“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities. (NYS SS K-8 Framework)
NYS Social Studies Standards

**Standard 1: History of the United States and New York**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

**Standard 4: Economics**
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

**Unifying Themes of Social Studies**
The unifying Social Studies themes represent different lenses to be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the NYS Framework across all grades, K-12.

1. Individual Development and Cultural Identity  
2. Development, Movement, and Interaction of Cultures  
3. Time, Continuity, and Change  
4. Geography, Humans, and the Environment  
5. Development and Transformation of Social Structures  
6. Power, Authority, and Governance  
7. Civic Ideals and Practices  
8. Creation, Expansion, and Interaction of Economic Systems  
9. Science, Technology, and Innovation  
10. Global Connections and Exchange
NYS Grade 2 Key Ideas

Key Ideas
Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger social studies perspectives, trends, and issues. Each grade level consists of eight to twelve Key Ideas, so these statements are intentionally rich and substantial.

Individual Development and Cultural Identity
2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
2.2 People share similarities and differences with others in their own community and with other communities.

Civic Ideals and Practices
2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community’s government through leadership and service.

Geography, Humans, and the Environment
2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

Time, Continuity, and Change
2.6 Identifying continuities and changes over time can help understand historical developments.
2.7 Cause-and-effect relationships help us recount events and understand historical development.

Economic Systems
2.8 Communities face different challenges in meeting their needs and wants.
2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
Conceptual Understandings
Conceptual Understandings are more specific statements that are designed to support each Key Idea. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Content Specifications
Content Specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding. Ultimately, Content Specifications work in tandem with Conceptual Understandings in support of the larger Key Ideas.

Social Studies Practices
The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings.

NYS SS Instructional Shifts
(refer to NYS SS Field Guide)

1) Focus on Conceptual Understandings
   a. From facts ➢ concepts and content knowledge
   b. From breadth ➢ depth
   c. From recall ➢ transfer and connections

2) Foster Student Inquiry, Collaboration, and Informed Action
   a. From teacher as disseminator ➢ teacher as facilitator of investigation
   b. From students learn facts from textbooks ➢ students investigate the social sciences, using multiple sources
   c. From students retell interpretations ➢ students construct interpretations and communicate conclusions

3) Integrate Content and Skills Purposefully
   a. From students experience an additional nonfiction reading class or textbook-focused instruction ➢ students learn to read, discuss and write like social scientists
   b. From students develop literacy skills and social studies practices separately ➢ students develop disciplinary literacy skills and social science practices in tandem
   c. From students learn content knowledge ➢ students integrate and apply concepts, skills, and knowledge
Unit 1 Topic: Communities

Compelling Question: How would our lives be different if we lived in a different type of community?

Supporting Questions:
1. What makes a community urban, suburban, or rural?
2. How are communities different and alike?
3. What are the advantages and disadvantages of living in urban, suburban, or rural communities?

Social Studies Practices in this Unit
A. Gathering, Interpreting, and using Evidence
   • Develop questions about the community.

C. Comparison and Contextualization
   • Identify similarities and differences between communities.
   • Identify similarities and differences between his/her community and other communities.

D. Geographic Reasoning
   • Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
   • Recognize a process that applies to population and a resulting pattern.
   • Describe how human activities alter places in a community.

