

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):	<ul style="list-style-type: none"> 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) ...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Identify physical features on a map (SS09-GR.2-S.2-GLE.1-EO.b) • Identify three rivers on your map • Identify a mountain range on your map • List the oceans on your map • Give examples of contributions from various cultures (SS09-GR.2-S.1-GLE.2-EO.c, d, e) • List people that have brought change to your community • Identify events that have brought important changes to your community • Describe how people and events can make a difference in a community • Compare your community to another community • Contrast your neighborhood to another neighborhood • Differentiate between a community and a neighborhood • 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) • Define “timeline” • Explain what timelines tell us about our history • Create a timeline based on a particular time in history • Name several traditions that take place in your community • Construct a timeline of the traditions that take place in your community • List the various historical events of the neighborhood and community you live in • Organize the historical events of your community in the order that they happen • Explain ways our community has changed (SS09-GR.2-S.1-GLE.2-EO.b, c, d, e) • List three major events that take place in your community • Identify major events that have happened in the past in your community • Compare/contrast a community event from the past and present

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

- List people that have brought change to your community
- Identify events that have brought important changes to your community
- Describe how people and events can make a difference in a community
- Compare your community to another community
- Contrast your neighborhood to another neighborhood
- Differentiate between a community and a neighborhood
- List various cultures that have migrated to your community
- Identify contributions that have been made to your community by various migrated cultures
- Describe the effect people and their culture can have on a community
- Explain why people migrate to neighboring communities
- 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)
- List three major events that take place in your community
- Identify major events that have happened in the past in your community
- Compare/contrast a community event from the past and present
- Compare your community to another community
- Contrast your neighborhood to another neighborhood
- Differentiate between a community and a neighborhood
- Generate questions about the function and significance of historical artifacts (SS09-GR.2-S.1-GLE.1-EO.a; N.1)
- Identify places you might find historical artifacts
- List three types of historical artifacts
- Describe the significance of historical artifacts to a community or region
- Identify community resources (SS09-GR.2-S.3-GLE.1-EO.b)
- Explain what goods and services are
- List examples of goods and services provided in your community
- Differentiate between goods and services

Curriculum Development Overview
Unit Planning for 2nd Grade Social Studies

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):	<i>In their study of local history, the students realized that the boundaries of their community once contained physical features that no longer existed.</i>
---	---

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
------------------------------	---