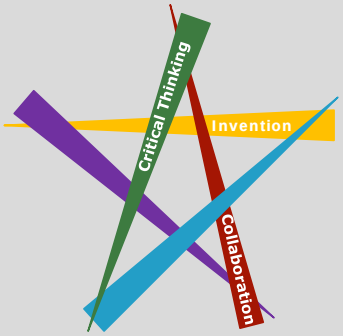
Curriculum Development Course at a Glance
Planning For 2nd Grade Social Studies

Content Area	Social Studies	**Grade Level**	2nd Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Identify historical sources and utilize the tools of a historian	SS09-GR.2-S.1-GLE.1
	2. People in the past influenced the history of neighborhoods and communities	SS09-GR.2-S.1-GLE.2
2. Geography	1. Use geographic terms and tools to describe space and place	SS09-GR.2-S.2-GLE.1
	2. People in communities manage, modify, and depend on their environment	SS09-GR.2-S.2-GLE.2
3. Economics	1. The scarcity of resources affects the choices of individuals and communities	SS09-GR.2-S.3-GLE.1
	2. Apply decision-making processes to financial decision making (PFL)	SS09-GR.2-S.3-GLE.2
4. Civics	1. Responsible community members advocate for their ideas	SS09-GR.2-S.4-GLE.1
	2. People use multiple ways to resolve conflicts or differences	SS09-GR.2-S.4-GLE.2

Colorado 21st Century Skills



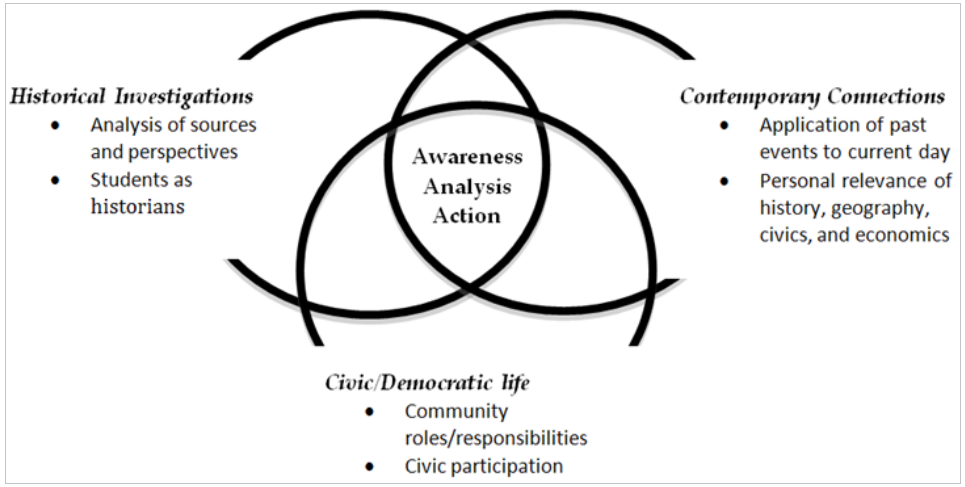
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Making A Difference	Teacher discretion (possibly 4 weeks)	1
Back to the Future: Changes in our Communities	Teacher discretion (possibly 4 - 6 weeks)	2
How are We Connected	Teacher discretion (possibly less than 4 weeks)	3
Who has what?	Teacher discretion (possibly less than 4 weeks)	4