F. Civic Participation
   • Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
   • Identify the role of the individual in classroom, school, and local community participation.
   • Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
   • Identify situations in which social actions are required.
   • Identify rights and responsibilities within the classroom, school, and community.
<table>
<thead>
<tr>
<th>Conceptual Understandings / Literacy Standards</th>
<th>Content Specifications &amp; Assessments</th>
<th>Vocabulary &amp; Resources</th>
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</table>
| 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes. | ➢ 2.1c Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. | **Toolkit Inquiry 1: Urban, Suburban, and Rural**  
Vocabulary: *square mile*, *farming*, *population density*, *population, rural, urban, suburban*  
*population* (Latin root: *populus* = people, nation)  
*rural* (Latin root: *rus* = open space)  
*urban* (Latin root: *urbs* = city)  
*suburban* (from Latin; *sub* = near; *urbs* = city)  
Related: *popular*, *popularity*, *public*, *publicity*, *publication*, *rustic*, *urbane*, *urbanite*, *suburbanite* |
| 2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart. | ➢ 2.1c By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term “population density” and how it applies to different communities. | **Textbook Support:**  
*A Walk Through a Community*  
*Workbook Page 5*  
Vocabulary: *community* (Latin root: *communis* = public, shared) |
| 2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas. | ➢ 2.1d Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community. | **Comparing Communities**  
*Workbook Page 7*  
Vocabulary: *urban, suburb, rural* |
| 2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person’s development and identity. | | **Additional Resources**  
*Leveled Readers:*
*Our Communities*  
*Communities All Over*  
*Communities: Alike and Different* |
| **Reading:** RI.2.1, RI.2.4, RI.2.5  
**Writing:** W.2.2  
**Speaking and Listening:** SL.2.1, SL.2.4, SL.2.6  
**Language:** L.2.1, L.2.2, L.2.4, L.2.6 | **Suggested Formative Assessment**  
1. Create a class chart to compare and contrast characteristics of communities.  
2. Write a paragraph describing three characteristics of the local community that are similar or different from the comparison community.  
3. Create a class T-chart listing the advantages and disadvantages of each type of community. | **Trade Books**  
*On the Town: A Community Adventure*, by Judith Caseley  
*Where Do I Live?* by Neil Chesanow  
*The City*, by Rosa Costa-Pau  
*Around Town*, by Chris K. Soentpiet  
*I Live in Brooklyn*, by Mari Takabayashi  
*My Town*, by Rebecca Treays |

**Summative Assessment**  
Prompt: Write a paragraph describing three characteristics of the local community that are similar or different from the comparison community.
Unit 2 Topic: Geography

Compelling Question: How do we shape our environment?

Supporting Questions:
1. How do we modify our environment over time?
2. How do we use land in different ways to shape our community?
3. How does our use of land improve or harm our community?

Social Studies Practices in this Unit
A. Gathering, Interpreting, and Using Evidence
   • Develop questions about the community.
   • Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
   • Recognize arguments and identify evidence.
   • Create an understanding of the past by using primary and secondary sources.

D. Geographic Reasoning
   • Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.

E. Economics and Economic Systems
   • Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
   • Describe the resources used to produce goods and provide services in the local community.
   • Describe the goods and services that are produced in the local community, and those that are produced in other communities.
### Conceptual Understandings / Literacy Standards

| **2.5a** Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary. |
| **2.5b** The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves. |
| **2.5c** Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas. |
| **2.5d** The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. |

### Content Specifications & Assessments

| **2.5a** Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories. Students will locate their communities on maps and/or globes. |
| **2.5a** Students will examine how land within a community is used and classify land use as “residential” (used for housing), “industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports). |
| **2.5b** Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there. |
| **2.5c** Students will explore how humans have positively and negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks. |
| **2.5c** Students will describe the means people create for moving people, goods, and ideas in their communities. |
| **2.5d** Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community. |
| **2.5d** Students will locate the equator, northern and southern hemispheres, and poles on a globe. |
| **2.5d** Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation. |

### Vocabulary & Resources

| **Toolkit Inquiry 4: Geography, Humans, and Environment** |
| **Vocabulary:** residential (root: residere = to sit down, settle), industrial, commercial (root: commerce = trade) or recreational |

| **Textbook Supports** |
| **Geography Skills** pp. H18-H26 |
| **Vocabulary:** geography (root: geo = earth, graphy = writing), model, globe (root: globus = ball), symbol, map key, boundary |

| **Read a City Map** pp. 20-21 [Workbook Page 6] |
| **Vocabulary:** map, symbols, map key, cardinal and intermediate directions |

| **Our Country is Part of Our World** pp. 36-41 |
| **Our State and Our Country** pp. 30-34 |
| **Vocabulary:** capital |

| **Interview with a Geographer** pp. 56-61 |
| **Vocabulary:** geography, landform, mountain, plain, valley, island, peninsula, ocean, river, lake |

| **Where People Live** pp. 62-65 |
| **Use a Compass Rose** pp. 124-125 |
| **Vocabulary:** compass rose, route |

