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| **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 |
| 1. People in the past influenced the history of neighborhoods and communities | | | | | | SS09-GR.2-S.1-GLE.2 |
| 1. Geography | 1. Use geographic terms and tools to describe space and place | | | | | | SS09-GR.2-S.2-GLE.1 |
| 1. People in communities manage, modify, and depend on their environment | | | | | | SS09-GR.2-S.2-GLE.2 |
| 1. Economics | 1. The scarcity of resources affects the choices of individuals and communities | | | | | | SS09-GR.2-S.3-GLE.1 |
| 1. Apply decision-making processes to financial decision making (PFL) | | | | | | SS09-GR.2-S.3-GLE.2 |
| 1. Civics | 1. Responsible community members advocate for their ideas | | | | | | SS09-GR.2-S.4-GLE.1 |
| 1. 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 | |

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| **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 | | | | |

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| **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? |

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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) |

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| **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 | |

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| **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 | | | | |

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| **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) |

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| **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) |

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| **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 | |

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| **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 | | | | |

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| **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) |

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| **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) |

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| **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 | |

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| **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 | | | | |

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| **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) |

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| **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)**