



# **Social Studies**

**Grade 2**

**People Working Together**

**2025-2026**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Timeframe;
- Strand;
- Topic; and
- Standard.



### Scope and Sequence

The Scope and Sequence provides an overview of each grading period, including:

- Timeframes;
- Standards; and
- Lesson Resources.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Essential Understanding;
- Academic Vocabulary;
- Success Criteria;
- Content Elaborations;
- Instructional Strategies;
- Sample Questions and Performance Tasks; and
- Instructional Resources.

**Year-at-a-Glance**

<b>Grading Period 1</b>	<b>Unit 1. Civic Participation in Communities</b>			<b>9 weeks</b>
	<b>Making Good Choices in Community</b> Government Learning Targets 10-11	<b>Rules and Laws</b> Government Learning Target 12  * Election Activities		
<b>Grading Period 2</b>	<b>Unit 2. Shaping Communities</b>			<b>9 weeks</b>
	<b>Time and Change</b> History Learning Targets 1-2	<b>Shaping Communities through Science and Technology</b> History Learning Target 3	<b>Biographies</b> History Learning Target 4 Government Learning Target 10	
<b>Grading Period 3</b>	<b>Unit 3. Economics in Communities</b>			<b>9 weeks</b>
	<b>Bar Graphs</b> Economics Learning Target 13	<b>Resources</b> Economics Learning Target 14	<b>Working, Earning, and Interacting with the Environment</b> Economics Learning Targets 15-17 Geography Learning Targets 6-7	
<b>Grading Period 4</b>	<b>Unit 4. Living in Communities</b>			<b>9 weeks</b>
	<b>Cultures</b> Geography Learning Targets 8-9		<b>Maps</b> Geography Learning Target 5	

**Scope and Sequence**

Unit 1. Civic Participation in Communities <span style="float: right;">9 weeks</span>				
Grading Period I	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources
	Making Good Choices in Community	<p><a href="#">Government 10. Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.</a></p> <p><a href="#">Government 11. Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.</a></p>	<ul style="list-style-type: none"> <li>• Role play public service announcements to address respect for others at school</li> <li>• Who would you do? Scenarios - how choices impact others</li> <li>• Talking stick</li> <li>• List of ways to make your community better and community service plan</li> <li>• Create a book called “The Roles I Play”</li> <li>• Create monthly class goals</li> <li>• Hold class meetings to solve problems</li> <li>• Brainstorm situations that require decision-making and problem solving</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>• Periodical 1, Community</li> <li>• Periodical 3, Principles of Democracy</li> <li>• Periodical 4, Solving Problems</li> <li>• Periodical 7, Citizenship</li> <li>• Periodical 31, Problem Solving in the Community</li> </ul> <p>CCS Lesson</p> <ul style="list-style-type: none"> <li>• <a href="#">What are Good Citizen Traits?</a></li> </ul>
	Rules and Laws  * Election Activities	<p><a href="#">Government 12. Identify the difference between a rule and a law. Demonstrate an understanding of the different rules and laws in different settings.</a></p>	<ul style="list-style-type: none"> <li>• Brainstorm a list of ways to be a good citizen at school</li> <li>• Graphic organizer on different rules for different settings</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>• Periodical 2. Rules and Laws</li> </ul> <p>CCS Lessons</p> <ul style="list-style-type: none"> <li>• <a href="#">Why Do We Have Rules?</a></li> <li>• <a href="#">What Is Government and Why Do We Have It?</a></li> <li>• <a href="#">How Do We Choose Our Community Leaders?</a></li> </ul>

## Unit 2. Shaping Communities

9 weeks

Grading Period 2	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources
	Time and Change	<p><a href="#">History 1. Measure calendar time by days, weeks, months, and years. Place a series of related events in chronological order on a timeline.</a></p> <p><a href="#">History 2. Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.</a></p>	<ul style="list-style-type: none"> <li>Place events from a biography in chronological order on a timeline</li> <li>Create a timeline of a current event</li> <li>Fine Arts - classroom mural of events of the school year</li> <li>Math connection - discussion of calendars and timelines</li> <li>Scrapbooks of daily life, past and present</li> <li>Classroom museum of artifacts that show change over time</li> <li>Connect to science - document changes over time on a project</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>Periodical 28, Sequencing and Chronology</li> <li>Periodical 15, Sources</li> </ul>
	Shaping Communities through Science and Technology	<p><a href="#">History 3. Describe how science and technology have changed daily life.</a></p>	<ul style="list-style-type: none"> <li>Multimedia presentation and timeline on science and technology over time</li> <li>Brainstorm - idea for new communication tool</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>Periodical 29, Innovations over Time</li> </ul>
	Biographies	<p><a href="#">History 4. Summarize information from a biography to describe how the actions of individuals have impacted the world today.</a></p> <p><a href="#">Government 10. Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.</a></p>	<ul style="list-style-type: none"> <li>Role play subject of a biography</li> <li>Create a baseball card of a historic person</li> <li>Research a famous person and create and deliver a presentation</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>Periodical 30, Historic Figures</li> <li><a href="#">BookFlix Biographies</a> (INFOhio)</li> </ul>