<p>| <strong>Additional Vocabulary:</strong> bay, country, continent, environment, hemisphere (root: hemi = half, sphere |</p>
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<td><strong>Suggested Formative Assessment</strong></td>
<td></td>
<td>= ball], hill, location, natural resources, plateau, region, equator, poles</td>
</tr>
<tr>
<td>1. Complete a graphic organizer demonstrating how people have modified the environment of a location in New York State.</td>
<td></td>
<td>Additional Resources</td>
</tr>
<tr>
<td>2. Create a community map classifying land as residential, industrial, commercial, or recreational.</td>
<td></td>
<td>Globe, world and NYS state map</td>
</tr>
<tr>
<td>3. Complete a T-chart/Venn Diagram demonstrating the pros and cons of building the Tappan Zee Bridge.</td>
<td></td>
<td>Map of Buffalo</td>
</tr>
<tr>
<td>4. Create a group pictorial essay demonstrating how a local development has helped or harmed the community, and invite local officials to class.</td>
<td></td>
<td>Virtual globe</td>
</tr>
<tr>
<td><strong>Summative Assessment:</strong></td>
<td></td>
<td>Map of NYS</td>
</tr>
<tr>
<td>How do we shape our environment? Construct an argument supported by evidence that addresses how we shape our environment and/or are shaped by our environment.</td>
<td></td>
<td>Pictures of Olmsted Parks, Humboldt Parkway and Kensington Expressway, Skyway, Outer Harbor, Canalside, Forest Lawn Cemetery, local bridges, Scajaquada Creek</td>
</tr>
<tr>
<td><strong>Research Project:</strong> How has a local development improved or harmed our community?</td>
<td></td>
<td>Step Up to Writing Tools</td>
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**NOTES**
Unit 3 Topic: Diversity

Compelling Question: How is a community strengthened by diversity?

Supporting Questions:
1. Who are we?
2. What cultural activities do we practice in Buffalo?
3. What community events help promote a common identity?

Social Studies Practices this Unit

B. Chronological Reasoning and Causation
- Identify causes and effects, using examples from his/her family life or from the community.
- Identify events of the past, present, and future in his/her community.

C. Comparison and Contextualization
- Identify similarities and differences between his/her community and other communities.
- Describe an event in his/her community.

Conceptual Understandings / Literacy Standards

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<tr>
<td>2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</td>
<td>➢ 2.2a Students will examine the ethnic and/or cultural groups represented in their classroom. ➢ 2.2a Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups. ➢ 2.2a Students will identify community events that help promote a common community identity.</td>
</tr>
<tr>
<td>2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.</td>
<td>➢ 2.2b Students will explore how different ideas,</td>
</tr>
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</table>

Vocabulary & Resources

- Address compelling and supporting questions
- Vocabulary: diversity, identity, traditions, holidays
- Textbook Support
  - Michael’s Family History pp. 248-249
  - Family History pp. 250-253
  - Vocabulary: immigrant
- People Celebrate pp. 256-259
### Suggested Formative Assessments
Write a paragraph compares and contrasts aspects of daily life for kids in our local community.

### Summative Assessment
Write an essay addressing the following prompt:
How does our culture make us similar and different?

**Vocabulary:** *holiday, custom*

**Additional Resources**
- **Leveled Readers:**  
  - *Meet Our Families*
  - *Family Histories*
  - *Remembering Our Pasts*

**Pictures of culturally diverse activities in the community:**  
- Juneteenth, St. Patrick’s Day parade,
- Puerto Rican Day parade, Dingus Day, food,
- West Side Bazaar, Karen Water Festival, Chin New Year etc.

**Pictures of community events that help promote a common identity:**  
- Flag Day, Bills/Sabres games,
- Allentown Art Festival, community schools programming etc.

**Community Resources:**  
- Michigan Corridor, Colored Musicians Club, Journey’s End

**Cultural Celebrations IXL**

**Step Up to Writing Tools**
- B2-17b CUPS
- B1-27e Venn Diagram
- B1-27g Cause/Effect
- B1-21d Easy Two-column Notes
- B4-1c Elements of Informative Writing
- B4-5B Informal Outline Emergent
- B4-1a Traffic Light Colors
- B4-1b Color-coding an Informative Paragraph

### Notes
November 12 – December 7

Unit 4 Topic: American symbols

Compelling Question: What is the significance of American symbols?

Supporting Questions:
1. What symbols represent the United States?
2. Do symbols mean the same thing to everyone?
3. How do people use the United States flag as a symbol?

Social Studies Practices this Unit
A. Gathering, Interpreting, and Using Evidence
   • Recognize different forms of evidence used to make meeting in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
   • Recognize arguments and identify evidence.
   • Create an understanding of the past by using primary and secondary sources.

F. Civic Participation
   • Demonstrate respect for the rights of others in discussion and classroom debates, regardless of whether one agrees with the other viewpoints.
### Conceptual Understandings / Literacy Standards

2.3d Symbols of American democracy serve to unite community members.

