

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)

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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) • 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)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><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></p>
<p>Academic Vocabulary:</p>	<p>Timeline, chronology, migrate, boundaries, compare/contrast, community, developments, interaction, contribution, culture, source, celebration, physical features</p>
<p>Technical Vocabulary:</p>	<p>Artifact, history/historical, region, oral history, nation, goods, services</p>