

GRADE 2 SOCIAL STUDIES CURRICULUM MAP

Theme: Living and Working Together in the Global Community

Inquiry Topic 1: Global Places

Compelling Question: How does geography determine where people live?

Vision of the Graduate Focus: Curiosity, Personal Academic Growth, Kindness and Empathy

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
<p>SS2.1.1: Understanding maps and globes</p> <p>SS2.1.2: Physical features of the globe</p> <p>SS2.1.3: Natural resources around the globe</p> <p>SS2.1.4: Global environments</p>	<p>- How do maps and globes help us understand the world?</p> <p>- What are the major physical features of the Earth?</p> <p>- What natural resources are found around the world?</p> <p>-How do people adapt to different environments?</p>	<p>- Map reading and globe exploration</p> <p>- Landform and feature matching</p> <p>- Climate and environment comparisons</p> <p>- Natural resource identification by region</p> <p>- Interactive geography games and videos</p>	<p>Formative: Map labeling activities, resource identification</p> <p>Interim: Physical feature posters, environment reports</p> <p>Summative: Geography -based DBQ, global feature presentation</p>	<p>• Maps and globes help us understand where places are located</p> <p>• The world has diverse physical features like mountains, rivers, and deserts</p> <p>• People live in many environments , from jungles to tundras</p> <p>• Natural resources vary around the world and impact how people live</p>	<p>• Classroom globes and world maps</p> <p>• Physical feature flashcards and matching games</p> <p>• Videos about biomes and environments</p> <p>• Printable landform and resource maps</p> <p>• Online geography games and interactive tools</p>

Inquiry Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

Vision of the Graduate Focus: Growth Mindset, Respect, Accountability

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS2.2.1: Culture and diversity around the world SS2.2.2: Human interactions with and effects on global environments SS2.2.3: Migrations and movement	- What are the elements of culture? - How do people express culture around the world? - How do people impact their environment? - Why do people move from one place to another? - How does movement change communities?	- Cultural comparison charts - Tradition and celebration presentations - Case studies of global migration - Environment change before/after analysis - Community movement mapping	Formative: Culture interview reflections, migration journals Interim: Tradition posters, cultural celebration projects Summative: Culture DBQ, environment/migration change analysis	• Cultures have shared traditions, foods, beliefs, languages, and celebrations • People interact with and change their environments • Migration happens for many reasons and shapes communities • Cultural diversity adds value to the global community	• Books and media showcasing global cultures • Videos on migration and settlement patterns • Cultural artifact visuals and comparison tools • Environment impact simulation materials • Interviews or stories from people who moved

Inquiry Topic 3: Global Connections

Compelling Question: How are we connected to others around the world?

Vision of the Graduate Focus: Teamwork, Curiosity, Kindness and Empathy

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS2.3.1: Local cultures and their global connections SS2.3.2: Global goods and services SS2.3.3: Global communications	- What do we use that comes from other parts of the world? - How do goods and services travel globally? - How do we connect and communicate across the globe? - What does it mean to be part of a global community?	- Global product mapping - Import/export simulations - Pen pal or virtual exchange projects - International news discussion circles - Communication technology timeline activity	Formative: Global connection logs, communication reflections Interim: Goods origin charts, technology evolution posters Summative: Global interdependence DBQ, connection presentation	• Many items we use come from different parts of the world • People depend on goods, services, and ideas from other places • Global communication connects cultures and builds understanding • Technology plays a key role in maintaining global connections	• Labeled products with origin tracking cards • Import/export simulation kits • Pen pal templates or global school links • Communication history timelines • Access to child-friendly global news sources

Inquiry Topic 4: Countries and Governments

Compelling Question: What does it mean to be a global citizen?

Vision of the Graduate Focus: Accountability, Growth Mindset, Personal Academic Growth

Standards & Content Knowledge	Essential Questions	Instructional Strategies	Assessment	Content Knowledge	Resources
SS2.4.1: Global citizenship SS2.4.2: Global leaders SS2.4.3: Rules and responsibilities of governments to each other SS2.4.4: Conflicts and resolution SS2.4.5: Creating change	- What is a global citizen? - Who are important leaders around the world? - What responsibilities do countries have to each other? - How do countries resolve conflict? - How can people create positive change globally?	- Global citizenship pledge creation - Leader biography projects - Conflict resolution simulations - International cooperation role-play - Social action planning	Formative: Pledge reflections, leader fact-checks Interim: Leader posters, resolution journals Summative: Global citizenship DBQ, change-maker portfolio	• Global citizens care about the world and take action • Countries have governments that work together and sometimes disagree • Conflict can be resolved through peaceful means • People of all ages can help make the world a better place	• Global citizenship videos and books • Biographies of global leaders • International organization overviews (e.g., UN, WHO) • Peace-building and resolution storybooks • Social action planning sheets