



2nd Grade Social Studies

Then and Now

7/10/2014



2nd Grade Social Studies Curriculum

Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- Determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- Interpret words, discipline-specific phrases, analyze text structure, and identify purpose, bias, and point of view.
- Evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- Analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- Comprehend complex and difficult text within the discipline.
- Identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- To support a claim, or make an argument using evidence, logic, and reasoning.
- To inform or explain an event, relationship, position, or opinion.
- To tell a story.
- So that each example is open to revision and rewriting.
- By applying the appropriate technologies for the purpose and audience.
- By gathering multiple sources of information and integrating them into short and long term projects.

Communicating effectively by

- Preparing and collaborating with diverse partners in conversations about topics within the discipline
- Evaluating information from various formats.
- Presenting information and evaluation to others in a manner that is not totally written text.
- Gathering and organizing information and evidence.
- Designing and delivering a presentation on a specific topic.
- Using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective Instruction includes: * Multiple perspectives and disciplines * Multiple causes and consequences * Use of primary sources * Authentic intellectual work * Higher order thinking * Literacy within the Social Studies * Multiple means of communication * Research and construction of knowledge *
from the 2013 Kansas Standards for History, Government, and Social Studies (HGSS)



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Social Studies Standards:

- Choices have consequences.
- Individuals have rights and responsibilities.
- Societies are shaped by beliefs, ideas, and diversity.
- Societies experience continuity and change over time.
- Relationships among people, places, and environments are dynamic.

History Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of history.

Essential questions: Why is it important to be a good decision maker? Which is more important – the rights you have as a citizen or the responsibilities you have as a citizen? How is a community affected by diversity? How has our economy changed over time? How does “place” affect people’s lives?

(Formative and summative classroom assessments are included in each Social Studies Alive lesson. Social studies is not assessed at the district or state level.)

| History Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|--|---|--|
| SSH2.1 Defines history as the story of the past. | <ul style="list-style-type: none"> • Describes history as the story of the past. (4.1) • Defines the difference between past and present. (4.1) | <p>Compelling questions: Why is it important to study history? (Standards 1-5)</p> <p>Resources: SSA Lesson 2 How Are Communities Different? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Online Games Children Play: Then and Now – Read Kansas! cards</p> |
| SSH2.2 Sequences historical events on a timeline. | <ul style="list-style-type: none"> • Creates and uses a timeline of events in Kansas over the course of the school year. (4.4) | <p>Compelling questions: How does a timeline help you understand the sequence of events? (Standard 4)</p> <p>Resources: SSA Lesson 1 What Is a Community? SSA Lesson 10 How Did One Community Change?</p> |

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| History Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|--|---|---|
| <p>SSH2.3 Compares life in the past to life today.</p> | <ul style="list-style-type: none"> • Compares various forms of transportation in Kansas and present. (4.3) • Compares and contrasts the ways people communicate with each other past and present. (4.3) • Compares American Indian life and communities at the time of the Pilgrims to American Indian life and communities today. (3.3 and 4.3) • Defines immigration and gives past and present examples from Kansas. (5.3) | <p>Compelling questions: What can we learn when we compare life in the past to life today? (Standard 4)</p> <p>Resources: SSA Lesson 2 How Are Communities Different? SSA Lesson 6 How Are Goods made and Brought to Us? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Online Kansans on the Move and My Daily Life in Kansas Read Kansas! cards available in your media center or online through the Kansas State Historical Society Immigration: Marijana’s Story Read Kansas! cards Games Children Play: Then and Now – Read Kansas! cards</p> |
| <p>SSH2.4 Generates questions about individuals and groups who have made contributions or shaped a significant historical change.</p> | <ul style="list-style-type: none"> • Analyzes why people immigrate and what immigrants contribute to Kansas. (1.3 and 5.3) • Recognizes and evaluates how inventors and important inventions from the past influence their life today. (4.3) • Recognizes and evaluates how leaders from the past made contributions in our life today. (1.3 and 4.3) | <p>Compelling questions: How do people and events from the past influence our lives today? (Standards 1, 4, and 5)</p> <p>Resources: SSA Lesson 2 How Are Communities Different? SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 6 How Are Goods made and Brought to Us? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Online Kansas State Capitol – Read Kansas! Cards</p> |
| <p>SSH2.5 Identifies different kinds of historical sources.</p> | <ul style="list-style-type: none"> • Identifies different historical primary sources (i.e. pictures, diary entries, photographs, maps, video, audio, artifacts). (4.1) | <p>Compelling questions: How do historical sources help us understand the past and appreciate the impact it has on the present? (Standards 1-5)</p> |