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

Unit Title	Making a Difference			**Length of Unit**	Teacher discretion (possibly 4 weeks)
Focusing Lens(es)	(Neighborhood/community) Roles/responsibilities	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.2-S.2-GLE.2 SS09-GR.2-S.3-GLE.1 SS09-GR.2-S.4-GLE.1 SS09-GR.2-S.4-GLE.2		
Inquiry Questions (Engaging-Debatable):	• Can I really make a difference? (SS09-GR.2-S.4-GLE.1-EO.b) and (SS09-GR.2-S4.GLE.2-IQ.2; RA.2) and (SS09-GR.2-S4.GLE.1-RA.2-N.1; S4.GLE.2-N.1) • What are the positives and negatives of being a leader? (Is it great to be "King"?) (SS09-GR.2-S.4-GLE.1-EO.c) • Can resources be shared fairly? (SS09-GR.2-S3.GLE.1-EO.a,c,d0 and (SS09-GR.2-S2.GLE.2-EO.a)				
Unit Strands	Economics, Civics, Geography				
Concepts	Community, conflict, responsibility, power, authority, bully, solution, consequences, differences, respect, decisions, school, scarcity, resources				

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
The choices of responsible citizens positively influence communities for the benefit of all (SS09-GR.2-S.4-GLE.1-EO.c; IQ.1,2; N.1)	How are you a responsible citizen at school?	What does it look like to be a responsible citizen?
Scarcity requires communities to make thoughtful decisions about how resources are used by its citizens (SS09-GR.2-S.3-GLE.1-EO.c, d; RA.1,2,3)	What are examples of how this community shares resources? (SS09-GR.2-S.2-GLE.2-EO.a)	How do we know when a resource is scarce or should be conserved or shared? (SS09-GR.2-S.2-GLE.2-EO.a; RA.1,2,3)
The responsible use of power and authority promotes respectful, fair solutions to conflicts (SS09-GR.2-S.4-GLE.1-EO.a) and (SS09-GR.2-S.4-GLE.2-EO.a, b, c, d)	How has conflict occurred in our community?	What causes conflicts? (SS09-GR.2-S.4-GLE.2-RA.1,2)
The experiences of being bullied and being the bully (and most people have experienced both) have consequences for the entire community (SS09-GR.2-S.4-GLE.1-EO.a)	What examples of bullying and being bullied happen in our school community?	How do we know, or how can we tell, if we are being a bully?

Curriculum Development Overview
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Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Different ways to solve conflicts and influence decisions in (our) community (SS09-GR.2-S.4-GLE.2-EO.b, c, d) • The difference between power and authority (SS09-GR.2-S.4-GLE.2-EO.b) • Ways to express ideas respectfully and be a responsible member of (our) community (SS09-GR.2-S.4-GLE.1-EO.a) • The relationship between scarcity and resources (SS09-GR.2-S.3-GLE.1-RA.1,2,3; N.1,2)	• Define scarcity (SS09-GR.2-S.3-GLE.1-EO.a) • List ways to influence community decisions and be active in improving your community (SS09-GR.2-S.4-GLE.1-EO.c, d) • Describe a responsible community member (SS09-GR.2-S.4-GLE.1-EO.e) • Give examples of civic responsibilities (SS09-GR.2-S.4-GLE.1-EO.c, d) • Compare examples of power and authority (SS09-GR.2-S.4-GLE.2-EO.b,c; N.3) • Identify examples of ways to manage and resolve conflicts (SS09-GR.2-S.4-GLE.2-EO.d) • List rules/laws of a given community (family, class, etc.) (SS09-GR.2-S.4-GLE.2-RA.1, 2; N.2) • Demonstrate skills to resolve conflicts/differences (SS09-GR.2-S.4-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Sara is a responsible citizen of her school community and always tries to resolve conflicts when they happen.*
Academic Vocabulary:	Community, rules, laws, resources, solutions, conflict, consequences, responsible, leader
Technical Vocabulary:	Scarcity, citizen, power, authority