		Unit 3. Economics in Communities		9 weeks
Grading Period 3	Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources
	Bar Graphs	<a href="#">Economics 13. Construct a bar graph to compare quantities.</a> <a href="#">Analyze economic data to inform decisions.</a>	<ul style="list-style-type: none"> <li>Bar graph number of books read</li> <li>Human bar graph</li> <li>Create bar graph responses from a survey</li> </ul>	<i>Studies Weekly: Connecting Communities</i> <ul style="list-style-type: none"> <li>Periodical 32, Graphing</li> </ul>
	Resources	<a href="#">Economics 14. Describe various uses for a resource.</a>	<ul style="list-style-type: none"> <li>Brainstorm multiple uses for a given list of resources</li> <li>Graphic organizer on the ways resources can be used</li> </ul>	<i>Studies Weekly: Connecting Communities</i> <ul style="list-style-type: none"> <li>Periodical 23, Economic Resources</li> </ul>
	Working, Earning, and Interacting with the Environment	<a href="#">Economics 15. Explain why most jobs produce specific goods and services.</a> <a href="#">Economics 16. Explain how people buy and sell goods and services using forms of money.</a> <a href="#">Economics 17. Explain how people earn income.</a> <a href="#">Geography 6. Explain the connection between the work people do and the human and physical characteristics of the place where they live.</a> <a href="#">Geography 7. Describe positive and negative results of human changes to the physical environment.</a>	<ul style="list-style-type: none"> <li>Classroom goods and services market</li> <li>Role play purchasing goods and services</li> <li>Discussion on what it would be like to live in a world without money</li> <li>Career Day guest speakers Q &amp; A</li> <li>Venn diagram - characteristics of rural, urban, and suburban areas</li> <li>Communicate with students in distant locations about characteristics of regions and jobs there</li> <li>Visual Discovery; photographs of workers, matched with location</li> <li>Chart on positive and negative consequences of changes to the environment</li> </ul>	<i>Studies Weekly: Connecting Communities</i> <ul style="list-style-type: none"> <li>Periodical 24, How are Goods Produced?</li> <li>Periodical 26, Money and Credit</li> <li>Periodical 27, Economic Choices</li> <li>Periodical 20, Human Characteristics</li> <li>Periodical 21, Human-Environment Interaction</li> </ul> CCS Lesson <ul style="list-style-type: none"> <li><a href="#">Who Provides Goods in a Community?</a></li> </ul>

		Unit 4. Living in Communities		9 weeks	
		Lesson	Standards / Learning Targets	Strategies/Activities	Instructional Resources
Grading Period 4	Cultures	<p><a href="#">Geography 8. Describe how cultures are influenced by their physical environments to meet basic needs.</a>  <a href="#">Compare various cultures from distinctly different physical environments.</a></p> <p><a href="#">Geography 9. Describe examples of cultural sharing with respect to food, language, and customs.</a></p>	<ul style="list-style-type: none"> <li>• Photographs and artifacts from cultures from different physical environments</li> <li>• Visual Discovery: Shelters</li> <li>• Multimedia presentation on a specific culture</li> <li>• Guest speakers on cultural practices</li> <li>• Take-out menus of cultural foods</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>• Periodical 13, Culture</li> <li>• Periodical 14, Cultures Share</li> </ul>	
	Maps	<p><a href="#">Geography 5. Use print and electronic maps to describe information about location of places.</a>  <a href="#">Construct a map that includes a map title, key, compass rose with cardinal directions.</a></p>	<ul style="list-style-type: none"> <li>• Create a map of island with symbols and a key</li> <li>• Treasure map to find a prize</li> </ul>	<p><i>Studies Weekly: Connecting Communities</i></p> <ul style="list-style-type: none"> <li>• Periodical 16, Map Skills</li> <li>• Periodical 17, Cardinal Directions</li> <li>• Periodical 18, Location</li> </ul> <p>CCS Lesson</p> <ul style="list-style-type: none"> <li>• <a href="#">What Does a Map Show?</a></li> </ul>	

**Curriculum and Instruction Guide**
**Unit 1. Civic Participation in Communities**

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 10. Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.</b></p> <p>Government Content Statement 10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Understand rights of self</li> <li>– Understand rights of others</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Understand social and political responsibility</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> demonstrate</p> <p><b>Tier 3</b> accountability choice engaging political responsibility respect rights of others rights of self self-direction social responsibility</p>
<p><b><u>Success Criteria</u></b></p> <p>10a. I can give examples of respect, both of self and others.</p> <p>10b. I can demonstrate self-direction.</p> <p>10c. I can demonstrate personal accountability by making responsible choices, being accountable for personal actions, and by respecting others.</p> <p>10d. I can demonstrate respect for rights of self and others by making responsible choices, and being accountable for personal actions.</p>		
<p><b>GO.1.8 (Prior Grade Standard)</b> Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.</p>	<p><b>GO.3.9 (Future Grade Standard)</b> Members of local communities have rights and responsibilities.</p>	

**Content Elaborations**

Students learn that individuals are accountable for their actions. Personal accountability includes: making responsible choices; taking responsibility for personal actions; demonstrating self-direction in tasks within the school; engaging in the community (e.g., classroom, cafeteria, playground); and respecting self and others.