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| | | <p>Resources: SSA Lesson 1 What Is a Community? SSA Lesson 2 How Are Communities Different? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Kansans on the Move and My Daily Life in Kansas Read Kansas! cards available in your media center or online through the Kansas State Historical Society Kansas State Capitol – Read Kansas! cards Games Children Play: Then and Now – Read Kansas! cards</p> |
| <p>SSH2.6 Analyzes historical sources, artifacts, and documents to study the past. (contextualization)</p> | <ul style="list-style-type: none"> Examines various historical primary sources related to Kansas (i.e. pictures, diary entries, photographs, maps, video, audio, artifacts). (4.1) | <p>Compelling questions: What do historical sources tell us about the past? (Standard 4)</p> <p>Resources: SSA Lesson 1 What Is a Community? SSA Lesson 2 How Are Communities Different? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 14 What Do Communities Share?</p> <p>Online Kansans on the Move and My Daily Life in Kansas Read Kansas! cards available in your media center or online through the Kansas State Historical Society Kansas State Capitol – Read Kansas! cards Games Children Play: Then and Now – Read Kansas! cards</p> |
| <p>SSH2.7 Generates possible reasons for an event or development in the past.</p> | <ul style="list-style-type: none"> Looks at an event from the past and traces the cause(s) of the event. (4.2) | <p>Compelling questions: Why is it important to know the cause of the event? (Standard 4)</p> <p>Resources: SSA Lesson 1 What Is a Community? SSA Lesson 2 How Are Communities Different? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change?</p> |

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| History Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
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| <p>SSH2.8 Identifies the maker, date, and place of origin for a historical source. (sourcing)</p> | <ul style="list-style-type: none"> Looks for clues that identify the maker, date, and place of origin for a historical source. (4.1) | <p>SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Compelling questions: How do details in a primary source help you know about its source? (Standard 4)</p> <p>Resources: SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> <p>Online Immigration: Marijana’s Story Read Kansas! cards Kansas State Capitol – Read Kansas! cards</p> |
| <p>SSH2.9 Compares different accounts of the same historical event.</p> | <ul style="list-style-type: none"> Understands that different people living at the same time in the past had different beliefs and ideas that shaped their accounts of events. (3.2) Understands that people writing accounts of the past today write them from their own perspective. (3.2) | <p>Compelling questions: How can someone know which account of an event is “more true”? (Standards 1 & 3)</p> <p>Resources: SSA Lesson 10 How Did One Community Change?</p> |
| <p>SSH2.10 Compares perspectives of people in the past to those of people in the present.</p> | <ul style="list-style-type: none"> Develops an understanding of how perspectives have changed from the past to the present (i.e. women’s rights). (3.3) | <p>Compelling questions: Why is it important to consider various perspectives? (Standard 3)</p> <p>Resources: SSA Lesson 2 How Are Communities Different? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do?</p> <p>Online My Daily Life in Kansas Read Kansas! cards available in your media center or online through the Kansas State Historical Society Immigration: Marijana’s Story Read Kansas! cards Kansas State Capitol – Read Kansas! cards</p> |



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- Choices have consequences.
- Individuals have rights and responsibilities.
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- Relationships among people, places, and environments are dynamic.

Civics/Government Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of civics and government.

Essential questions: Why is it important to be a good decision maker? Which is more important – the rights you have as a citizen or the responsibilities you have as a citizen? How is a community affected by diversity? How has our economy changed over time? How does “place” affect people’s lives?

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| Civics/Government Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|--|--|---|
| SSC2.1 Describes the characteristics of a good leader and demonstrates leadership in the classroom. | <ul style="list-style-type: none"> • Connects Martin Luther King Jr. to other civil rights leaders in the U.S. such as Harriet Tubman, Rosa Parks, Ruby Bridges, and Jackie Robinson. (3.3) • List the qualities of a good leader. (1.2) • Performs leadership responsibilities throughout the year in the classroom. (2.3) | <p>Compelling questions: What is the consequence of having a good leader? What is a consequence of a poor leader? (Standards 1 & 2) How did civil rights leaders change how we live today? (Standards 1-5)</p> <p>Resources: SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 9 How Do Communities Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> |
| SSC2.2 Identifies and demonstrates key attributes of good citizens. | <ul style="list-style-type: none"> • Recognizes that citizens have responsibilities. (2.1) • Organizes a list that reflects key attributes of good citizens (2.4) | <p>Compelling questions: What rights and responsibilities do good citizens have? (Standard 2)</p> |

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| Civics/Government Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|---|
| | | <p>Resources: SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 7 Who Provides Services in a Community? SSA Lesson 9 How Do Communities Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 13 What Does a Good Citizen Do?</p> |
| <p>SSC2.3 Describes democratic principles such as equality, fairness, and respect for authority and rules.</p> | <ul style="list-style-type: none"> • Describes and recognizes equality in various situations. (3.1) • Recognizes and demonstrates respect for authority and rules (2.3) | <p>Compelling questions: How would our classroom, community, and world would be different without equality, fairness, and respect for authority and rules? (Standards 2 & 3)</p> <p>Resources: SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSC2.4 Evaluates the need for rules and how they provide safety and order in the classroom community.</p> | <ul style="list-style-type: none"> • Recognizes that the Constitution is a written plan for the rules of government. (2.1) • Recognizes that many rules in America today and in the past are from the U.S. Constitution (2.3) | <p>Compelling questions: How do rules give you rights? (Standard 2) How do laws keep us safe? (Standards 1, 2, & 5)</p> <p>Resource Suggestions: SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSC2.5 Uses their knowledge about rules and citizenship to create rules for their classroom.</p> | <ul style="list-style-type: none"> • Brainstorms rules for a safe community within classroom. (2.3) | <p>Compelling questions: How does having rules provide a safe classroom environment? (Standards 2 & 3)</p> |
| <p>SSC2.6 Defines what government is and why we need various government functions.</p> | <ul style="list-style-type: none"> • Recognizes examples of governments. (2.1) • Defines the purpose of government. (2.1) • Defines some of the various functions of government (2.1) | <p>Compelling questions: How does the government impact the people of a community? (Standard 5)</p> <p>Resources: SSA Lesson 7 Who Provides Services in a Community? SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSC2.7 Compares their own point of view with others' perspectives.</p> | <ul style="list-style-type: none"> • Participates in collaborative conversations with diverse partners in a respectful manner (2.3) | <p>Compelling questions: How does having a conversation with someone that has different ideas than your own affect your thinking? (Standard 3)</p> |



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| Civics/Government Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|--|
| | | Resources: SSA Lesson 12 How Do Leaders Help Their Communities? |
| SSC2.8 Discusses how rights and privileges change over their lifetime and in different situations. | <ul style="list-style-type: none">• Identifies the difference between a right and a privilege. (2.1)• Describes how rights and privileges change over time, such as the right to vote at 18, sitting in the front seat of a car. (2.2) | Compelling questions: How have your privileges at home and at school changed since you were younger? (Standards 2 & 4) |



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Geography Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of geography.

Essential questions: Why is it important to be a good decision maker? Which is more important – the rights you have as a citizen or the responsibilities you have as a citizen? How is a community affected by diversity? How has our economy changed over time? How does “place” affect people’s lives?

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| Geography Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|---|
| <p>SSG2.1 Constructs and records geographic information.</p> | <ul style="list-style-type: none"> • Recognizes and interprets map titles, symbols, legends, compass rose, cardinal directions, grid systems, and scale. (5.1) | <p>Compelling questions: How do maps tell us about people? (Standards 3, 4, 5) How can different maps show change over time? (Standard 4)</p> <p>Resources: SSA Lesson 3 What Is a Map? SSA Lesson 4 What Is Geography? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSG2.2 Uses maps, globes, and other geographic models to identify cultural and environmental characteristics of places.</p> | <ul style="list-style-type: none"> • Uses maps to locate familiar places. (5.1) • Locates major geographical features (Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, D.C., Kansas, and United States). (5.1) • Locates important landmarks and historical sites (United States Capitol, White House, Kansas | <p>Compelling questions: Why are maps important for locating familiar places? (Standard 5) How are maps and other geographical tools useful to locate important landmarks? (Standard 5)</p> <p>Resources: SSA Lesson 2 How Are Communities Different? SSA Lesson 3 What Is a Map? SSA Lesson 4 What Is Geography? SSA Lesson 5 How Do People Use Our Environment?</p> |



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| Geography Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|--|
| | Capitol, Statue of Liberty, Washington Monument, Jefferson Memorial, and Lincoln Memorial). (3.1, 5.1) | SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 13 What Does a Good Citizen Do? SSA Lesson 14 What Do Communities Share? Online Kansas State Capitol – Read Kansas! cards |
| SSG2.3 Has an appreciation for cultures and diversity. | <ul style="list-style-type: none"> • Identifies characteristics of culture. (3.1) • Compares and contrasts different cultures. (3.2) • Defines diversity. (3.1) | Compelling questions: How are various cultures reflected in our community? (Standard 3) How does diversity strengthen a community? (Standards 3, 5) Resources: Online Immigration: Marijana’s Story Read Kansas! cards Kansas State Capitol – Read Kansas! cards |
| SSG2.4 Identifies some cultural and environmental characteristics of specific places and how these characteristics affect people’s lives in a place or region. | <ul style="list-style-type: none"> • Explains the importance of landmarks and historical sites today (United States Capitol, White House, Kansas Capitol, Statue of Liberty, Washington Monument, Jefferson Memorial, Lincoln Memorial). (3.1, 4.1, 5.1) • Identifies characteristics of urban, suburban, and rural areas. (5.1) • Identifies the past and present settlement or development patterns of his/her community. (4.1, 5.1) | Compelling questions: How does the history behind landmarks make them valuable today? (Standards 3 & 4) Resources: SSA Lesson 1 What Is a Community? SSA Lesson 2 How Are Communities Different? SSA Lesson 4 What Is Geography? SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 6 How Are Goods made and Brought to Us? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 11 How Can One Person Make a Difference? SSA Lesson 14 What Do Communities Share? Online Immigration: Marijana’s Story Read Kansas! cards |



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Economics Benchmark:

The student 1) recognizes and evaluates, 2) analyzes the context and draws conclusions, 3) investigates examples and connects with contemporary issues, and 4) constructs/creates and justifies/defends claims related to the standards through the lens of economics.

Essential questions: Why is it important to be a good decision maker? Which is more important – the rights you have as a citizen or the responsibilities you have as a citizen? How is a community affected by diversity? How has our economy changed over time? How does “place” affect people’s lives?