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

Unit Title	Back to the Future: Changes in our Communities		**Length of Unit**	Teacher discretion (possibly 4 - 6 weeks)
Focusing Lens(es)	(Neighborhood/community) Changes	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.2-S.1-GLE.1 SS09-GR.2-S.1-GLE.2 SS09-GR.2-S.2-GLE.1 SS09-GR.2-S.2-GLE.2 SS09-GR.2-S.3-GLE.1 SS09-GR.2-S.4-GLE.1 SS09-GR.2-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	• Why does the past matter? (SS09-GR.2-S.1-GLE.2-IQ.1, 2; RA.1) • Should a community change? (SS09-GR.2-S.1-GLE.2- EO. b; IQ.2; N.1) • Are traditions important? (SS09-GR.2-S.1-GLE.1-EO.e) and (SS09-GR.2-S.1-GLE.2-EO.c, e)			
Unit Strands	Economics, Civics, Geography, History			
Concepts	Community, neighborhoods, differences, respect, change, nation, timeline, artifacts, compare, contrast, traditions, culture, sources, oral history, chronology, migrate, boundaries, goods, services, physical features			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Members of a community use maps, timelines, newspapers, personal journals and various sources to understand and document community changes over time (SS09-GR.2-S.1-GLE.1-EO.a, b, c, d, e)	What are some historical sources used to understand change in (our) community?	Why do communities change?
The interaction and contribution of various community members enhances traditions, celebrations, and events (SS09-GR.2-S.1-GLE.2-EO.c,e; IQ.1, 2; N.1)	What are some traditions, celebrations, and events in (our) community?	Why /how do celebrations, traditions, and events become part of a community?
The interactions and contributions of various community members expand the goods, services, and resources available (SS09-GR.2-S.3-GLE.1-EO.c, d; IQ.1)	What are some goods, services, and resources in (our) community from various cultures? (SS09-GR.2-S.3-GLE.1-IQ.3, 4)	Why do we want to expand goods, services, and resources? (SS09-GR.2-S.3-GLE.1-EO.b)
Physical features/resources often determine a community's growth and survival (SS09-GR.2-S.2-GLE.2-EO.d; IQ.3; N.1)	What are some physical features in (our) community? (SS09-GR.-S.2-GLE.2-EO.d, e)	How does the physical environment affect our community? (SS09-GR.2-S.2-GLE.2-IQ.1, 3; N.1)

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The physical features of (our) community (SS09-GR.2-S.2-GLE.2-EO.d) and (SS09-GR.2-S.2-GLE.1-EO.b) • Ways different cultures have influenced (our) community (SS09-GR.2-S.2-GLE.2-IQ.4) and (SS09-GR.2-S.1-GLE.2-EO.c, d, e) • Various historical sources as ways to understand the past (SS09-GR.2-S.1-GLE.1-EO.b, c, d, e) • Ways (our) community has changed (SS09-GR.2-S.1-GLE.2-EO.c, e) • Examples of community similarities and differences (SS09-GR.2-S.1-GLE.2-EO.d)	• Identify physical features on a map (SS09-GR.2-S.2-GLE.1-EO.b) • Give examples of contributions from various cultures (SS09-GR.2-S.1-GLE.2-EO.c, d, e) • Use and create timelines to explain historical events (SS09-GR.2-S.1-GLE.1-EO.c, e) and (SS09-GR.2-S.1-GLE.2-EO.a) • Explain ways our community has changed (SS09-GR.2-S.1-GLE.2-EO.b, c, d, e) • Compare and contrast different communities (SS09-GR.2-S.1-GLE.2-EO.b, d) and (SS09-GR.2-S.1-GLE.2-N.1) • Generate questions about the function and significance of historical artifacts (SS09-GR.2-S.1-GLE.1-EO.a; N.1) • Identify community resources (SS09-GR.2-S.3-GLE.1-EO.b)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*In their study of local history, the students realized that the boundaries of their community once contained physical features that no longer existed.*
Academic Vocabulary:	Timeline, chronology, migrate, boundaries, compare/contrast, community, developments, interaction, contribution, culture, source, celebration, physical features
Technical Vocabulary:	Artifact, history/historical, region, oral history, nation, goods, services