**Instructional Strategies**

Students design and role-play public service announcements that demonstrate respect for others and personal responsibility. Announcements might address issues like bullying, cheating, lying, stealing, disrespect, etc. Students can present the announcements to others at school.

The teacher can offer various scenarios for class discussion, such as: what would you do if you found a dollar on the floor? Talk about how an individual's choice often impacts others.

Introduce a talking stick into the classroom. Students hold the stick when it is their turn to speak in class.

Create a list of ways to take responsibility to make your community better. Describe ways to make your classroom, school, or community a better place. How could you create a community service plan for one of your ideas?

Create a book called "The Roles I Play." Write about the different roles you play as students, friends, family members, school and community members.

**Sample Assessments and Performance Tasks**

Read each situation below. Decide what the responsible choice is for each one.

What are three tasks you did today that showed self-direction?

Which pictures are examples of how you should show respect?

Imagine you were throwing a ball inside the house and you broke a lamp. Which choices would be taking responsibility for your personal actions?

**Instructional Resources**

*Studies Weekly*, Periodical 1, Community; Periodical 2, Principles of Democracy (printed copy or digital program through [CCS Classlink Launchpad](#))

[CCS Lesson: What are Good Citizen Traits?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 11. Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.</b></p> <p>Government Content Statement 11. Groups are accountable for choices they make and actions they take.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Work effectively in a group to solve a problem or complete a task</li> <li>- Group accountability</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Solving problems for the common good</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 3</b></p> <p>accountable  collaborate  common good  cooperate  effective  group  personal skills  task  work</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>11a. I can work in a group to assign tasks for individuals.</li> <li>11b. I can work in a group to complete assigned responsibilities.</li> <li>11c. I can work in a group to determine goals and if they were reached.</li> <li>11d. I can be accountable for the choices made and the actions taken in a group.</li> <li>11e. I can work effectively in a group to complete a task or solve a problem for which the group is held accountable.</li> <li>11f. I can demonstrate cooperation in a group by managing conflict peacefully, displaying courtesy to others in my group, and respecting others.</li> </ul>		
<p><b>GO.1.9 (Prior Grade Standard)</b></p> <p>Collaboration requires group members to respect the rights and opinions of others.</p>	<p><b>GO.3.10 (Future Grade Standard)</b></p> <p>Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.</p>	

### Content Elaborations

As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.

Students work collaboratively in groups to:

- determine goals;
- assign tasks for individuals;
- complete assigned responsibilities; and
- determine if goals are reached.

Cooperation in group settings requires personal skills such as:

- managing conflict peacefully and compromise where necessary;
- displaying courtesy to others in the group; and
- respecting self and others.

These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.

### Instructional Strategies

Develop monthly class goals and have students evaluate class progress each month.

Hold class meetings when problems arise. Identify the problem and explore possible solutions. Debate pros and cons of the problem and vote on a solution.

Brainstorm a list of situations that require decision-making and problem-solving in the classroom and school. For each situation, list one possible way to solve issues together.

### Sample Assessments and Performance Tasks

Read the situation below. What are the goals of the group? How could the group decide if their goals are being reached?

You have been assigned to work in a group. What are three personal skills you can use to cooperate?

What does it mean to be accountable for choices made and actions taken in a group?

### Instructional Resources

*Studies Weekly*, Periodical 4, Solving Problems; Periodical 7, Citizenship; Periodical 31, Solving Problems in the Community (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 12. Identify the difference between a rule and a law.</b></p> <p><b>Demonstrate an understanding of the different rules and laws in different settings.</b></p> <p>Government Content Statement 12. There are different rules and laws that govern behavior in different settings.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Rules and laws help people know how to act</li> <li>– Different rules and laws apply in different settings</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Laws are rules that apply to all people in a community</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> demonstrate understanding</p> <p><b>Tier 3</b> community govern laws personal interaction rules settings</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>12a. I can give examples of rules for personal interaction.</li> <li>12b. I can give examples of laws in my community.</li> <li>12c. I can explain the difference between a rule and a law.</li> <li>12d. I can demonstrate an understanding of the different rules and laws in different settings.</li> <li>12e. I can justify why there are different rules for different settings.</li> </ul>		
<p><b>GE.1.10 (Prior Grade Standard)</b></p> <p>Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p><b>GE.3.11 (Future Grade Standard)</b></p> <p>Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.</p>	

### Content Elaborations

Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include: in the classroom; on the playground or athletic field; at home; in the community; on the highway; in personal interaction with peers and adults; and using technology responsibly.

### Instructional Strategies

Brainstorm a list of ways to be good school citizens and create a web to show this list.

Use a graphic organizer to illustrate, compare and contrast the rules in different settings. Differentiate by different settings or student choice of graphic organizer for comparison.

### Sample Assessments and Performance Tasks

Why do we have rules?

Look at the list of rules below. Match the rule to its purpose by moving the boxes to the correct column on the chart.

Each picture below shows a highway rule. What is the purpose of each rule?

Read each situation below. Decide whether the person is following the community rules.

Look at the list of rules below. Where does each one apply?

How do you think students would act if there were no rules at school?

What are three good rules for the playground?

