## Curriculum Development Course at a Glance

### Planning For 2nd Grade Social Studies

**Content Area: Social Studies**  
**Grade Level: 2nd Grade**

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

### 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

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making A Difference</td>
<td>Teacher discretion (possibly 4 weeks)</td>
<td>1</td>
</tr>
<tr>
<td>Back to the Future: Changes in our Communities</td>
<td>Teacher discretion (possibly 4 - 6 weeks)</td>
<td>2</td>
</tr>
<tr>
<td>How are We Connected</td>
<td>Teacher discretion (possibly less than 4 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>Who has what?</td>
<td>Teacher discretion (possibly less than 4 weeks)</td>
<td>4</td>
</tr>
</tbody>
</table>
## Curriculum Development Overview

### Unit Planning for 2nd Grade Social Studies

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Making a Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>(Neighborhood/community) Roles/responsibilities</td>
</tr>
<tr>
<td><strong>Length of Unit</strong></td>
<td>Teacher discretion (possibly 4 weeks)</td>
</tr>
<tr>
<td><strong>Standards and Grade Level Expectations Addressed in this Unit</strong></td>
<td>SS09-GR.2-S.2-GLE.2&lt;br&gt;SS09-GR.2-S.3-GLE.1&lt;br&gt;SS09-GR.2-S.4-GLE.1&lt;br&gt;SS09-GR.2-S.4-GLE.2</td>
</tr>
</tbody>
</table>

### 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...**

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>How are you a responsible citizen at school?</td>
<td>What does it look like to be a responsible citizen?</td>
</tr>
<tr>
<td>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)</td>
<td>What are examples of how this community shares resources? (SS09-GR.2-S.2-GLE.2-EO.a)</td>
<td>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)</td>
</tr>
<tr>
<td>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)</td>
<td>How has conflict occurred in our community?</td>
<td>What causes conflicts? (SS09-GR.2-S.4-GLE.2-RA.1,2)</td>
</tr>
<tr>
<td>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)</td>
<td>What examples of bullying and being bullied happen in our school community?</td>
<td>How do we know, or how can we tell, if we are being a bully?</td>
</tr>
</tbody>
</table>
## Critical Content:

My students will **Know...**

- 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)

## Key Skills:

My students will be able to **(Do)...**

- 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
## Back to the Future: Changes in our Communities

### Focusing Lens(es)
- (Neighborhood/community) Changes

### Length of Unit
- Teacher discretion (possibly 4 - 6 weeks)

### 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

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What are some historical sources used to understand change in (our) community?</td>
<td>Why do communities change?</td>
</tr>
<tr>
<td>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)</td>
<td>What are some traditions, celebrations, and events in (our) community?</td>
<td>Why/how do celebrations, traditions, and events become part of a community?</td>
</tr>
<tr>
<td>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)</td>
<td>What are some goods, services, and resources in (our) community from various cultures? (SS09-GR.2-S.3-GLE.1-IQ.3, 4)</td>
<td>Why do we want to expand goods, services, and resources? (SS09-GR.2-S.3-GLE.1-EO.b)</td>
</tr>
<tr>
<td>Physical features/resources often determine a community’s growth and survival (SS09-GR.2-S.2-GLE.2-EO.d; IQ.3; N.1)</td>
<td>What are some physical features in (our) community? (SS09-GR.2-S.2-GLE.2-EO.d, e)</td>
<td>How does the physical environment affect our community? (SS09-GR.2-S.2-GLE.2-IQ.1, 3; N.1)</td>
</tr>
</tbody>
</table>
**Critical Content:**

My students will **Know...**

- 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)

**Key Skills:**

My students will be able to **Do...**

- 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
## Unit Title
How are We Connected

### 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

### Length of Unit
Teacher discretion (possibly less than 4 weeks)

### 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

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical features/resources of a community can often determine the success and growth of communities (SS09-GR.2-S.2-GLE.2-EQ.c, d)</td>
<td>What are some physical features and resources that are unique/specific to our community?</td>
<td>How do people choose where they settle?</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>Why is it important for individual community members to get involved? (SS09-GR.2-S.4-GLE.1-EO.c, d)</td>
</tr>
<tr>
<td>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)</td>
<td>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)</td>
<td>Do recycle, reduce, or re-use efforts/programs make communities better? (SS09-GR.2-S.2-GLE.2-IQ.5; RA.1, 2)</td>
</tr>
<tr>
<td>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-EQ.a,b,c,d; RA.1)</td>
<td>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-EQ.a,b,c,d)</td>
<td>How can geography tools help us make community decisions? (SS09-GR.2-S.2-GLE.1-IQ.3)</td>
</tr>
</tbody>
</table>
### Critical Content:

**My students will Know...**

- 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)

### Key Skills:

**My students will be able to (Do)...**

- 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

**Authors of the Sample:** Nikki Hartman (Thompson R-2J); Nancy Koenig (Colorado Springs 11); Joy Weathers Hetzler (East Grand 2)

### Unit Title

<table>
<thead>
<tr>
<th>Focusing Lens(es)</th>
<th>Standards and Grade Level Expectations Addressed in this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Neighborhood/community) Resources</td>
<td>SS09-GR.2-S.2-GLE.2</td>
</tr>
<tr>
<td></td>
<td>SS09-GR.2-S.3-GLE.1</td>
</tr>
<tr>
<td></td>
<td>SS09-GR.2-S.3-GLE.2</td>
</tr>
</tbody>
</table>

### Length of Unit

Teacher discretion (possibly less than 4 weeks)

### 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

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What contributes to scarcity? (SS09-GR.2-S.3-GLE.1-RA.1; N.1)</td>
<td>How do we overcome scarcity? (SS09-GR.2-S.3-GLE.1-EO.c)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What are some of the characteristics of your neighborhood? (SS09-GR.2-S.2-GLE.2-EO.b)</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What are examples of goods and services in (our) community? (SS09-GR.2-S.3-GLE.1-EO. b; IQ.3)</td>
<td>What would happen if goods and services were never “scarce”?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What are some examples of non-renewable resources in (our) community? (SS09-GR.2-S.2-GLE.2-EO.a)</td>
<td>How should we help people understand the value of renewable resources? (SS09-GR.2-S.2-GLE.2-EO.a)</td>
<td></td>
</tr>
</tbody>
</table>
## Critical Content:
My students will **Know**...

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

## 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):

<table>
<thead>
<tr>
<th>Academic Vocabulary: Resources, scarce, limited, unlimited, demands, physical features, solutions, location, community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Vocabulary: Scarcity, goods, services, renewable and nonrenewable resources, supply and demand</td>
</tr>
</tbody>
</table>

* Denotes a connection to Personal Financial Literacy (PFL)