

# Social Studies - Unit 4 We the People - Grade 2

Content Area: **Social Studies**  
Course(s): **Social Studies K, Generic Course**  
Time Period: **Marking Period 3**  
Length: **January February**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

SOC.K-4.6.1.4	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.K-4.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.K-4.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.4	Explain how the United States government is organized and how the United States Constitution defines and limits the power of government.
SOC.K-4.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
SOC.K-4.6.1.4.A.b	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.
SOC.K-4.6.1.4.A.c	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.K-4.6.1.4.A.d	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.K-4.6.1.4.A.g	The United States democratic system requires active participation of its citizens.
SOC.K-4.6.1.4.A.i	The world is comprised of nations that are similar to and different from the United States.
SOC.K-4.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.K-4.6.1.4.A.12	Explain the process of creating change at the local, state, or national level.
SOC.K-4.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.K-4.6.1.4.B.1	Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
SOC.K-4.6.1.4.D.i	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.K-4.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can citizens solve a community problem?
- How does our nation's government represent its citizens?
- How does the American flag represent our country?
- What is the constitution?
- What is the purpose of a time line?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- A time line is a chart that lists things in time order
- The American flag is a symbol of our country. The stars and stripes have special historical significance.
- The Constitution is a document created by our country's leaders that has been amended over time to include rights of all Americans. Our government is based on the Constitution
- To solve a community problem, citizens may write a petition, persuade community members to sign it, speak to community leaders at an open town meeting, and ask the leaders to consider a change.
- Washington, D.C. is the home of our nation's government. The United States Capitol building, White House, and Supreme Court are important government buildings.

## Content

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Students will be able to:

- analyze the democratic process
- evaluate the qualities of leaders
- identify elected governing bodies
- understand contributions to the United States and world by famous Americans
- analyze the order of events
- identify a method for deciding on order
- understand that our country's government is based on a constitution
- analyze changes made to our constitution
- identify some people who fought for the rights of all American
- identify a method for using a time line
- analyze the order of events from a time line
- construct a time line
- identify Washington, D.C. as the United States capital
- analyze the duties of the President and Congress
- recognize that voting for governmental bodies is the public's way of making decisions for all
- explain the symbolism of the United States flag and its pledge
- identify and interpret the American flag as a symbol of our country
- recognize and understand the meaning of the Pledge of Allegiance
- understand that every country has its own flag

- interpret and explain the symbolism of the flags of Mexico and Canada
- recognize that the flag of each country is a symbol for that country
- apply decision-making skills
- recognize the consequences of making decisions
- identify steps for making decisions

## **Resources**

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Student textbook **People Together**

Student workbook

Project Book

Nonfiction leveled readers

Nonfiction trade books

Fiction trade books

[unitedstreaming.com](http://unitedstreaming.com)