### Instructional Resources

*Studies Weekly*, Periodical 2, Rules and Laws (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Lessons

- [Why Do We Have Rules?](#)
- [What Is Government and Why Do We Have It?](#)
- [How Do We Choose Our Community Leaders?](#)

**Unit 2. Shaping Communities**

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 1. Measure calendar time by days, weeks, months, and years.</b></p> <p><b>Place a series of related events in chronological order on a timeline.</b></p> <p>History Content Statement 1. Time can be shown graphically on calendars and timelines.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Chronological thinking</li> <li>- Measure of time</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Cause and effect relationships</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 3</b></p> <p>calendar centuries chronological construct decades measure place significant timelines year</p>
<p><b><u>Success Criteria</u></b></p> <p>Ia. I can list the days of the week and months in order.</p> <p>Ib. I can measure calendar time by days, weeks, months, and years.</p> <p>Ic. I can place events on a timeline.</p> <p>Id. I can create a timeline of events from my life in chronological order.</p> <p>Ie. I can produce a timeline with a series of related events in chronological order.</p> <p>If. I can interpret data from a calendar; including the day, week, month, and year.</p>		
<p><b>HI.1.1 (Prior Grade Standard)</b></p> <p>Time can be divided into categories (e.g., months of the year, past, present and future).</p>	<p><b>HI.3.1 (Future Grade Standard)</b></p> <p>Events in local history can be shown on timelines organized by years, decades and centuries.</p>	

**Content Elaborations**

In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order.

In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.

Students place a series of events in chronological order on a timeline.

**Instructional Strategies**

Use dates and events from biographies students are reading and have students place them in chronological order on a timeline.

As students learn about specific people or events in history, they can place them in chronological order on a timeline.

Focus on a current event and have students place related events on a timeline.

Connect to Fine Arts Standards by creating a classroom mural of events depicting the school year.

Connections can be made to Mathematics through discussion of calendars and timelines.

**Sample Assessments and Performance Tasks**

Place the events below in chronological order.

List the days of the week in order.

How many days are in a week?

How many months are in a year?

**Instructional Resources**

*Studies Weekly*, Periodical 28, Sequencing and Chronology (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 2. Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.</b></p> <p>History Content Statement 2. Change over time can be shown with artifacts, maps, and photographs.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Analyzing primary and secondary sources</li> <li>- Investigate change over time</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Understand relationships among events</li> <li>- Draw conclusions about events</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe draw conclusion investigate</p> <p><b>Tier 3</b> artifacts daily life map photographs</p>
<p><b><u>Success Criteria</u></b></p> <p>2a. I can identify different types of artifacts.</p> <p>2b. I can utilize artifacts to investigate change over a period of time.</p> <p>2c. I can utilize maps to investigate change over a period of time.</p> <p>2d. I can utilize photographs to investigate change over a period of time.</p> <p>2e. I can analyze how daily life has changed over time using artifacts, maps and photographs.</p> <p>2f. I can answer questions about daily life from the past and present by interpreting artifacts, maps and photographs.</p>		
<p><b>HI.1.2 (Prior Grade Standard)</b> Photographs, letters, artifacts and books can be used to learn about the past.</p>	<p><b>HI.3.2 (Future Grade Standard)</b> Primary and secondary sources can be used to show change over time.</p>	

**Content Elaborations**

In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal much about daily life in the past.

Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.

**Instructional Strategies**

Organize digital or printed scrapbooks of photos related to activities in daily life and representing past and present time periods in different places. Assist students in making inferences about the ways in which daily life has changed from past to present.

Students create a classroom museum of artifacts that reflect change over time regarding a certain topic. Examples could focus on transportation (e.g., from the Model T car to present day hybrids), technology (e.g., typewriters to computers) or clothing.

Connect to the Science Learning Standards by starting a project in the fall and documenting the changes over time (e.g., growing plants).

**Sample Assessments and Performance Tasks**

How do we know daily life has changed?

Identify the artifacts in the pictures below. What does each artifact tell us about the past?

Look at the photographs to answer the questions. What was life like for children in the past?

Look at the two maps. How did the town change?

**Instructional Resources**

*Studies Weekly*, Periodical 15, Sources (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 3. Describe how science and technology have changed daily life.</b></p> <p>History Content Statement 3. Science and technology have changed daily life.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Advances in science and technology change communication and transportation</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Changes in local communities</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> communicate</p> <p><b>Tier 3</b> communication daily life science technology transportation</p>
<p><b><u>Success Criteria</u></b></p> <p>3a. I can give examples and compare how people used to travel and how people travel today.</p> <p>3b. I can give examples and compare how people communicated in the past and how people communicate today.</p> <p>3c. I can connect science and technology to changes in travel and daily life.</p> <p>3d. I can connect science and technology to change in communication and daily life.</p> <p>3e. I can interpret data to show how science and technology have changed daily life.</p>		
<p><b>HI.1.3 (Prior Grade Standard)</b> The ways basic human needs are met have changed over time.</p>	<p><b>HI.3.3 (Future Grade Standard)</b> Local communities change over time.</p>	

**Content Elaborations**

Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education, have changed over time.

