This course focuses on the concept of *then and now*, or *past and present*, through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of *then and now* as a framework for studying various course topics. In conjunction, students will gain an understanding of the related concepts of change over time and cause and effect. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

**Units**

Units in second grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

**Standards**

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

**Connecting with Best Practices and Literacy Expectations**

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the second grade.

The skills are more clearly articulated in the *Benchmarks and Best Practices and Literacy Expectations* and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.
The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach then and now in second grade social studies, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self) and their family history. Students should be able to identify the major symbols that represent Kansas and the United States. Students should have experience with identifying and asking questions of primary sources to make observations and inferences.

Connecting with Future Learning

The skills and content taught in second grade will be used as background and prior knowledge for future pursuits in the discipline. In third grade students apply the understanding of then and now to their community. In fourth grade they will consider how Kansas is similar and different from U.S regions. Studying past and present in second grade provides the skills of comparative analysis needed for future grades. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about cause and effect, and also change over time. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve about specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about The Star Spangled Banner without also learning about Francis Scott Key.

This also means that the outline could be amended in ways that best fits the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The second grade course focuses on building the concept of then and now through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should
integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will recognize and evaluate continuity and change over time through the study of daily life of a Plains Indian family, a pioneer family, and a modern family. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.

Ideas
- then and now (past and present), symbols, transportation, communication, motivation, inventions, immigration

People/Roles
- pioneers, Plains Indians, U.S. inventors

Places/Institutions
- daily life, landmarks, Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter’s Mill

Events
- airplane, automobile, paper (Ancient Chinese), highways to connect cities (Incas), telephone, Internet, Declaration of Independence, The Star Spangled Banner

Skills
- Use historical information, artifacts and documents acquired from a variety of sources to investigate the past.
- Use information to understand cause and effect
- Analyze information to draw conclusions
- Use research skills (discuss ideas; formulate broad and specific questions; find and select information with help; record, organize and share information)
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (KCCRS RI.2.1)
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (KCCRS RI.2.2)
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (KCCRS RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area. (KCCRS RI.2.4)
- Compare and contrast the most important points presented by two texts on the same topic. (KCCRS RI.2.9)
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)
Sample Compelling Questions

- How have past inventions changed or impacted your daily life? (Standard 1)
- What important rights and responsibilities did citizens have in early America and what are important rights and responsibilities of citizens today? (Standard 2)
- Why are certain people, places, and events recognized as more important than others? (Standard 3)
- Why have the forms of transportation changed over time? (Standard 4)
- How do geographic features impact transportation and communication? (Standard 5)

Civics/Government (CG)

This unit introduces basic concepts of rules and laws as they apply to today and in the past. Students will recognize the citizens have responsibilities. They will identify and demonstrate key attributes of good citizens and analyze what makes a good leader for their classroom or school. Students will recognize that many rules in America today and in the past are from the U.S. Constitution. They will use their knowledge about rules and citizenship to create rules for their classroom.

**Ideas**
- rules, responsibilities, privilege, honesty, courage, patriotism, tolerance, respect, integrity

**People/Roles**
- good citizen, leader

**Places/Institutions**
- your class or your school

**Events**
- meetings, discussions/debates, U.S. Constitution Day

Skills

- Interact and communicate with others in a respectful manner
- Create and follow rules
- Demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
- Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups (KCCRS SL.2.1)

Sample Compelling Questions

- Why should you do the “right” thing even when no one is looking? (Standard 1)
- Why do we need rules? (Standard 2)
- Who decides what rules are made and followed? (Standard 3)
- Can rules be changed? (Standard 4)
- What makes someone a good citizen? (Standard 5)

Geography (G)

In this unit, students will make and use maps. Students will investigate how people and weather may cause change to a place.
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Ideas
- concept of mapping, human geography, physical geography, cardinal directions

People/ Roles
- cartographers

Places/ Institutions
- school, hometown, cities, Kansas City, Wichita, Topeka, Kansas, Rocky Mountains, Missouri River, Gulf of Mexico, inland sea

Events
- seasons, weather

Skills
- Recognize and interpret features of a map: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
- Observe and record the weather
- Measure the length of an object by selecting the appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (KCCRS MD.2.1)
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (KCCRS MD.2.10)
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)

Sample Compelling Questions
- Why do people choose to live where they do? (Standard 1)
- Do cartographers have responsibilities? (Standard 2)
- How does location affect settlement? (Standard 3)
- Why do maps of the same location change over time? (Standard 4)
- How does weather impact your life? (Standard 5)

Economic (E)

In this unit, students will recognize and evaluate that people make choices about resources and that those choices have consequences. They will investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen. Students will draw conclusions about how people meet their wants and needs in the past and today.

Ideas
- goods and services, wants and needs, saving, spending, earning, income, trade and barter, money

People/ Roles
- producers, consumers

Places/ Institutions
- banks, stores

Events
- making, buying, banking

Skills
- Responsible decision making
• Analysis of costs and benefits (plus and minus)
• Determine opportunity cost
• Recognize supply and demand
• Distinguish between barter/trade and money

Sample Compelling Questions:

• How do people decide what is a want and what is a need? (Standard 1)
• Why do people need to be responsible about spending and saving? (Standard 2)
• Why is money primarily used in the United States today instead of trade/barter? (Standard 3)
• How have people’s wants and needs changed over time? (Standard 4)
• What goods and services are an important part of a person’s daily life? (Standard 5)