Social Studies Grade 2

How to read this document:
This curriculum map outlines, for each grade, the topics students will explore. The Common Core State Standards and the College Career and Civic Life Framework inform learning experiences planned for students so that they can acquiring a set of important understandings and skills that equip them in the disciplines of social scientists. The understandings are the big ideas that we expect students to carry forward with them as they move from grade to grade.

The Standards referenced include the Illinois Social Science Standards from the Illinois State Board of Education, as well as the College, Career and Civic Life (C3) Framework for Social Studies prepared by the National Council for Social Studies aligned to CCSS. Alignment with the College Career and Civic life standards positions this work to correlate to the new Illinois Social Science Standards that are effective in the 2017-2018 school year.

ISBE Message
The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. On December 16, 2015, the Illinois State Board of Education (ISBE) adopted amendments to rules governing Public Schools Evaluation, Recognition and Supervision (23 Illinois Administrative Code 1), which included the new Social Science Standards. The rulemaking became effective on January 27, 2016, and provides that school districts must fully implement the new standards by the 2017-18 school year. The purpose of these new, more rigorous standards is to better prepare students to be college and career ready.

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Topic / Unit</th>
<th>Focus Standards</th>
<th>Enduring Understanding</th>
<th>Assessment(s) / Product(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>This is the subject that the students will learn about.</td>
<td>Focus Standards are the skills that students will learn and apply while studying the topic of this unit.</td>
<td>Enduring Understandings are the big ideas that students should understand by the end of the unit.</td>
<td>Assessment(s)/Product(s) are the student work products that students will do as part of the unit to demonstrate their knowledge of the skills and understandings.</td>
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# Social Studies Grade 2

## Trimester 1

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<tr>
<td><strong>Unit 1: Geography</strong></td>
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<td></td>
<td><strong>17.A.1a</strong> Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).</td>
<td>The location of a feature, place, or thing can be described in more than one way (i.e., location and features).</td>
<td><strong>Performance-Based Task:</strong> To create a set of directions and a corresponding map that someone could follow to get from one place to another. <em>(Task Name Come on Over)</em></td>
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<td></td>
<td><strong>17.D.1</strong> Identify changes in geographic characteristics of a local region (e.g., town, community).</td>
<td>Different maps of a place [i.e., Evanston/Skokie] show different information about that place [i.e., Evanston/Skokie].</td>
<td><strong>Written Assessment:</strong> Respond to Essential Questions</td>
</tr>
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<td></td>
<td><strong>D2.Geo.1.K-2.</strong> Construct maps, graphs, and other representations of familiar places.</td>
<td>Every place [e.g., city] has geographical and human-made features that distinguish it from other places.</td>
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<td></td>
<td><strong>D2.Geo.4.K-2.</strong> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.</td>
<td>The geography (i.e., location, climate, and physical surroundings) of Evanston/Skokie affects the way people live.</td>
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<td><strong>D2.Geo.6.K-2.</strong> Identify some cultural and environmental characteristics of specific places.</td>
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<td></td>
<td><strong>D2.Geo.9.K-2.</strong> Describe the connections between the physical environment of a place and the economic activities found there.</td>
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<td><strong>Unit 2: Consumers &amp; Producers</strong> <em>(ECONOMICS)</em></td>
<td><strong>15.B.1</strong> Explain why consumers must make choices.</td>
<td>A consumer is someone whose needs and wants are satisfied by goods and services.</td>
<td><strong>Written Assessment:</strong> Respond to Essential Questions</td>
</tr>
<tr>
<td></td>
<td><strong>15.C.1a</strong> Describe how human, natural and capital resources are used to produce goods and services.</td>
<td>A producer is someone who uses resources to provide goods and services.</td>
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<td><strong>D2.Eco.1.K-2.</strong> Explain how scarcity necessitates decision making.</td>
<td>When a good or service is “scarce” (there isn’t enough), both consumers and producers must make choices.</td>
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<td></td>
<td><strong>D2.Eco.7.K-2.</strong> Describe examples of costs of production.</td>
<td>Wise consumers balance their needs with their wants by making a plan.</td>
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<td><strong>Unit 3: Democratic Communities &amp; American Government</strong> <em>(POLITICAL SYSTEMS)</em></td>
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<td><strong>14.C.1</strong> Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.</td>
<td>In a democratic community, both individual citizens and community leaders make decisions about what’s good for the community (i.e., through voting, by appointing officials, forming committees). Responsible citizens in a democratic community balance their needs and rights with the needs and rights of others.</td>
<td>Written Assessment: Respond to Essential Questions</td>
</tr>
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<td><strong>14.F.1</strong> Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.</td>
<td>Responsible citizens in a democratic community must carry out certain roles and responsibilities in order for the community to function.</td>
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<td><strong>D2.Civ.1.K-2</strong>. Describe roles and responsibilities of people in authority.</td>
<td>Governments organize and protect people by giving leadership, providing services, and helping create and enforce rules &amp; laws.</td>
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<td><strong>D2.Civ.2.K-2</strong>. Explain how all people, not just official leaders, play important roles in a community.</td>
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<tr>
<td>Unit 4: History</td>
<td><strong>D2.His.2.K-2.</strong> Compare life in the past to life today</td>
<td>Our community’s history is a story of change.</td>
<td><strong>Written Assessment:</strong> Respond to Essential Questions</td>
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<tr>
<td></td>
<td><strong>D2.His.3.K-2.</strong> Generate questions about individuals and groups who have shaped a</td>
<td>Our community has changed over time: it’s not what it was and it’s not what it’s going</td>
<td>● What happened in our community’s past? [Where has it been? Where is it going?]</td>
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<td>significant historical change.</td>
<td>to be.</td>
<td>● What does our community’s history have to do with the history of the U.S.? The world?</td>
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<td></td>
<td><strong>D2.His.10.K-2.</strong> Explain how historical sources can be used to study the past.</td>
<td>Our community’s past is related to the history of our country and our world.</td>
<td>● Where” is the story of our community’s past? Its present?</td>
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<td></td>
<td>W. 7 Participate in shared research and writing projects</td>
<td>Many sources can be used to tell the story of our community’s past and present (e.g., people, pictures, documents, videos).</td>
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<td>Unit 5: American</td>
<td><strong>SEL 2A.1a.</strong> Recognize that others may experience situations differently from oneself.</td>
<td>America is a diverse country made up of members that represent different traditions cultures and values.</td>
<td><strong>Written Assessment:</strong> Respond to Essential Questions</td>
</tr>
<tr>
<td>Culture</td>
<td><strong>D2.His.6.K-2.</strong> Compare different accounts of the same historical event.</td>
<td></td>
<td>● Who lives in America? [And why does it matter?]</td>
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<tr>
<td>(CULTURAL SYSTEMS)</td>
<td><strong>RL 6</strong> Acknowledge differences in the points of view of characters, including by</td>
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<td>speaking in a different voice for each character when reading dialogue aloud.</td>
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