**Instructional Strategies**

Create a multimedia presentation and timeline that describes how science and technology have changed communication and travel over time (e.g., wall-mounted and rotary telephones to cell phones, books to ebooks, radios to music apps).

Brainstorm an idea for a new communication tool. Explain how it works and how it can make communication easier.

**Sample Assessments and Performance Tasks**

How have science and technology changed daily life?

How would your life be different if you lived in time before there were cars and buses? How would you get to school?

What technology has made communication easier?

How have cell phones, email, and texting changed daily life?

Research a new technology tool using the Internet and reference materials. Create a timeline showing how this technology developed and changed daily life over time.

**Instructional Resources**

*Studies Weekly*, Periodical 29, Innovations over Time (printed copy or digital program through [CCS Classlink Launchpad](#))

Books: *A Street Through Time* by Dr. Anne Millard and Steve Noon and *A City Through Time* by Steve Noon

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 4. Summarize information from a biography to describe how the actions of individuals have impacted the world today.</b></p> <p>History Content Statement 4. Biographies can show how peoples' actions have shaped the world in which we live</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Actions of individuals make a difference</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Individuals work together for the common good</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe</p> <p><b>Tier 3</b> actions background biography diverse impact</p>
<p><b><u>Success Criteria</u></b></p> <p>4a. I can use information from a biography to describe how the actions of individuals have impacted the world today.</p> <p>4b. I can analyze a biography and explain how the person contributed to our heritage.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>(Future Grade Standard)</b> N/A</p>	

### Content Elaborations

Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for the common good in grade three.

Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.

### Instructional Strategies

Students role play the subject of a biography. Have the class interview this person, asking questions about the individual's actions and significant contributions. The teacher can provide a template or a list of suggested questions for the interview.

Create a baseball card about a historic person and have students include a picture and "stats."

Working in a small group, use the Internet and other reference books to research a famous person. Use the questions who, what, where, when, why to find information about this person. Create a presentation about the accomplishments of this famous person. Present your information to the class.

### Sample Assessments and Performance Tasks

Read a biography of an American social and political leader, explorer, inventor or scientist. Write a report about this person, including at least five important details.

What information would a biography about you include?

How did the actions of \_\_\_\_\_ make a difference in the world today?

What words would you use to describe the following person in history \_\_\_\_\_?

### Instructional Resources

*Studies Weekly*, Periodical 30, Historical Figures (printed copy or digital program through [CCS Classlink Launchpad](#))

HMH Rigby Readers: *Heroes in the Sky* by Ellen Catala and *Ben Franklin* by Elana Martin

[BookFlix Biographies](#) (INFOhio)

**Unit 3. Economics in Communities**

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 13. Construct a bar graph to compare quantities.</b>  <b>Analyze economic data to inform decisions.</b></p> <p>Economics Content Statement 13. Information displayed on bar graphs can be used to compare quantities.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Construct a bar graph</li> <li>– Compare quantities.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Lines graphs are used to show change over time</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b>          compare          construct          create          display</p> <p><b>Tier 3</b>          bar graph          change over time          compare          data          line graph          quantities          title          x-axis          y-axis</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>13a. I can explain the purpose of a bar graph</li> <li>13b. I can identify the title on different graphs.</li> <li>13c. I can construct a bar graph to compare quantities.</li> <li>13d. I can synthesize the data on the x-axis and y-axis and what they represent on a bar graph.</li> </ul>		
<p><b>(Prior Grade Standard)</b>          N/A</p>	<p><b>EC.3.14 (Future Grade Standard)</b>          Line graphs are used to show changes in data over time.</p>	

**Content Elaborations**

A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.

**Instructional Strategies**

Students can monitor the number of books read by the class during the school year by displaying the information on a bar graph. Show months of the year on one axis and the number of books read each month on the other. Use colored bars to distinguish the number of books read each month.

Create human bar graphs and compare lengths of lines. For example, ask students to line up on the right if they are a cat lover and to line up on the left if they are a dog lover. Other topics could include favorite colors or favorite books.

Create bar graphs based on the questions and responses in a student-designed survey.

**Sample Assessments and Performance Tasks**

When is it useful to use a bar graph?

Your teacher asked all of the students in the class to report their favorite food. The results were: pizza =10 students; ice cream= 6 students; chicken= 4 students; and hamburgers= 3 students. Create a bar graph to show this information.

Read the paragraph below. Then look at the bar graph. How does the bar graph make the information easier to understand?

Look at the bar graph to answer the questions that follow.

**Instructional Resources**

*Studies Weekly*, Periodical 32, Graphing (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 14. Describe various uses for a resource.</b></p> <p>Economics Content Statement 14. Resources can be used in various ways.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Resources can be used in a variety of ways</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Individuals make decisions because of scarcity of resources.</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe</p> <p><b>Tier 3</b> goods resources scarce services</p>
<p><b><u>Success Criteria</u></b></p> <p>I4a. I can define and give examples of resources.</p> <p>I4b. I can apply the concept of scarcity to resources.</p> <p>I4c. I can demonstrate how resources may be used for more than one purpose.</p>		
<p><b>GE.1.11 (Prior Grade Standard)</b></p> <p>Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.</p>	<p><b>GE.3.16 (Future Grade Standard)</b></p> <p>Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p>	

**Content Elaborations**

Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.