**Reading:** RI.2.1, RI.2.4, RI.2.5  
**Writing:** W.2.2  
**Speaking and Listening:** SL.2.1, SL.2.2, SL.2.4, SL.2.6  
**Language:** L.2.1, L.2.2, L.2.4, L.2.6

### Content Specifications & Assessments

- **2.3d** Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.

**Suggested Formative Assessments**

1. Complete a What I Think/What I Learned/What I Know chart and share your findings with a partner.
2. Conduct a survey of how three others feel about a national symbol, and share the results with the class.
3. Discuss what the flag represents when it is used in different contexts.

**Summative Assessment**

What symbol best represents the United States? Construct an argument that addresses the compelling question using specific claims and relevant evidence.

### Vocabulary & Resources

- **Toolkit Inquiry 2: Symbols**  
  **Vocabulary:** symbol, value, citizen, freedom, courage

- **Textbook Supports**  
  **The Land of Freedom** pp. 180-182  
  **Vocabulary:** motto, freedom, monument

- **Landmarks in Our Country** pp. 264-267  
  **Vocabulary:** landmark

- **Additional Supports:**
  - Pictures of the Liberty Bell, Bald Eagle, American Flag ("the Stars and Stripes"), Washington Monument, Lincoln Memorial, etc.
  - [Brain Pop video on US symbols](#)  
  - [Symbols of the United States](#)  
  - [White House virtual tour](#)  
  - [Statue of Liberty information for teachers](#)  
  - [Pictures of the Statue of Liberty](#)  
  - [Mount Rushmore](#)  
  - [National Park Service – Liberty Bell lesson plan](#)  
  - [The Liberty Bell by Lloyd G Douglas](#)  
  - [How to display the American flag](#)

- **CKLA Listening & Learning Strand**  
  **Domain:** Presidents and American Symbols  
  **Lesson 1:** The Home of the President: Washington, DC (pp. 10-21)  
  **Vocabulary:** capital, monuments, nation, president, symbol

  **Lesson 9:** Carving Mount Rushmore (pp. 107-117)  
  **Vocabulary:** carved, determined, mines, sculptor

  **Domain:** A New Nation: American Independence
| Lesson 5: The Legend of Betsy Ross (pp. 63-70)  
**Vocabulary:** alternating, legend, patriotism, seamstress, Stars and Stripes |
| Lesson 12: American Symbols (pp. 137-144)  
**Vocabulary:** bald eagle, liberty bell, seal, symbols |
| **Step Up to Writing Tools**  
B4-1a Traffic Light Colors  
B1-21d Easy Two-column Notes  
B4-5B Informal Outline Emergent  
B2-17b CUPS |
Unit 4 Topic: Civic Ideals and Practices

Compelling Questions: Do we have to have rules?

Supporting Questions:
1. What are my values and how do I show them?
2. Can we make classroom rules that reflect our values?
3. What would happen if we did not have rules?

Social Studies Practices this Unit
A. Gathering, Interpreting, and Using Evidence
   • Recognize arguments and identify evidence.

F. Civic Participation
   • Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
   • Identify different political systems.
   • Identify the role of the individual in classroom, school, and local community participation.
   • Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.
   • Identify rights and responsibilities within the classroom, school, and community.
<table>
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| **2.3a** The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules. | ➢ **2.3a** Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community. | Toolkit Inquiry 3: Civic Ideals and Practices  
Vocabulary: *authority, democracy* (root: *demos* = people, *kratos* = power), *equality, fairness, respect* |
| **2.3b** Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws. | ➢ **2.3b** Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority. | Textbook Support  
Living in a Neighborhood pp. 8-10  
Vocabulary: *law, vote* |
| **2.3c** The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation. | ➢ **2.3c** Students will learn about the process of voting and what opportunities adults in the community have for participation.  
➢ **2.3c** Students will participate in voting within the classroom and in school, as appropriate. | Our Country Today pp. 148-149  
Local Government pp. 154-159  
Vocabulary: *government, mayor, citizen* |
| **Reading:** RI.2.1, RI.2.4, RI.2.5  
**Writing:** W.2.2  
**Speaking and Listening:** SL.2.1, SL.2.2, SL.2.4, SL.2.6  
**Language:** L.2.1, L.2.2, L.2.4, L.2.6 | **Suggested Formative Assessment**  
1. List examples of values and explain how we show our values.  
2. Categorize values and establish a set of classroom rules.  
Vocabulary: *governor* |
| **Federal Government** pp. 166-171  
Vocabulary: *Congress, President, Vice-President* | **Summative Assessment**  
Do we have to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary. | Voting for Leaders pp. 172-179 |
| **Additional Resources**  
**Leveled Readers**  
*It Is the Law*  
*Making a Law*  
*Lawmaking in the United States*  
*Abraham Lincoln* (below level, on-level, above-level) | **CKLA Domain:** A New Nation: American Independence  
Lesson 11: Justice for All? | Pictures of elected state and local leaders: governor, |
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**Extension**

