

La Crosse School District  
Social Studies Curriculum

Second Grade	Essential Questions	Learning Targets and WI State Model Standards	I Can Statements
<p><b>2-1 Government and Rules in classrooms, schools, and community.</b></p>	<p>What is the role of a citizen in a community?</p> <p>How can I identify and make responsible choices in my environment?</p>	<p>The student will identify and explain his/her responsibilities in the creation of and adherence to classroom rules, including the need for respect of diversity. C.4.1</p> <p>Explain how schools develop, enforce, and change rules of behavior, as well as how various behaviors promote or hinder cooperation. C.4.3</p> <p>The student will explain the importance of having and following rules in classrooms, schools, and community. C4.3, E.4.6, E.4.7</p> <p>Understand rules in the classroom or school while taking into account others viewpoints C.4.3, C.4.6, E.4.6, E.4.7</p>	<p>I can create and identify classroom rules.</p> <p>I can identify school rules.</p> <p>I can explain the importance of having and following rules in classrooms, schools, and community.</p> <p>I can identify changes in rules in different environments: cafeteria, gym, playground, hallway, etc.</p> <p>I can define <b>citizen, responsibility, and community.</b></p>

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<p><b>2-2 Understanding of Maps</b></p>	<p>Where do people live in communities?</p> <p>Where am I in the world?</p> <p>How can I use a map and a globe?</p>	<p>The student will locate geographical features on maps and globes, as well as using map features to gather information about their local community. A.4.1, A.4.2, A.4.5, A.4.7</p> <p>The students will identify similarities and differences between a city, a suburb and a rural community. A.4.4, A.4.7</p>	<p>I can understand where I am on the map.</p> <p>I can identify differences between:</p> <ul style="list-style-type: none"> <li>•Continents</li> <li>•Oceans</li> <li>•States</li> <li>•La Crosse (cities)</li> </ul> <p>I can use:</p> <ul style="list-style-type: none"> <li>•Cardinal directions</li> <li>•Legends, Keys and a Compass Rose on a map.</li> </ul> <p>I can recognize and use maps and globes to locate countries, states and cities.</p> <p>I can identify the similarities and differences between a city, a suburb and a rural community.</p> <p>I can define <b>continent, ocean, state, city, suburb, and rural.</b></p>

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<p><b>2-3 History of La Crosse</b></p>	<p>What natural resources attracted people to the LaCrosse area?</p> <p>How do the resources (i.e. business, people, landforms) in La Crosse help our community grow and change?</p>	<p>The student can identify specific landforms and resources in the LaCrosse area, as well as how these resources attracted the first people to the area. . A.4.4, B.4.1, B.4.4, B.4.5, B.4.7, B.4.8, B.4.9, B.4.10, E.4.4, E.4.8, E.4.9</p> <p>The student will identify the historical background behind why people decided to bring trading and create permanent settlements in the LaCrosse area.A4.4, A.4.7, B.4.1, B.4.2, B.4.4, B.4.5, B.4.7, B.4.8, B.4.9, B.4.10, D.4.4 E.4.4, E.4.8, E.4.9, E.4.11, E.4.12, E.4.13, E.4.14, E.4.15</p> <p>The student will identify what local goods and services in La Crosse did to help shape the community. A.4.4, A.4.8, A.4.9, B.4.1, B.4.4, B.4.5, B.4.7, B.4.8, B.4.9, B.4.10, D4.3, D4.4, E.4.4, E.4.8, E.4.9, E.4.11, E.4.12, E.4.13, E.4.14, E.4.15</p>	<p>I can identify how landforms attracted people to this area.</p> <p>I can identify why people first formed communities in this area.</p> <p>I can identify why this was a good place for traders to come.</p> <p>I can identify what businesses in La Crosse did to help shape the community.</p> <p>I can identify who we are today as a community.</p> <p>I can define <b>landform, artifact, trade, transportation</b></p>

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<p><b>2-3 History of La Crosse (continued)</b></p>		<p>The student will identify the changes and diversity currently present in the La Crosse areas.</p> <p>A.4.4, A.4.8, A.4.9, B.4.1, B.4.2, B.4.4, B.4.5, B.4.6, B.4.7, B.4.8, B.4.9, B.4.10, D4.3, D4.4, E.4.4, E.4.8, E.4.9, E.4.11, E.4.12, E.4.13, E.4.14, E.4.15</p>	
<p><b>2-4 Goods and Services</b></p>	<p>How do people get what they need?</p>	<p>The student will identify the economic resources and organizations within a community to help it grow. D.4.1, D.4.2, D.4.3, D.4.4, D.4.5, D.4.6, D.4.7</p> <p>The student will identify local goods and services, and their role in various institutions (schools, businesses, government agencies). D.4.1, D.4.2, D.4.3, D.4.4, D.4.5, D.4.6, D.4.7</p> <p>Describe how personal economic decisions (such as what to buy) can affect the community around you.</p>	<p>I can identify businesses and organizations in our community.</p> <p>I can tell the difference between needs and wants.</p> <p>I can tell the difference between goods and services.</p> <p>I can define <b>goods, services, business, consumer, and producer.</b></p>

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