**Instructional Strategies**

Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees, used for houses, fuel, paper, pencils or furniture).

Use a graphic organizer to illustrate all of the ways a specific resource can be used.

Allow for student choice of resources. Students can show their learning through discussion, journaling or drawing.

**Sample Assessments and Performance Tasks**

Look at the pictures of resources below. Explain two ways each resource could be used.

Create a web graphic organizer for a resource that you know. In the center circle, write the name of the resource. In the outside circles, draw or write about all the different ways this resource can be used.

What does it mean to say that a resource is scarce?

Why is it important that people use resources wisely?

**Instructional Resources**

*Studies Weekly*, Periodical 23, Economic Resources (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 15. Explain why most jobs produce specific goods and services.</b></p> <p>Economics Content Statement 15. Most people around the world work in jobs in which they produce specific goods and services.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People work in jobs where specific goods and services are produced.</li> <li>– Specialization</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Understanding producers and consumers</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain</p> <p><b>Tier 3</b> consumers goods producers self-sufficient services specific specialize</p>
<p><b><u>Success Criteria</u></b></p> <p>15a. I can identify goods and services from around the world.</p> <p>15b. I can connect most jobs to the production of specific goods and services.</p> <p>15c. I can use data from the past to prove how families were more self-sufficient in the past.</p> <p>15d. I can explain the importance of why farmers specialize today.</p>		
<p><b>EC.1.12 (Prior Grade Standard)</b> People produce and consume goods and services in the community.</p>	<p><b>EC.3.17 (Future Grade Standard)</b> A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.</p>	

### Content Elaborations

In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.

For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.

### Instructional Strategies

Have students participate in a classroom goods and services market. Some students can provide goods located on Good Street while others provide services located on Service Avenue. Activities could include buying a pencil, sticker, etc., or providing a service like reading to a student, picking up classroom items, helping with mathematics.

### Sample Assessments and Performance Tasks

How were families in the past more self-sufficient? Why did this change?

Why do farmers specialize?

Look at the examples of workers below. Decide whether each worker is providing a good or a service. Move the boxes to the correct column on the chart.

Describe two jobs where specific goods and services are produced.

### Instructional Resources

*Studies Weekly*, Periodical 24, How are Goods Produced; Periodical 27, Economic Choices (printed copy or digital program through [CCS Classlink Launchpad](#))

[CCS Lesson: Who Provides Goods in a Community?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 16. Explain how people buy and sell goods and services using forms of money.</b></p> <p>Economics Content Statement 16. People use money to buy and sell goods and services.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People use money to buy what they want and need.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Markets are used for exchange of goods and services.</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain</p> <p><b>Tier 3</b> currency goods medium of exchange money needs services wants</p>
<p><b><u>Success Criteria</u></b></p> <p>16a. I can identify and define goods and services.</p> <p>16b. I can compare different forms of money.</p> <p>16c. I can explain how people buy and sell goods and services using money.</p>		
<p><b>EC.1.13 (Prior Grade Standard)</b> People trade to obtain goods and services they want.</p>	<p><b>EC.3.18 (Future Grade Standard)</b> A market is where buyers and sellers exchange goods and services.</p>	

**Content Elaborations**

Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to:

- cash;
- credit card;
- debit card; and
- checks

**Instructional Strategies**

Role play situations where students use play money to purchase goods and services they want.

Start a discussion about what it would be like to live in a world without money. Ask students: What makes money a good way to buy things? Does currency make our life simpler?

**Sample Assessments and Performance Tasks**

What do people use to buy and sell goods and services?

Explain how you would use money to buy a book from a book store.

Explain how you would use money to sell a book to a used bookstore after you read the book.

**Instructional Resources**

*Studies Weekly*, Periodical 26, Money and Credit (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 17. Explain how people earn income.</b></p> <p>Economics Content Statement 17. People earn income by working.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People work to earn money to purchase the goods and services they need and/or want.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– A budget helps people become more financially responsible.</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain</p> <p><b>Tier 3</b> budget earn financially responsible goods income needs save services wants</p>
<p><b><u>Success Criteria</u></b></p> <p>17a. I can explain how people earn income and save money.</p> <p>17b. I can describe how people purchase things they need and want.</p>		
<p><b>EC.1.14 (Prior Grade Standard)</b> Currency is used as a means of economic exchange.</p>	<p><b>EC.3.20 (Future Grade Standard)</b> A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.</p>	

**Content Elaborations**

Students understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want. People can save a portion of their income for the purchase of future goods and services.

**Instructional Strategies**

Host a Career Day and invite community members to talk about how they earn money in the work that they do. Include a selection of careers that represent varied levels of education and training, career fields, and workplaces. To prepare, lead a discussion with students where they will create a list of questions to ask the career speakers (e.g., what do you do on a typical day, how much money could someone expect to make starting out, do you need a certificate or license, what education and training is required). Following the career speakers, allow students to reflect upon the information and share their interests related to the different careers.

**Sample Assessments and Performance Tasks**

How do people earn income?

What do people use to buy and sell goods and services?

Look at the pictures below. Which pictures show people earning money at a job?

