**Grade 2: Explaining and Describing MY World**

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| **Grade Level Introduction:** With students developing a keen sense of the world around them in the previous grade levels, 21st century learners will connect foundational concepts to explain and describe aspects of the world around them in 2nd grade. By creating experiences and opportunities enriched by the Practices in the Inquiry Cycle across the four Disciplinary Core Concepts, the essential skills for college, career and civic readiness continue to develop. Students will explain, describe, and question why and how people and governments make decisions that benefit their communities and explain how availability of goods and services are key in their economic decision making, including the process of production, distribution and consumption. Further, students will describe how human-environmental interactions affect their understanding of the world, and how the world changes as a result of physical characteristics and human activities. As students’ perception of text shifts from “learning to read” to “reading to learn,” interrogating text by questioning, comparing different historical perspectives and creating time lines will be key in their social studies development. During second grade, it is fundamental to further students’ abilities to recognize cause and effect relationships. By the end of 2nd grade, students are ready to stretch their perspectives outside of their immediate surroundings.  **Assumptions and Goals of Curriculum Development:**  **Sampling of Primary Resources Documents:** | |
| **2.CM.1 Civic and Political Institutions** *Explain how communities work to accomplish tasks and establish responsibilities.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **2.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Compare individual and group perspective and how they affect decisions.* | |
| **Key Idea**: | |
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| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **2.CM.3 Processes, Rules and Laws** *Describe how people have tried to improve their communities through rules or laws.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **2.EDM.4 Economic Decision Making** *Describe opportunity costs of economic decisions.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*· | |
| **2.EDM.5 Exchange and Markets** *Identify examples of human, capital and natural resources to explain why individuals and businesses specialize and trade.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.EDM.6 National Economy** *Describe how examples of capital, human and natural resources are related to goods and services.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.EDM.7 Global Economy** *Explain the concepts of imports and exports and describe products that are imported and exported.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.GR.8 Spatial Views of the World**  *Describe places and the relationships and interactions that shape them using maps, graphs, photographs and other models.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.GR.9 Human-Environment Interaction** *Identify cultural characteristics of specific places.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * ·*May include, but are not limited to the following:* | |
| **2. GR. 10 Human Populations Spatial Patterns and Movements**  *Describe connections between the physical environment and the economic activities of a location.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2. GR. 11 Global Interconnections** *Explain why the environmental characteristics vary among regions.* | |
| **Key Idea**: Different regions have different environmental characteristics | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **2. HT.12 Chronological Reasoning: Causation and Continuity** *Create and use a chronological sequence to generate possible causes for historical developments and events and how these were shaped by individuals and groups*. | |
| **Key Ideas**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare different accounts of the same historical event.* | |
| **Key Idea:** | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **2.HT.14 Historical Arguments** *Summarize possible reasons for historical developments and events by viewing a historical source.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **2.HT.15 Interpretation and Synthesis** *Generate questions about a historical source and explain how the source is related to a historical development or event.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |