

Joliet Public Schools District 86
Grade 2 Social Studies Curriculum

Unit Title	Standards	Unit Overview
<p><u>Geography and Communities</u></p> <p>Trimester 1</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.2.G.1</u> - With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places. ● <u>SS.2.G.2</u> - With guidance and support, identify some cultural and environmental characteristics of your community and compare them to other places or regions. ● <u>SS.2.G.3</u> - Describe the connections between the physical environment of a place and the economic activities found there. ● <u>SS.2.CV.2</u> - With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community. 	<p>This unit addresses the question “How does geography affect our community?” Students will observe why a community’s location helps explain why it was settled and how it affects life in that community today.</p>
<p><u>History of Communities</u></p> <p>Trimester 2</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.2.H.1</u> - Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. ● <u>SS.2.H.2</u>- Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups. ● <u>SS.H.3.2</u>- Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past. ● <u>SS.2.G.1</u> – With guidance and support, use print and digital maps, globes and other simple geographic models to identify cultural and environmental characteristics of places. ● <u>SS.2.G.2</u> - With guidance and support, identify some cultural and environmental characteristics of your community and compare them to other places or regions. ● <u>SS.2.G.3</u> - Describe the connections between the physical environment of a place and the economic activities found there. 	<p>This unit addresses the question “How can I be a historian?” Students will learn about Native American cultures and immigration stories from six different countries. Students will analyze graphs to understand how communities differ and change over time.</p>
<p><u>Civics: Doing the Right Thing</u></p> <p>Trimester 3</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.CV.1.2:</u> Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes). ● <u>SS.CV.2.2:</u> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● <u>SS.IS.1.K.-2:</u> Create questions to help guide inquiry about a topic with guidance from adults and/or peers ● <u>SS.IS.6.K-2:</u> Use listening, consensus building, and voting procedures to decide on and take action in their classroom. ● <u>SS.EC.1.2:</u> Demonstrate how our choices can affect ourselves and others in positive and negative ways ● <u>SS.G.1.2:</u> Construct and interpret maps and other graphic representations of both familiar and unfamiliar places. 	<p>This unit addresses the question “Why should you do the ‘right’ thing even when no one is watching?” Students will learn how leaders take action to help their communities and they themselves can also contribute.</p>