Answer the questions below after reading *Uncle Jed's Barbershop* by Marjorie King Mitchell, *A Chair for My Mother* by Vera B. Williams, and *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst. What were main characters' decisions about how to save and spend money? Draw a picture of something they might like to buy or do with the money they have saved. Develop your own plan to save money.

Brainstorm a list of items you would like to have in the classroom. Explain different ways to earn income to pay for those items.

**Instructional Resources**

*Studies Weekly*, Periodical 26, Money and Credit (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 6. Explain the connection between the work people do and the human and physical characteristics of the place where they live.</b></p> <p>Geography Content Statement 6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Identify human and physical characteristics</li> <li>- Connection between human and physical characteristics and daily life</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Daily life influenced by agriculture, industry, and natural resources</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b>            connect            explain            identify</p> <p><b>Tier 3</b>            agriculture            human characteristics            impact            industry            influence            natural resources            physical characteristics            rural            urban</p>
<p><b><u>Success Criteria</u></b></p> <p>6a. I can compare rural and urban areas.</p> <p>6b. I can give examples of physical characteristics and explain how physical characteristics of places affect the work people do.</p> <p>6c. I can give examples of human characteristics and explain how human characteristics of places affect the work people do.</p> <p>6d. I can make the connection between the work people do and the human and physical characteristics of the place where they live.</p>		
<p><b>GE.1.5 (Prior Grade Standard)</b>            Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p><b>HI.3.5 (Future Grade Standard)</b>            Daily life is influenced by the agriculture, industry and natural resources in different communities.</p>	

### Content Elaborations

The human and physical characteristics of places impact the work that people do. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).

Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).

Physical characteristics include landforms, climate, soils and hydrology.

### Instructional Strategies

Create a Venn diagram to compare physical, human, and cultural characteristics of rural, urban, and suburban areas.

Students can communicate with students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there. Using what they have learned, students make inferences about the impact of the physical characteristics on the work that the people do.

Visual Discovery: Provide students with photographs of various places and people doing various types of jobs. Ask students to match the worker or job to the place where the job would be performed. Have students explain the reasoning behind their matches.

Use pictures from magazines or Internet sources to match occupations with the physical environments of the region.

### Sample Assessments and Performance Tasks

What are the physical characteristics in the picture below?

Look at the pictures of people doing different jobs. Match the worker to the place where the job would be performed.

Decide whether each place below is rural or urban. Move the box to the correct column on the chart.

In which area are farmers most likely to live? Which area would likely have many factories?

### Instructional Resources

*Studies Weekly*, Periodical 20, Human Characteristics (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 7. Describe positive and negative results of human changes to the physical environment.</b></p> <p>Geography Content Statement 7. Human activities alter the physical environment, both positively and negatively.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Positive and negative modifications of the physical environment</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Evidence of human modification in the local community</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe</p> <p><b>Tier 3</b> canal consequences dam evidence highway human activity modify negative physical environment positive</p>
<p><b><u>Success Criteria</u></b></p> <p>7a. I can explain why people depend on the physical environment.</p> <p>7b. I can use the content specific vocabulary to discuss physical environments, positive and negative consequences.</p> <p>7c. I can make connections between positive and negative results of human changes to the physical environment.</p> <p>7d. I can utilize sources to interpret how people have modified the environment to suit their needs.</p> <p>7e. I can cite evidence of positive and negative consequences of human modification to the physical environment.</p>		
<p><b>GE.1.6 (Prior Grade Standard)</b></p> <p>Families interact with the physical environment differently in different times and places.</p>	<p><b>HI.3.6 (Future Grade Standard)</b></p> <p>Evidence of positive and negative human modification of the environment can be observed in the local community.</p>	

### Content Elaborations

People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.

Examples of physical environment modifications include:

- Dams help control flooding and provide areas for recreation but may destroy animal habitats.
- A new highway improves transportation, but valuable farmland may be destroyed.

### Instructional Strategies

Brainstorm a list of modifications to the environment. Create a chart to describe the positive and negative consequences of each change to the physical environment.

Investigate current-event issues such as an oil spill or air/water pollution and have students describe the positive and negative effects of these activities.

### Sample Assessments and Performance Tasks

Describe a result of each human change to the environment.

Why do people modify the environment?

Which consequence to the environment is positive?

Which consequence to the environment is negative?

### Instructional Resources

*Studies Weekly*, Periodical 21, Periodical 21, Human-Environment Interaction (printed copy or digital program through [CCS Classlink Launchpad](#))

Unit 4. Living in Communities

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 8. Describe how cultures are influenced by their physical environments to meet basic needs.</b></p> <p><b>Compare various cultures from distinctly different physical environments.</b></p> <p>Geography Content Statement 8. Cultures develop in unique ways, in part through the influence of the physical environment.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Relationship between the development culture and physical environments.</li> <li>– Influence of meeting basic needs.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Movement of culture</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe</p> <p><b>Tier 3</b> adaptation basic needs culture develop influence material goods physical environment relationship</p>
<p><b><u>Success Criteria</u></b></p> <p>8a. I can define culture.</p> <p>8b. I can identify material goods that are part of culture.</p> <p>8c. I can compare how different cultures use their physical environments to meet their basic needs.</p> <p>8d. I can infer how a given physical environment influences how people meet their basic needs.</p>		
<p><b>GE.1.7 (Prior Grade Standard)</b> Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p><b>GE.3.7(Future Grade Standard)</b> Systems of transportation and communication move people, products and ideas from place to place.</p>	

### Content Elaborations

Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture.

