

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 2 SOCIAL STUDIES

2022

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. " At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

COURSE GOALS

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to allow students opportunities to apply and further build the foundational skills needed in social studies and citizenship.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.
- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.
- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

COURSE ESSENTIAL QUESTIONS

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?
- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?
- Who or what is worthy of a monument/memorial?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond?

COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- Civic Virtues. Citizens look for ways to take responsibility and contribute to their community.
- Taking Action in Our Community. People take actions in our community to make it a safe place for citizens to work and live.
- Government & Democracy. Communities use tools such as voting, elections, and The Constitution to make decisions and uphold rights for our town and country.
- Perspectives. People have a variety of perspectives that inform and influence their decision-making.
- Historical Sources. Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past.
- Map Reading. People can use maps for various purposes to locate places and learn about our world and environment.
- Monuments & Memorials. Monuments and memorials honor individuals and groups who have made a difference in society.

Students will be able to . . .

- Identify rights and responsibilities of citizens in Trumbull and our country. [CIV]
- Explain how the actions of people in the past influence us today. [HIS]
- Understand that the decisions of individuals and groups can influence our culture, resources, and lifestyle. [ECO]
- Describe how geographic representations help us to understand the cultural and environmental characteristics of our community. [GEO]
- Develop questions, plan inquiry, use sources, and present an argument about how individuals and groups make a positive impact on our society. [INQ]

Social Studies Framework Standards Categories	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

SOCIAL STUDIES YEAR AT A GLANCE

September –November	<u>Unit 1</u> : Rights and Responsibilities of Citizens- Being a Change Agent
December –March	<u>Unit 2</u> : Change Makers Moving Through Time
April – June	<u>Unit 3</u> : Connecting the Past to Today
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

Time Allotments/Pacing Guide: 10 – 12 weeks

GRADE 2- UNIT 1

Rights and Responsibilities of Citizens- Being a Change Agent

At a grade-appropriate level, the student will:

CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

CIV 2.4 Compare their own point of view with others' perspectives.

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.4 Explain how the environment affects people's lives.

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Concepts: Need to know about:

Rights and Responsibilities of a Citizen

- Definition of a citizen and rights
- Rules in school and in society (laws)
- Key democratic principles (liberty, freedom, justice, equality)
- Responsibility to others (in school, community, country)
- Responsibility to our environment

Structure of Government

- Three branches in our democratic republic
- The Constitution and voting
- Role of the President

Experiencing the Democratic Process

- Citizens can make a difference
- Point of view /Perspectives
- Interactions between citizens and government (elections, voting)
- Locating significant places (town, state, and country)

Key Vocabulary:

democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

Skills: Need to be able to do:

Rights and Responsibilities of a Citizen

- Define citizens and identify rights citizens have within various settings (classroom, town, country, etc.)
- Explain the importance of rules and laws in a society and how they function (work).
- Identify key American democratic principles and values (liberty, freedom, justice, equality).
- Understand that with rights come responsibilities to others (school, community, country)

Structure of Government

- Understand that there are different roles within the government.
- Explain the function of the Constitution.
- Explain the role of the President.

Experiencing the Democratic Process

- Explain how people can work together to make decisions.
- Describe ways in which people can improve their communities.
- Compare and contrast different perspectives on community issues.
- Describe and participate in an election process within the school setting.
- Discuss and analyze maps of significant places in town related to the voting process.

Big Ideas

Student's statements of enduring ideas

- Citizens have rights and responsibilities that make our society successful.
- People have different jobs in government to help our country.
- Everyone has a part in government.

Compelling or Essential Questions

Teacher's guiding questions

- What rights and responsibilities do citizens have?
- How does our government function?
- What role do individuals play in government?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Define and discuss the rights and responsibilities of a good citizen in our school, community, and country.
2. Lead students in a discussion about the Constitution and make connections between rules of our class/school rules and laws of our country.
3. Develop an anchor chart of the 3 branches of government and their main functions.
4. Explain and discuss the role of the President.
5. Engage students with different voting scenarios and how voting is an important part of the democratic process
6. Explore the principles, values and issues that influence how and why people vote
7. Guide students to locate different voting sites within Trumbull and discuss why voting takes place in multiple locations.
8. Invite grade level speakers to share their experiences in local and state government. (as is possible)
9. Engage students in a discussion about different perspectives on ~~a local issue~~ an issue (can be classroom, school, town)
10. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
11. Introduce students to key vocabulary with opportunities for discussion and application-- democracy, citizen, right, responsibility, freedom, community, constitution, government, vote, ballot, perspective, law, election

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- List rights and responsibilities of citizens in their community (ie: classroom, school, town)
- Define and use key vocabulary from the unit in proper context.

Summative

Student will:

- Identify the main function of each branch of government
- Explain which branch of government they would prefer to join and why

Resources

The President of the Jungle, Andre Rodrigues

Time Allotments/Pacing Guide

10 – 12 weeks

GRADE 2- UNIT 2

Change Makers Moving Through Time

At a grade-appropriate level, the student will:

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

CIV 2.7 Describe how people have tried to improve their communities over time.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.14 Ask and answer questions about explanations.