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| Economics Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|---|
| SSE2.1 Explains how scarcity necessitates decision making. | <ul style="list-style-type: none"> • Defines the challenges of limited resources. (5.1) | <p>Compelling questions: What are the consequences of limited resources? (Standards 1 & 5)</p> <p>Resources: SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 8 How Can I Be a Smart Consumer? SSA Lesson 10 How Did One Community Change? SSA Lesson 12 How Do Leaders Help Their Communities? SSA Lesson 14 What Do Communities Share?</p> |
| SSE2.2 Identifies the costs and benefits of making various personal decisions. | <ul style="list-style-type: none"> • Explains the advantage of choosing to save or spend money that is earned or received. (1.2) • Defines a budget as a plan for spending or saving. (1.1) | <p>Compelling questions: What are the consequences of your spending choices? (Standards 1 & 2) Why is it responsible to have a budget? (Standards 1 & 2)</p> <p>Resources: SSA Lesson 8 How Can I Be a Smart Consumer? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 12 How Do Leaders Help Their Communities?</p> |

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| Economics Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|---|
| <p>SSE2.3 Understands the concept of exchange and the use of money to purchase goods and services today and in the past.</p> | <ul style="list-style-type: none"> • Develops an awareness of the origin of exchange, past and present. (4.1) • Describes how money is used to purchase goods and services. (5.1) • Understands the value of money and what it represents. (5.1) | <p>Resources: SSA Lesson 8 How Can I Be a Smart Consumer? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 12 How Do Leaders Help Their Communities?</p> |
| <p>SSE2.4 Explains how and why people earn income.</p> | <ul style="list-style-type: none"> • Gives examples of different types of work in the community today and in the past. (4.1) | <p>Compelling questions: Why are jobs important? (Standards 3 & 5) How does the work people do at their jobs contribute to their community? (Standards 2 & 5)</p> <p>Resources: SSA Lesson 7 Who Provides Services in a Community? SSA Lesson 9 How Do Communities Change? SSA Lesson 10 How Did One Community Change? SSA Lesson 12 How Do Leaders Help Their Communities?</p> |
| <p>SSE2.5 Describes the role of banks in an economy.</p> | <ul style="list-style-type: none"> • Explains the role of a bank, such as for depositing money, processing deposits and payments, making loans. (5.1) • Explains the importance of saving money. (1.2) | <p>Compelling questions: How would our world be different without banks? (Standard 5)</p> <p>Resources: SSA Lesson 8 How Can I Be a Smart Consumer?</p> |
| <p>SSE2.6 Describes the skills and knowledge required to produce certain goods and services.</p> | <ul style="list-style-type: none"> • Identifies examples of consumers and producers. (5.1) • Understands the skills necessary to produce goods and services. (2.2, 5.2) | <p>Compelling questions: How do goods and services meet our needs and wants? (Standard 5)</p> <p>Resources: SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 6 How Are Goods made and Brought to Us? SSA Lesson 7 Who Provides Services in a Community? SSA Lesson 10 How Did One Community Change? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSE2.7 Describes why people in one country trade goods and services with people in other countries.</p> | <ul style="list-style-type: none"> • Investigates reasons countries trade goods and services. (5.2) • Identifies goods and services that are produced in other countries. | <p>Compelling questions: Why would one country want to trade with another country? (Standard 5) Why is it important to exchange goods with other countries? (Standard 5)</p> |



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| Economics Indicators | Skills, Concepts, and Content | Teaching Strategies and Resources |
|---|---|---|
| | <p>(5.1)</p> <ul style="list-style-type: none">Investigates various products that are sold domestically and produced abroad. (5.2)Describes products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. (5.2) | <p>Resources:</p> <p>SSA Lesson 5 How Do People Use Our Environment? SSA Lesson 6 How Are Goods made and Brought to Us? SSA Lesson 10 How Did One Community Change? SSA Lesson 14 What Do Communities Share?</p> |
| <p>SSE2.8 Recognizes that scarcity of something increases its value.</p> | <ul style="list-style-type: none">Defines supply and demand. (5.1) | <p>Compelling questions:</p> <p>How has the supply and demand for certain items changed over time? (Standards 4 & 5)</p> <p>Resources:</p> <p>SSA Lesson 10 How Did One Community Change?</p> |