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

Unit Title	How are We Connected		**Length of Unit**	Teacher discretion (possibly less than 4 weeks)
Focusing Lens(es)	(Neighborhood/community) Interdependence	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.2-S.2-GLE.1 SS09-GR.2-S.2-GLE.2 SS09-GR.2-S.3-GLE.1 SS09-GR.2-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	• Should all citizens care for their neighborhoods/communities? (SS09-GR.2-S.4-GLE.1-EO.c, d, e) • What does caring for our neighborhood/community environment look like? • What are the best tools for navigating and determining the boundaries and resources of our neighborhood/community? (SS09-GR.2-S.2-GLE.1-EO.a,b,c,d; IQ.3,5; RA.1)			
Unit Strands	Geography, Civics			
Concepts	Map, directions, boundaries, physical features, social features, cultural/human resources, geography, , citizen, responsibility, environment, location			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Physical features/resources of a community can often determine the success and growth of communities (SS09-GR.2-S.2-GLE.2-EO.c, d)	What are some physical features and resources that are unique/specific to our community?	How do people choose where they settle?
Communities must balance present needs and future hopes as they attempt to manage their resources (SS09-GR.2-S.1.-GLE.1-IQ.5; RA.1, 2) and (SS09-GR.2-S.3-GLE.1-IQ.3, 4)	What are some examples of recent decisions that our community has made? (SS09-GR.2-S.4-GLE.1-EO.b) What is an issue our community should try to solve? (SS09-GR.2-S.4-GLE.1-IQ.1, 2, 3, 4)	Why is it important for individual community members to get involved? (SS09-GR.2-S.4-GLE.1-EO.c, d)
Community members work together in formal and informal ways to improve and secure the futures of their neighborhoods/communities (SS09-GR.2-S.4-GLE.1)	What are some traditional and non-traditional ways to participate in community life? (SS09-GR.2-S.4-GLE.1-IQ.1, 2, 3, 4)	Do recycle, reduce, or re-use efforts/programs make communities better? (SS09-GR.2-S.2-GLE.2-IQ.5; RA.1, 2)
Communities can use geographic tools to document specific locations/boundaries within the community and to make decisions about land and resource use (SS09-GR.2-S.2-GLE.1-EO.a,b,c,d; RA.1)	What are some geography tools we could use to determine the boundaries of and locations within our community? (SS09-GR.2-S.2-GLE.1-EO.a,b,c,d)	How can geography tools help us make community decisions? (SS09-GR.2-S.2-GLE.1-IQ.3)

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The aspects of a map (compass rose, key, legend, symbols) (SS09-GR.2-S.2-GLE.1-EO.a) • The aspects of a globe (hemispheres, equator, poles) (SS09-GR.2-S.2-GLE.1-EO.c) • Physical (land forms), cultural/human, and political features (SS09-GR.2-S.2-GLE1-EO.b, d; IQ.2) • Resources in (our) community (SS09-GR.2-S.3-GLE.1-EO.c) • Physical geography of (our) community (SS09-GR.2-S.2-GLE.1-EO.b, d) • Participatory opportunities in (our) community (SS09-GR.2-S.4-GLE.1-N.1)and (SS09-GR.2-S.4-GLE.1-EO.a, b, c, d)	• Identify and locate information on a map/globe (SS09-GR.2-S.2-GLE.1-EO.a, c) • Recognize and locate features (physical, cultural/human, political) on a map/globe (SS09-GR.2-S.2-GLE.1-EO.a,b,c,d) • Analyze various impacts on the environment (SS09-GR.2-S.2-GLE.2-EO.a; IQ.2; RA.2) • Describe a given geographic area's relationship to human activity (SS09-GR.2-S.2.GLE2.EO.d; IQ.3; RA.1,2) • List ways to be involved in a community (SS09-GR.2-S.2-S.4-GLE.1.EO.c, d, e; N.1)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Maps can be used to locate and identify physical features and help communities make good decisions about land and physical resources.*
Academic Vocabulary:	Map, globe, key, poles, legend, symbols, boundaries, cultural, political, responsible, citizen, environment, political, location
Technical Vocabulary:	Compass rose, intermediate directions, physical resources/features, cultural/human resources

