

## 2nd Grade Social Studies Curriculum Map

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### The Local Community

Unit 1: What is a Community?

Time Frame (Months): Sept

Standards Covered

- 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 – C1.0.1 Explain why people form governments.
- 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.

Key Concepts

basic needs  
community  
family  
government  
human characteristics of place  
location  
physical characteristics of place  
transportation

Essential/Focus Questions

1. What is a community?
2. Why do families live in communities?
3. How are communities alike and different?

MI-Citizenship Lessons/Activities

1. What is a Family?
2. What is a Community?
3. Why Do People Live in Communities
4. Comparing Different Kinds of Communities
5. My Local Community

Other Resources

Poem "What is a Family"  
"I Live in Brooklyn"  
"Desert Town"  
"River Town"  
"Prairie Town"

## 2nd Grade Social Studies Curriculum Map

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<b>The Local Community</b>	
<u>Unit 5: How Do Communities Change?</u>	Time Frame (Months): Oct – Mid Nov
<p><u>Standards Covered</u></p> <p>2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.</p> <p>2 – H2.0.3 Explain how individuals and groups have made significant historical changes.</p> <p>2 – H2.0.4 Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.</p> <p>2 – H2.0.5 Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.</p> <p>2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.</p>	
<p><u>Key Concepts</u></p> <p>artifact change chronology decades historian historical evidence</p>	<p>historical narrative historical perspective history past people timeline</p> <p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How do historians study the past?</li> <li>2. How can an individual impact history?</li> <li>3. How do communities change over time?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> <li>1. What is History?</li> <li>2. How Do We Learn About History?</li> <li>3. What is a Timeline?</li> <li>4. How Do Communities Change Over Time?</li> <li>5. How Do People Create the History of a Community?</li> <li>6. How Have Communities Solved Problems in the Past?</li> <li>7. Writing About the History of Local Community</li> </ol>	<p><u>Other Resources</u></p> <p>“The Ox Cart Man” “Abe Lincoln’s Hat” “The House on Maple Street” “From Tree to Paper”</p>

## 2nd Grade Social Studies Curriculum Map

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### The Local Community

Unit 2: Where is My Community and What is it Like...

Time Frame (Months): Mid Nov - Dec

Standards Covered

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.

2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region. Examples may include but are not limited to: county, metropolitan area, tribal reservation, state.

2 – G4.0.1 Describe land use in the community. Examples may include but are not limited to: where people live, where services are provided, where products are made, where people play, where people interact with the land.

2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.

2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.

2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

Key Concepts

community	map
geography	movement
human characteristic of place	physical characteristic of place
human/environment interaction	region
land use	transportation
location	

Essential/Focus Questions

1. Where is our community located?
2. What are some physical and human characteristics of our community?
3. How do people change the environment in the local community?

## 2nd Grade Social Studies Curriculum Map

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### MI-Citizenship Lessons/Activities

1. Exploring Maps
2. Where is Our Community?
3. Exploring a Map of Our Local Community
4. Making a Map of Our Local Community
5. Transportation and Our Local Community
6. Landforms and Bodies of Water
7. Comparing Our Community to Another Community
8. Consequences of Changing the Environment in a Community
9. To What Other Regions Does My Community Belong?

### Other Resources

- “Follow that Map”
- “On the Go”
- “I Live in Brooklyn”
- “Desert Town”
- “Mountain Town”
- “Wartville Wizard”
- “Where Do I Live?”

# 2nd Grade Social Studies Curriculum Map

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## The Local Community

Unit 3: How Do Citizens Live Together in a Community?

Time Frame (Months): Jan -Feb

Standards Covered

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).
- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.
- 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.
- 2 – C3.0.3 Identify services commonly provided by local governments. Examples may include but are not limited to: police, fire departments, schools, libraries, parks.
- 2 – C5.0.1 Identify ways in which people participate in community decisions.
- 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

Key Concepts

- |                        |                   |
|------------------------|-------------------|
| branches of government | court             |
| citizen                | diversity         |
| city council           | government        |
| civic responsibility   | individual rights |
| common good            | laws              |
| community              | mayor             |
| core democratic values | patriotism        |

Essential/Focus Questions

1. What is the purpose of government?
2. What does our local government do?
3. What are important roles and responsibilities of citizens in a community?

## 2nd Grade Social Studies Curriculum Map

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### MI-Citizenship Lessons/Activities

1. Living Together in a Community
2. Why Do People Form Governments?
3. Why Do Communities Need Laws?
4. How is Our Local Government Organized?
5. What Does our Government Do?
6. What Do Core Democratic Values Have to Do with Government?
7. What are Some of the Roles & Responsibilities of Citizens in our Local Community?
8. What is the Pledge of Allegiance and Why is it Important?

