

**Griswold Elementary School  
Grade 2  
Social Studies Curriculum Map**

<b>Unit Title</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Unit Overview</b>	Communities (Twin Club)	History (Abraham Lincoln)	Civics (Grace For President)	Tara and Tiree (Service/ Rescue dogs)	Economics (Scarcity)
<b>Priority Standards</b>	<p><b><u>GEO 2.1</u></b> Construct geographic representations of familiar places.</p> <p><b><u>GEO 2.3</u></b> Use geographic representations to identify cultural and environmental characteristics of place.</p> <p><b>GEO 2.4</b> Explain how the environment affects people’s lives.</p> <p><b>GEO 2.6</b> Identify cultural and environmental characteristics of a place/region.</p> <p><b>CIV 2.1</b> Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p><b>CIV 2.2</b> Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and</p>	<p><b>HIST 2.2</b> Compare life in the past to life today.</p> <p><b>HIST 2.3</b> Generate questions about individuals and groups who have shaped a significant historical change.</p> <p><b>HIST 2.4</b> Explain perspectives of people in the past to those of people in the present.</p> <p><b>HIST 2.10</b> Generate possible reasons for an event or development in the past.</p> <p><b>HIST 2.11</b> Select which reasons might be more likely than others to explain a historical event or development.</p> <p><b>CIV 2.7</b> Describe how people have tried to improve their communities over time.</p>	<p><b>CIV 2.1</b> Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p><b>CIV 2.2</b> Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.</p> <p><b>CIV 2.3</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p><b>CIV 2.4</b> Compare their own point of view with others’ perspectives.</p> <p><b>CIV 2.6</b> Identify and explain how rules function in public (classroom and school) settings.</p>	<p><b>ECO 2.3</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p><b>ECO 2.1</b> Explain how scarcity necessitates decision making.</p> <p><b>ECO 2.2</b> Identify the benefits and costs of making various personal decisions.</p> <p><b>ECO 2.3</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>

	<p>making decisions as a group.</p> <p><b>CIV 2.3</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p><b>CIV 2.4</b> Compare their own point of view with other’s perspectives.</p>				
<b>Essential Questions</b>	<p>How do maps helps us understand our community?</p>	<p>How do the actions of people in the past influence us today?</p> <p>Why do people have different views about what is good for my school, town, state, country?</p> <p>How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?</p>	<p>Why do people have different views about what is good for my school, town, state and country?</p> <p>How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups make a difference in the past?</p> <p>How do people and groups decide how to make the world a better</p>	<p>How does what people do in their jobs contribute in some way to the community?</p> <p>How do individuals and groups make a difference by influencing the way we live and what we have?</p>	<p>How do individuals make a difference by influencing the way we live and what we have?</p> <p>How does what people do in their jobs contribute in some way to the community?</p>

		How do people and groups decide how to make the world a better place? How do maps help us understand our community?	place? What is government and what does it do?		
<b>Instructional Strategies</b> Setting Objectives and Providing Feedback Reinforcing Effort and Providing Recognition Cooperative Learning Cues, Questions, and Advance Organizers Nonlinguistic Representations Summarizing and Note Taking Identifying Similarities and Differences Generating and Testing Hypotheses					
<b>Key Resources/ Texts</b>	Reading Street Program Unit 1 (Twin Club) Jewett City Community Walk	Reading Street Program Unit 2 (Abe Lincoln) Biography book - Tall Hat Pebblego Research Website	Reading Street Program Unit 6 (Grace For President)	Reading Street Program Unit 2 (Tara and Tirie) Visitation from Police dog and officer from K9 Unit Pebblego Research Website	Reading Street Program Unit 2 (Scarcity) Expository writing prompt on Scarcity
<b>Assessments</b>	Fall Expository Writing Prompt about communities	Expository Writing Prompt on A. Lincoln		Expository Writing on Rescue and Service dogs	
<b>Performance Tasks</b>	Social Studies Alive Community worksheet identifying characteristics of each community	Tall Hat Biography locate answers to questions in text	Opinion writing/petitions?	Service dog visitation?	Persuasive writing about selling/producing what is needed beneficially?