- Bring in a guest speaker
- Run a classroom election
- Read biographies of presidents
Unit 5 Topic: Community History
Compelling Question: If We Live in the Present, Why Should We Care About the Past?

Supporting Questions:
1. What’s the difference between a cause and an effect?
2. How have events from the past changed our lives in the present?
3. How do people today solve problems created in the past?

Social Studies Practices this Unit
A. Gathering, Interpreting, and Using Evidence
   • Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
   • Recognize arguments and identify evidence.
   • Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation
   • Identify causes and effects, using examples from his/her family life or from the community.
   • Identify change over time in his/her community.
   • Identify events of the past, present, and future in his/her community.

D. Geographic Reasoning
   • Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.
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| **2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.** | ➢ **2.6a Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.** | **Toolkit Inquiry 5: Community History**  
**Vocabulary:** triggered, revitalization, critical, deteriorate, renovation  
Historical map of Buffalo 1880  
Map of Pan Am Expo 1901  
Aerial of Pan Am Expo  
Photographs of historic Buffalo  
Canalside  
SiloCity photos  
Michigan St African American Heritage Corridor |
| **2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.** | ➢ **2.6b Students will develop a time line for their community, including important events such as when the school was built.** | **Supporting questions 1-2**  
The First Americans pp. 202-207  
**Vocabulary:** shelter  
Colonies pp. 210-215  
**Vocabulary:** explorer, colony, colonist  
Thirteen Colonies, One Country pp. 216-219  
**Vocabulary:** independence  
CKLA Domain: [A New Nation: American Independence](#)  
Lesson 3: The Short Heard Round the World  
Lesson 4: Declaring Independence  
Lesson 6: George Washington, Commander in Chief  
Lesson 7: Will This War Never End?  
Lesson 8: A Young Nation Is Born  
**Step Up to Writing Tools**  
B1-27e Venn Diagram |

**Reading:** RI.2.1, RI.2.4, RI.2.5  
**Writing:** W.2.2  
**Speaking and Listening:** SL.2.1, SL.2.2, SL.2.4, SL.2.6  
**Language:** L.2.1, L.2.2, L.2.4, L.2.6

**Suggested Formative Assessments**  
1. Create a T-chart listing causes on the left side and their effects on the right.  
2. Write an explanation that answers the supporting question with proof or evidence.

**Summative Assessment**  
Argument: If we live in the present, why should we care about the past? Construct an argument supported with evidence that answers the compelling question.
| B1-27g Cause/Effect  
B1-21d Easy Two-column Notes  
B4-1c Elements of Informative Writing  
B4-5B Informal Outline Emergent |
|---|
| **NOTES**  
**Extension**  
- Choose two inventions from a teacher-supplied list (e.g., telephone, video game, car, or pencil) and write a sentence about how each helped to solve a problem.  
- Explore the causes and effects of a major event that has transformed the local community.  
- Investigate what people in the community are doing to confront and/or address the event.  
- Invite a local politician or community leader to class to discuss the event.  
- Visit the Buffalo History Museum |
Unit 6 Topic: Economic Interdependence
Compelling Question: What makes me become we?

Supporting Questions:
1. How do people meet their needs and wants?
2. What challenges do people face in meeting their needs and wants?
3. How can people work together to overcome the challenges of meeting their needs and wants?