### Other Resources

"Everybody Brings Noodles"  
"Community Helpers From A to Z"  
"What's a Mayor?"  
"My Grandma's the Mayor"  
"Old Henry"  
"Everybody Brings Noodles"  
"I Pledge Allegiance"

## 2nd Grade Social Studies Curriculum Map

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<b>The Local Community</b>	
<u>Unit 4: How Do People Work Together in a Community?</u>	Time Frame (Months): Mar - April
<p><u>Standards Covered</u></p> <p>2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).</p> <p>2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.</p>	
<p><u>Key Concepts</u></p> <p>businesses capital resources choice economic decision making economic wants</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How do scarcity, choice, and opportunity cost impact economic decision making?</li> <li>2. How do people and businesses interact to meet economic wants?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> <li>1. Scarcity and Choice</li> <li>2. Opportunity Cost</li> <li>3. Using Natural Resources to Produce Goods and Services</li> <li>4. Resources: Natural, Human, &amp; Capital</li> <li>5. Businesses in Our Local Community</li> <li>6. Specialization &amp; Trade</li> </ol>	<p><u>Other Resources</u></p> <p>“Sam and the Lucky Money” “Sam and the Lucky Money” “From Tree to Paper” “The Goat in the Rug” “The Ox Cart Man”</p>

## 2nd Grade Social Studies Curriculum Map

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<b>The Local Community</b>	
<u>Unit 6: How Can a Citizen Affect a Community?</u>	Time Frame (Months): May - June
<p><u>Standards Covered</u></p> <p>2 – C5.0.1 Identify ways in which people participate in community decisions.</p> <p>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 – C5.0.3 Design and participate in community improvement projects that help or inform others.</p> <p>2 – P3.1.1 Identify public issues in the local community that influence people’s daily lives.</p> <p>2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).</p> <p>2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.</p> <p>2 – P4.2.2 Participate in projects to help or inform others.</p>	
<p><u>Key Concepts</u></p> <p>citizen  citizen involvement  civic responsibility  decision-making  public issues</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. What is a good citizen?</li> <li>2. How do people work together to solve community issues?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> <li>1. What is a Good Citizen?</li> <li>2. How Do People Work Together to Solve Problems in a Community?</li> <li>3. Exploring a Public Issue in a Community</li> <li>4. Exploring a Public Issue in Our Community</li> <li>5. Taking Part in a Community Project</li> </ol>	<p><u>Other Resources</u></p> <p>“Good Citizen Sarah”  “The Giant Jam Sandwich”  “The Giant Jam Sandwich”</p>



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### The Local Community

Unit 1: What is a Community?

Time Frame (Months): Sept

Standards Covered

- 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 – C1.0.1 Explain why people form governments.
- 2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.

Key Concepts

basic needs  
community  
family  
government  
human characteristics of place  
location  
physical characteristics of place  
transportation

Essential/Focus Questions

1. What is a community?
2. Why do families live in communities?
3. How are communities alike and different?

MI-Citizenship Lessons/Activities

1. What is a Family?
2. What is a Community?
3. Why Do People Live in Communities
4. Comparing Different Kinds of Communities
5. My Local Community

Other Resources

Poem "What is a Family"  
"I Live in Brooklyn"  
"Desert Town"  
"River Town"  
"Prairie Town"

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<b>The Local Community</b>	
<u>Unit 5: How Do Communities Change?</u>	Time Frame (Months): Oct – Mid Nov
<p><u>Standards Covered</u></p> <p>2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 – H2.0.2 Examine different perspectives of the same event in a community and explain how and why they are different.</p> <p>2 – H2.0.3 Explain how individuals and groups have made significant historical changes.</p> <p>2 – H2.0.4 Describe changes in the local community over time. Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population.</p> <p>2 – H2.0.5 Describe how community members responded to a problem in the past. Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues.</p> <p>2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources. Examples may include but are not limited to: data gathered from local residents, artifacts, photographs.</p>	
<p><u>Key Concepts</u></p> <p>artifact change chronology decades historian historical evidence</p>	<p>historical narrative historical perspective history past people timeline</p> <p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How do historians study the past?</li> <li>2. How can an individual impact history?</li> <li>3. How do communities change over time?</li> </ol>
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### The Local Community

Unit 2: Where is My Community and What is it Like...

Time Frame (Months): Mid Nov - Dec

Standards Covered

2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.

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Key Concepts

community	map
geography	movement
human characteristic of place	physical characteristic of place
human/environment interaction	region
land use	transportation
location	

Essential/Focus Questions

1. Where is our community located?
2. What are some physical and human characteristics of our community?
3. How do people change the environment in the local community?

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### MI-Citizenship Lessons/Activities

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### Other Resources

- "Follow that Map"
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- "Desert Town"
- "Mountain Town"
- "Wartville Wizard"
- "Where Do I Live?"

# 2nd Grade Social Studies Curriculum Map

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## The Local Community

Unit 3: How Do Citizens Live Together in a Community?