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

Unit Title	Who has what?		**Length of Unit**	Teacher discretion (possibly less than 4 weeks)
Focusing Lens(es)	(Neighborhood/community) Resources	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.2-S.2-GLE.2 SS09-GR.2-S.3-GLE.1 SS09-GR.2-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	• How does scarcity affect purchasing decisions? (SS09-GR.2-S.3-GLE.1-EO.a, b, c, d; IQ.1; N.1) • Do some of us have too much? • Why are some resources scarce while others are plentiful? (SS09-GR.2-S.3-GLE.1-IQ.2) • How do individuals make and analyze the consequences of financial decisions? (SS09-GR.2-S.3-GLE.2-IQ.1)*			
Unit Strands	Economics, Geography			
Concepts	Scarcity, goods, services, resources, solutions, limited, unlimited, demands, physical features, renewable and nonrenewable resources, supply and demand			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
The realities of supply and demand often cause communities to adapt and reconsider wants and needs (SS09-GR.2-S.3-GLE1.EO.d; N.2)	What contributes to scarcity? (SS09-GR.2-S.3-GLE.1-RA.1; N.1)	How do we overcome scarcity? (SS09-GR.2-GLE.1-EO.c)
Available resources can often dictate financial decisions and influence where people choose to live (SS09-GR.2-S.2-GLE.2-EO.a, c; IQ.1)	What are some of the characteristics of your neighborhood? (SS09-GR.2-S.2-GLE.2-EO.b)	How do changing resources affect our community? (SS09-GR.2-S.2-GLE.2-EO.a; IQ.1) Where would you live where if you could live anywhere? Why did you make that choice?
Scarcity of resources requires long-term planning and typically relates directly to the cost of goods and services (SS09-GR.2-S.3-GLE.1-N.2)	What are examples of goods and services in (our) community? (SS09-GR.2-S.3-GLE.1- EO. b; IQ.3)	What would happen if goods and services were never "scarce"?
The renewable or non-renewable nature of a resource often impacts the choices individuals make about how to use the resource (SS09-GR.2-S.2-GLE.2-IQ.2, 5)	What are some examples of non-renewable resources in (our) community? (SS09-GR.2-S.2-GLE.2-EO.a)	How should we help people understand the value of renewable resources? (SS09-GR.2-S.2-GLE.2-EO.a)

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The difference between goods and services (SS09-GR.2-S.3-GLE.1-EO.b) • Examples of resources that could be considered scarce (SS09-GR.2-S.3-GLE.1-EO.a) • How supply and demand affects the cost and availability of resources (SS09-GR.2-S.3-GLE.1-N.1, 2) • Examples of resources in (our) community (SS09-GR.2-S.3-GLE.1-EO.c, d) • Examples of renewable and non-renewable resources in (our) community	• Construct a list of goods and services available in (our) community (SS09-GR.2-S.3-GLE.1-EO.b) • Define scarcity (SS09-GR.2-S.3-GLE.1-EO.a) • Compare/contrast goods and services (SS09-GR.2-S.3-GLE.1-EO.b) • Identify options and alternatives to scarce or non-renewable sources (SS09-GR.2-S.3-GLE.1-RA.1, 2, 3) • Explain the basic relationship between supply and demand (SS09-GR.2-S.3-GLE.1-N.1, 2) • Examine how communities utilize resources (SS09-GR.2-S.2-GLE.2-RA.2)

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A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Community members make choices based on supply and demand for goods and services.*
Academic Vocabulary:	Resources, scarce, limited, unlimited, demands, physical features, solutions, location, community
Technical Vocabulary:	Scarcity, goods, services, renewable and nonrenewable resources, supply and demand

*** Denotes a connection to Personal Financial Literacy (PFL)**