Social Studies Practices this Unit
A. Gathering, Interpreting, and Using Evidence
   - Develop questions about the community.
   - Recognize arguments and identify evidence.
B. Chronological Reasoning and Causation
   - Identify causes and effects, using examples from his/her family life or from the community.
E. Economics and Economic Systems
   - Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.
   - Describe the resources used to produce goods and provide services in the local community.
   - Describe the role of banks, saving, and borrowing in the economy.
   - Describe the goods and services that are produced in the local community, and those that are produced in other communities.
   - Identity goods and services that government provides and the role of taxes.
### Conceptual Understandings / Literacy Standards

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>BPS Instructional Guide for Social Studies</th>
<th>SY 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.8a</strong> The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</td>
<td>➢ <strong>2.8a</strong> Students will investigate what resources are available in their community and what resources are obtained from neighboring communities. &lt;br&gt; ➢ <strong>2.8a</strong> Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets.)</td>
<td>Toolkit Inquiry 6: Economic Interdependence &lt;br&gt;Vocabulary: scarcity, resource, income</td>
</tr>
<tr>
<td><strong>2.8b</strong> People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</td>
<td>➢ <strong>2.8b</strong> Students will explore economic decision making and the use of money.</td>
<td>Textbook Support &lt;br&gt;From My Orchard to You pp. 68-73 &lt;br&gt;Vocabulary: ancestor, producer, consumer</td>
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<tr>
<td><strong>2.8c</strong> Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</td>
<td>➢ <strong>2.8c</strong> Students will examine how consumers react to changes in the prices of goods.</td>
<td>Our Earth’s Resources pp. 76-79 &lt;br&gt;Vocabulary: natural resource, crop</td>
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<td><strong>2.8d</strong> Taxes are collected to provide communities with goods and services.</td>
<td>➢ <strong>2.8d</strong> Students will explore the purpose of taxes and how they are collected in their communities.</td>
<td>Caring for Our Resources pp. 82-87 &lt;br&gt;Vocabulary: conservation</td>
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<td><strong>2.9a</strong> Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.</td>
<td>➢ <strong>2.9a</strong> Students will distinguish between goods and services and identify goods produced in their community.</td>
<td>Choosing Goods and Services pp. 104-111 &lt;br&gt;Vocabulary: income, goods, services</td>
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<tr>
<td><strong>2.9b</strong> Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</td>
<td>➢ <strong>2.9b</strong> Students will identify different types of jobs performed in their community.</td>
<td>Services in Our Community pp. 112-119 &lt;br&gt;Vocabulary: tax</td>
</tr>
<tr>
<td><strong>2.9c</strong> At times, neighboring communities share resources and workers to support multiple communities.</td>
<td>➢ <strong>2.9c</strong> Students will explore how communities share resources and services with other communities.</td>
<td>Goods from the Factory to You pp. 120-123 &lt;br&gt;Vocabulary: factory</td>
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<td>A Trip to the Bank pp. 126-133</td>
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<td>Countries Trade and Move Goods pp. 134-139 &lt;br&gt;Vocabulary: trade, transportation</td>
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<td></td>
<td></td>
<td>Additional Resources &lt;br&gt;Leveled Readers &lt;br&gt;To Market, To Market &lt;br&gt;What is for Dinner? &lt;br&gt;Can We Get That Here?</td>
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### Content Specifications & Assessments

**Suggested Formative Assessments**

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**Vocabulary & Resources**

- Toolkit Inquiry 6: Economic Interdependence
- Vocabulary: scarcity, resource, income
- Textbook Support
- From My Orchard to You pp. 68-73
- Vocabulary: ancestor, producer, consumer
- Our Earth’s Resources pp. 76-79
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**Language:** L.2.1, L.2.2, L.2.4, L.2.6

1. Brainstorm categories of workers, businesses, and organizations that meet communities’ needs and wants and why they are important.  
2. Complete a three-part T-chart describing the challenges communities may experience due to scarcity.  
3. Write a claim to answer the supporting question and use examples to support it.  

**Summative Assessment**  
What makes me become we? Write an argument that addresses the compelling question using specific claims and evidence from sources that discuss the relationship between individuals and groups of people.

**Who Does It? Who Buys it?**  
**Buyers Need Sellers, Sellers Need Buyers**  
**The Consumer-Producer Connection**

Pictures of farmers markets, grocery stores, farms, factories, stores, General Mills, Erie Canal Harbor, Central Terminal, community workers  
**BPS Farm to School initiative**  
**Scarcity video**

**CKLA Domain:** A New Nation: American Independence  
**Lesson 2:** A Taxing Time: The Boston Tea Party (pp. 25-35)  
**Vocabulary:** goods, harbor, port, representatives, taxes

**NOTES**  
**Extension**  
Create a collage that shows people working together to solve a problem.