Time Frame (Months): Jan -Feb

Standards Covered

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 Distinguish between government action and private action. Examples may include but are not limited to: city snowplows clearing roads (government action), clearing the snow on your sidewalk or driveway (private action).
- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. Examples may include but are not limited to: promoting unity and patriotism.
- 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 Use examples to describe how local government affects the lives of people in a community. Examples may include but are not limited to: setting speed limits to promote safety, putting up traffic lights, clearing roads, monitoring water quality, removing unsafe buildings.
- 2 – C3.0.3 Identify services commonly provided by local governments. Examples may include but are not limited to: police, fire departments, schools, libraries, parks.
- 2 – C5.0.1 Identify ways in which people participate in community decisions.
- 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.

Key Concepts

- |                        |                   |
|------------------------|-------------------|
| branches of government | court             |
| citizen                | diversity         |
| city council           | government        |
| civic responsibility   | individual rights |
| common good            | laws              |
| community              | mayor             |
| core democratic values | patriotism        |

Essential/Focus Questions

1. What is the purpose of government?
2. What does our local government do?
3. What are important roles and responsibilities of citizens in a community?

## 2nd Grade Social Studies Curriculum Map

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### MI-Citizenship Lessons/Activities

1. Living Together in a Community
2. Why Do People Form Governments?
3. Why Do Communities Need Laws?
4. How is Our Local Government Organized?
5. What Does our Government Do?
6. What Do Core Democratic Values Have to Do with Government?
7. What are Some of the Roles & Responsibilities of Citizens in our Local Community?
8. What is the Pledge of Allegiance and Why is it Important?

### Other Resources

"Everybody Brings Noodles"  
"Community Helpers From A to Z"  
"What's a Mayor?"  
"My Grandma's the Mayor"  
"Old Henry"  
"Everybody Brings Noodles"  
"I Pledge Allegiance"

## 2nd Grade Social Studies Curriculum Map

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<b>The Local Community</b>		
<u>Unit 4: How Do People Work Together in a Community?</u>	Time Frame (Months): Mar - April	
<p><u>Standards Covered</u></p> <p>2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.</p> <p>2 – E1.0.2 Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 – E1.0.4 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).</p> <p>2 – E1.0.5 Utilize a decision-making process to analyze the benefits and costs of a personal decision.</p>		
<p><u>Key Concepts</u></p> <p>businesses capital resources choice economic decision making economic wants</p>	<p>human resources natural resources opportunity cost production scarcity specialization trade</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. How do scarcity, choice, and opportunity cost impact economic decision making?</li> <li>2. How do people and businesses interact to meet economic wants?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> <li>1. Scarcity and Choice</li> <li>2. Opportunity Cost</li> <li>3. Using Natural Resources to Produce Goods and Services</li> <li>4. Resources: Natural, Human, &amp; Capital</li> <li>5. Businesses in Our Local Community</li> <li>6. Specialization &amp; Trade</li> </ol>	<p><u>Other Resources</u></p> <p>“Sam and the Lucky Money” “Sam and the Lucky Money” “From Tree to Paper” “The Goat in the Rug” “The Ox Cart Man”</p>	

## 2nd Grade Social Studies Curriculum Map

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<b>The Local Community</b>	
<u>Unit 6: How Can a Citizen Affect a Community?</u>	Time Frame (Months): May - June
<p><u>Standards Covered</u></p> <p>2 – C5.0.1 Identify ways in which people participate in community decisions.</p> <p>2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 – C5.0.3 Design and participate in community improvement projects that help or inform others.</p> <p>2 – P3.1.1 Identify public issues in the local community that influence people’s daily lives.</p> <p>2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. Examples may include but are not limited to: common good, equality, individual rights, justice (fairness).</p> <p>2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>2 – P4.2.1 Develop and implement an action plan to address or inform others about a community issue.</p> <p>2 – P4.2.2 Participate in projects to help or inform others.</p>	
<p><u>Key Concepts</u></p> <p>citizen  citizen involvement  civic responsibility  decision-making  public issues</p>	<p><u>Essential/Focus Questions</u></p> <ol style="list-style-type: none"> <li>1. What is a good citizen?</li> <li>2. How do people work together to solve community issues?</li> </ol>
<p><u>MI-Citizenship Lessons/Activities</u></p> <ol style="list-style-type: none"> <li>1. What is a Good Citizen?</li> <li>2. How Do People Work Together to Solve Problems in a Community?</li> <li>3. Exploring a Public Issue in a Community</li> <li>4. Exploring a Public Issue in Our Community</li> <li>5. Taking Part in a Community Project</li> </ol>	<p><u>Other Resources</u></p> <p>“Good Citizen Sarah”  “The Giant Jam Sandwich”  “The Giant Jam Sandwich”</p>