

2nd Grade - Families, Neighborhoods, and Community

Unit 1 Compelling Question: CIVICS	Unit 2 Compelling Question: GEOGRAPHY	Unit 3 Compelling Question: HISTORY	Unit 4 Compelling Question: ECONOMICS
Why should you do the right thing even when no one is watching?	How does geography affect our community?	How can I be a historian?	How do people decide what they want and how do they get it?
K-2 Inquiry Standards			
<i>Creating Essential Questions</i>	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.		
<i>Creating Supporting Questions</i>			
<i>Determining Helpful Sources</i>	SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and distinguish fact from opinion.		
<i>Gathering and Evaluating Sources</i>	SS.K-2.IS.3. With guidance and support, gather relevant information from multiple sources to analyze information.		
<i>Developing Claims and Using Evidence</i>	SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.		
<i>Communicating Conclusions</i>	SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.		
<i>Critiquing Conclusions</i>			
<i>Taking Informed Action</i>	SS.K-2.IS.6. With guidance and support, students will reflect on one's inquiry process and findings.		
	SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.		
Civics Standards			
Civic and Political Institutions	SS.2.CV.1. With guidance and support, identify features and functions of governments.		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles			
Process, Rules, and Laws	SS.2.CV.2. With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.		
Geography			
<i>Geographic Representations</i>	SS.2.G.1. With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places.		
<i>Human-Environment Interaction</i>	SS.2.G.2. With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions.		
<i>Human Population</i>	SS.2.G.3. Describe the connections between the physical environment of a place and the economic activities found there.		
<i>Global Interconnections</i>			
Economics			
<i>Economic Decision Making</i>	SS.2.EC.1. Demonstrate how our choices can affect ourselves and others in positive and negative ways.		
	SS.2.EC.2. Explain the role of money in making exchange easier.		
<i>Exchange and Markets</i>	SS.2.EC.3. Compare the goods and services that people in the local community produce and those that are produced in other communities.		
<i>National and Global Economy</i>			
<i>Financial Literacy</i>	SS.2.EC.FL.4. Explain that money can be saved or spent on goods and services.		
History Standards			

<i>Change, Continuity, and Context</i>	SS.2.H.1. Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
<i>Perspectives</i>	SS.2.H.2. Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.
<i>Historical Sources and Evidence</i>	
<i>Causation and Argumentation</i>	