Students can examine the different ways various cultures meet basic needs including:

- food;
- clothing;
- shelter;
- language; and
- artistic expression.

Students begin to understand that the physical environment influences the way people meet those needs.

### Instructional Strategies

Examine various cultures from distinctly different physical environments through photographs and artifacts.

**Visual Discovery:** Have students look at photographs of various kinds of shelters. Ask a series of questions from basic to complex to help students determine how the cultures use the physical environment to meet their needs.

Students design a multimedia presentation that demonstrates the food, clothing, shelter, language and artistic expressions of a specific culture. The teacher guides students to make inferences about the influence of the physical environment on the way people meet their needs.

### Sample Assessments and Performance Tasks

Look at pictures of shelters below. What material from their environment did each culture use to build their home?

Create a chart to show how basic needs are met in different cultures.

Describe how basic human needs, such as food, shelter, and clothing can be met.

### Instructional Resources

*Studies Weekly*, Periodical 13, Culture; Periodical 14, Cultures Share (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 9. Describe examples of cultural sharing with respect to food, language, and customs.</b></p> <p>Geography Content Statement 9. Interactions among cultures lead to sharing ways of life.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Describing how cultures interact and share their ways of life.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Communities have diverse cultural groups</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe</p> <p><b>Tier 3</b> adapt adopt borrowed communities culture customs interact interdependent ways of life</p>
<p><b><u>Success Criteria</u></b></p> <p>9a. I can list cultural characteristics.</p> <p>9b. I can describe examples of cultural sharing with respect to food, language and customs.</p> <p>9c. I can draw conclusions about how different cultures borrow, adopt, and adapt food, language, and customs.</p> <p>9d. I can compare cultural characteristics of different groups.</p>		
<p><b>GE.K.8 (Prior Grade Standard)</b> Individuals are unique but share common characteristics of multiple groups.</p>	<p><b>GE.3.8 (Future Grade Standard)</b> Communities may include diverse cultural groups.</p>	

### Content Elaborations

As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas.

The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.

### Instructional Strategies

Bring guest speakers from various cultures into the classroom to talk about their cultural practices. The teacher can work with students prior to the visit to draft questions for the speaker.

Use take-out menus that reflect different cultures to have students compare the different foods. Have students illustrate their favorite foods on a paper plate. Talk with students about the idea that you do not have to be of that culture to like that food. Also, have students brainstorm ways their families learn about foods from different cultures.

### Sample Assessments and Performance Tasks

Which of the boxes below show characteristics of culture? Check the correct answers.

Give two examples of sharing language.

Which is an example of cultural sharing with respect to food?

### Instructional Resources

*Studies Weekly*, Periodical 13, Culture; Periodical 14, Cultures Share (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 5. Use print and electronic maps to describe information about location of places.</b></p> <p><b>Construct a map that includes a map title, key, compass rose with cardinal directions.</b></p> <p>Geography Content Statement 5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Construct a map</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Interpret information on a map</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b></p> <p>construct describe explain identify interpret</p> <p><b>Tier 3</b></p> <p>cardinal directions human characteristics landforms map map key map symbols map title physical characteristics symbols</p>
<p><b><u>Success Criteria</u></b></p> <p>5a. I can explain the purpose of a map.</p> <p>5b. I can identify the map tools (title, symbols, key) to read and use a map.</p> <p>5c. I can read map symbols, including cardinal directions, and explain the physical characteristics of a location.</p> <p>5d. I can interpret the information provided on print and electronic maps using a map and its symbols.</p> <p>5e. I can locate landforms and bodies of water on a map.</p> <p>5f. I can construct a map with a title and map key with symbols, including cardinal directions.</p>		
<p><b>GE.1.4 (Prior Grade Standard)</b></p> <p>Maps can be used to locate and identify places.</p>	<p><b>GE.3.4 (Future Grade Standard)</b></p> <p>Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.</p>	

### Content Elaborations

In second grade, students begin to interpret the location and physical features found on maps using cardinal directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features.

Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.

### Instructional Strategies

Students create a map of their own island, including a key. Students can write questions for other students to answer using the map and its symbols.

Students use a treasure map of the classroom, school or playground and its symbols to find a prize.

Map activities can be differentiated by student choice of location (e.g., playground, bedroom, town).

### Sample Assessments and Performance Tasks

What is the purpose of a map?

Draw a map of the school. Be sure to include the cafeteria, library, restrooms, office, playground, and 2nd grade classroom.

Label the landform pictures below.

What is a map key? How can you use a key to determine locations of places?

Use the map symbols to label the bodies of water on the map.

Create a flip book to illustrate, give an example of, and define each landform.

### Instructional Resources

*Studies Weekly*, Periodical 16, Map Skills; Periodical 17, Cardinal Directions; Periodical 18, Location (printed copy or digital program through [CCS Classlink Launchpad](#))