

## GRADE 2: EXPLAINING AND DESCRIBING MY WORLD

### Considerations for Curriculum Development

#### **Second Grade Contextual Theme: Communities**

*My community and other communities.*

#### **Assumptions and Goals of Curriculum Development**

The focus of grade 2 will be to continue to develop students' understandings of the concept community by extending their studies from their local community to other communities. Students will expand their perspectives beyond their immediate surroundings to include other places, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. Although the focus of communities in this grade should primarily be on communities in the United States, teachers should also incorporate information and comparisons about global communities wherever appropriate. Throughout grade 2, students should be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

How is my community similar to and different from other communities?  
How can communities work together to make economic decisions?  
Do people living in different communities have different perspectives?  
How have communities changed over time?

#### **Contextual Inquiries by Disciplinary Core Concept**

##### **Civic Mindedness**

Do all communities have the same rules and laws?  
Who enforces the rules in communities?  
How do people make decisions in communities?  
What are the symbols that unite people in communities?  
How might the roles of citizens in one community differ from another?  
What purpose does government serve in communities?  
Do people living in different communities share the same democratic principles?

### **Economic Decision Making**

Are the jobs in my community the same as in other places?  
How do communities pay for the services they provide?  
Are goods and services the same in all communities?  
What resources do communities have?  
How do communities share resources with others?

### **Geographical Reasoning**

What do maps tell us about communities?  
Where are communities located?  
What are the features of communities?  
Are people's cultures different in different communities?  
How do we know where one community ends and another begins?  
Do other communities celebrate the same events as my community?

### **Historical Thinking**

How have people made changes to their communities over time?  
How are communities connected to their past?  
How have rules and laws changed over time?  
How do stories help us learn about the communities' pasts?

## **Civic Mindedness**

**2.CM.1 Civic and Political Institutions** *Explain how communities work to accomplish tasks and establish responsibilities.*

**2.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Compare individual and group perspective and how they affect decisions.*

**2.CM.3 Processes, Rules and Laws** *Describe how people have tried to improve their communities through rules or laws.*

**Key Idea:** People can work together to improve their communities.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How can people in a communities work together?

Does my opinion matter?

Can rules or laws improve communities?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

How do communities establish responsibilities?

How can I change someone's mind?

What are examples of rules or laws in my community?

**Fundamental Understandings:**

*Students will understand the following:*

- Communities provide for the people who live in them.
- People in a community must work together to make decisions.
- People can serve as agents of change.

**Key Concepts:**

*May include, but are not limited to the following:* cities and towns, classrooms, communities, compromise, conflict, decisions, elections, general welfare, government, groups, historical figures, individuals, leaders, order, perception, perspectives, point of view, political figures, processes, responsibilities, rights, safety, tasks, voting, etc.

## **Economic Decision Making**

**2.EDM.4 Economic Decision Making** *Describe opportunity costs of economic decisions.*

**2.EDM.5 Exchange and Markets** *Identify examples of human, capital and natural resources to explain why individuals and businesses specialize and trade.*

**2.EDM.6 National Economy** *Describe how examples of capital, human and natural resources are related to goods and services.*

**2.EDM.7 Global Economy** *Explain the concepts of imports and exports and describe products that are imported and exported.*

**Key Idea:** We get the goods we need from human, capital and natural resources.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How do we decide how to spend our money?

Are goods and services scarce resources?

How are resources used to produce goods?

How does importing and exporting products help a community?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is opportunity cost?

What are resources?

What is needed to produce goods?

What is an import or an export?

**Fundamental Understandings:**

*Students will understand the following:*

- Limited resources requires us to make choices.
- We trade because we don't have everything we need in our community.
- Resources are used to produce the goods and services people want.
- To meet needs and wants, countries import and export goods.

**Key Concepts:**

*May include, but not limited to the following:* capital resources, communication, decisions, export, geography, goods, human resources, import, natural resources, needs, opportunity cost, production, scarcity, services, specialization, technology, trade, transportation, wants, etc.

## **Geographical Reasoning**

- 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.*
- 2.GR.9 Human-Environment Interaction** *Identify cultural characteristics of specific places.*
- 2.GR.10 Human Populations Spatial Patterns and Movements** *Describe connections between the physical environment and the economic activities of a place.*
- 2.GR.11 Global Interconnections** *Explain why cultural characteristics vary among regions.*

**Key Idea:** We can describe places by identifying their characteristics.

**Students, who demonstrate an understanding of these standards, can address the following compelling questions:**

What shapes a place?

What are the cultural characteristics of our community?

Why are certain economic activities in some places and not others?

How is my culture similar to or different from other cultures in other places?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What are landforms?

What are cultural characteristics?

What are economic activities?

What are different cultural components?

**Fundamental Understandings:**

*Students will understand the following:*

- Physical processes shape patterns in a place.
- People and cultures define the communities they inhabit.
- The location of natural resources is linked to economic activities.
- Diverse natural environments caused people to adapt by creating unique clothing, food and shelter.

**Key Concepts:**

*May include, but not limited to the following:* climate, cultural characteristics, community, connections, cultural ecology, cultural landscape, economic activities, graphs, interactions, landforms, location, maps, other geographic models, photographs, physical environment, physical processes, places, regions, relationships, topography, etc.

## **Historical Thinking**

**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.*

**2.HT.13 Historical Understanding: Contextualization and Perspectives** *Compare different accounts of the same historical event.*

**2.HT.14 Historical Arguments** *Summarize possible reasons for historical developments and events by viewing a historical source.*

**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:** Developments and events can be studied by their causes and the perspectives of those who share their stories.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How are events connected over time?  
Why would people tell different stories about the same event?  
Why do things happen?  
How do I know what questions to ask?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

Who was involved in historical developments or events?  
What are the perspectives of the authors?  
What is evidence?  
What is the purpose of a source?

**Fundamental Understandings:**

*Students will understand the following:*

- Decisions people made in the past impact life today.
- People's perspectives influence how they view the past.
- Historical developments and events usually happen because of a variety of reasons.
- Asking questions help me to understand.

**Key Concepts:**

*May include, but not limited to the following:* analysis, causal relationships, cause and effect, change over time, chronological sequence, compromise, conflict, connections, continuity over time, cooperation, evaluation, relevance, historical developments and events, historical events, historical figures, historical groups, limitations of a source, opinions, origin of a source, patterns, perspectives, purpose of a source, sequences, facts, etc.