know the difference between goods and services.

Know the difference between producers and consumers.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Promoting the "Common Good"
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

2.A.a Explain the importance of promoting the common good.
2.A.b Demonstrate a peaceful resolution to a dispute.
2.A.c Explain how disputes can threaten the peace in a community and how they may be resolved peacefully.

**Understandings**

Understand that we, as citizens, and rules and laws to follow.
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**Essential Questions**

How can citizens be responsible in their communities?
Why is it important to follow rules and laws?
How do government leaders make good places to live?

**Knowledge**

What a peaceful resolution is to a dispute.
How authoritative decisions are made and enforced in a community.

**Skills**

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**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

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**Other Evidence**

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**Key Criteria**

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**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Regions
		<b>Author(s)</b> 

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

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**Understandings**

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**Essential Questions**

What is a region?
What region of the U.S. do we live in?
How does our region differ from others?

**Knowledge**

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**Skills**

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**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

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**Other Evidence**

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**Key Criteria**

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**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Rights of Citizens
		<b>Author(s)</b> Blessing, Smith, and Wehking

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

1.B Explain the rights of citizens.

**Understandings**

Understand that, as an American citizen, we all have rights.

**Essential Questions**

What are constitutional principles?  
What is a right you have as a citizen?  
What can be a consequence of not following a rule or law?  
How can citizens be responsible for their community?

**Knowledge**

Know what a "right" is.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**

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<b>Subject</b> Social Studies	<b>Grade</b> 2	<b>Unit Name</b> Transportation and Communication Systems
<b>Author(s)</b> Blessing, Smith, and Wehking		

**Stage 1: DESIRED RESULTS**

**Established Goals / Content Standards**

- 5.D.a Describe why people of different groups settle more in one place or another?
- 5.D.b Describe how transportation and communication systems have facilitated the movement of people, products and ideas.
- 5.E Describe different types of communication and transportation and identify their advantages and disadvantages.

**Understandings**

- Understand there are different types of communication.
- Understand there are different types of transportation.

**Essential Questions**

- Why have people wanted to live by the water?
- How is transportation today different from long ago?
- What are some ways of communication people use today?
- How have transportation and communication changed over time?

**Knowledge**

- Know the differences between the different types of communication.
- Know the difference between the different types of transportation.
- Know that communication and transportation has changed from long ago.

**Skills**

**Stage 2: ASSESSMENT EVIDENCE**

**Performance Tasks**

**Other Evidence**

**Key Criteria**

**Stage 3: LEARNING PLAN**

**Lessons, Resources, Experiences**