Concepts: Need to know about:

Change Makers Over Time

- Individual actions can influence society (eg. Eleanor Roosevelt, Martin Luther King, Neil Armstrong)
- Contributions of change makers
- Reasons/motivation (why people make changes in society)

Teaching Others about Change Makers- Exploring History

- Using evidence to present information
- Fact and opinion
- Relevance of sources
- Asking questions about sources

Key Vocabulary: change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice

Skills: Need to be able to do:

Change Makers Over Time

- Explain the characteristics of a change maker.
- Identify historic change makers and their influence on society.
- Select and analyze historical sources for research.
- Conduct research to gather evidence about a change maker using the teacher-generated list as a guide

Teaching Others about Change Makers- Exploring History

- Brainstorm choosing a change maker.
- Determine important information to take notes.
- Use research to produce an informational piece that includes a chronological sequence of events.
- Evaluate multiple sources including but not limited to digital sources and texts.

Big Ideas

Student's statements of enduring ideas

- A change maker is a person who has made a positive difference in society.
- We can learn about the past and how others' perspectives helped influence us today using historical sources.
- We can teach others about important people who made a positive impact.

Compelling or Essential Questions

Teacher's guiding questions

- What characteristics define a change maker?
- How can historical sources teach us about the past?
- Why is it important to learn about people who have made a difference in society?

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what types of changes they might like to see in our community or environment.
2. Conduct an interactive read aloud about a change maker and ask students to list characteristics of the change maker.
3. Lead a discussion and create an anchor chart of possible characteristics of a change maker including their motivation for change and ways their actions improved society in our present.
4. Provide a teacher-created list of change makers and guide students in exploring.
5. Model the research process in alignment with the Writer's Workshop model/curriculum guide and rubric.
6. Guide students to select a change maker and conduct research using a provided graphic organizer.
7. Create a format for students to share research about their change maker.
8. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *change maker, sources, fact, opinion, point of view, influence, significance, argument, timeline, protest, agent, march, organization, equality, justice*

Resources

Ambitious Girl, Meena Harris

Rise Up and Write It, Nandini Ahuja (REQUESTED)

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Students will:

- Listen and participate in class discussions about change makers.
- Use sources such as books, websites, and videos to research change makers (teacher-generated list of individuals who have made significant contributions to society beyond their fame)
- Produce an informational piece about their change maker (process piece from Writer's Workshop informational unit)

Summative

Students will:

- Present their research on the change maker they wrote about in the formative assessment
 - o Teachers may choose a presentation format (poster, google slides, wax museum, etc.)
 - o Presentation will include at least 5 facts that teach someone else about this person, why he/she is a change maker, as well as why the student selected this person.

Time Allotments/Pacing Guide

10 – 12 weeks (Note: Coordinate planning with the *Writer's Workshop Unit: Informational -Research*).

GRADE 2- UNIT 3

Connecting the Past to Today

At a grade-appropriate level, the student will:

HIST 2.2 Compare life in the past to life today.

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.11 Construct explanations using correct sequence and relevant information

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

Concepts: Need to Know About:

Remembering Great People and Events Publically

- People, groups, or events who have monuments or memorials
- Locations of memorials in the town, state, country, and/or world
- Choices of material and regional location (eg. granite/stone in New England)
- Impact of memorials on the culture
- How memorials represent people/groups and their culture
- Examples of memorials: Statue of Liberty, Mount Rushmore, Taj Mahal, Eiffel Tower

What makes a day a Federal Holiday?

- Martin Luther King Jr. Day
- Memorial Day
- How holidays and celebration reflect culture (eg. value accepting people, value those who sacrifice for our country)

We Can Affect the Future

- People and groups in the present are influenced by the actions and beliefs of people and groups in the past.

Key Vocabulary: environment, climate, memorials, monuments, federal holidays, conservation, culture

Skills: Need to be able to do:

Remembering Great People and Events Publically

- Identify people, groups or events who have monuments or memorials.
- Explore where memorials are located and why that area was chosen.
- Analyze how the availability of resources and the importance of location affect where a memorial/monument is built and with what materials
- Describe how memorials impact the culture, people, and groups they represent.
- Identify examples of memorials around the country and world.

What makes a day a Federal Holiday?

- Explain what a federal holiday is.
- Compare a federal holiday to a non-federal holiday.
- Evaluate how federal holidays are established.
- Explain how holidays and celebrations reflect our cultural diversity.

We Can Affect the Future

- Analyze the difference between life in the past and life in the present.
- Describe how our choices can influence the future.

Big Ideas

Student's statements of enduring ideas

- Monuments and memorials honor individuals and groups that have made a difference in society.
- People and events that have made a difference can also be honored with a federal holiday
- Anyone can make a difference.

Compelling or Essential Questions

Teacher's guiding questions

- Why are monuments/memorials created?
- Why do we have federal holidays and who are they intended to honor?
- In what ways can I make a positive impact on my community and beyond.

Instructional Strategies

Based on our philosophy for student learning, teachers will:

1. Introduce the unit by asking students what memorials/monuments they have visited, seen, are familiar with as well as what are some of our Federal Holidays.
2. Using an anchor chart, identify monuments, memorials and Federal Holidays that honor individuals and groups who have made a difference in society (include examples that are local, national, and/or international).
3. Discuss choices made for monuments /memorials as far as location and materials.
4. Reflect back on our changemakers and discuss who has had a memorial/monument of federal holiday created for them and why.
5. Using the text *Camping with the President*, discuss the ways that Teddy Roosevelt's trip to Yosemite with naturalist John Muir influenced his later conservation efforts.
6. Connect how their efforts led to being change-makers and as a result Teddy Roosevelt being honored for his efforts on Mount Rushmore.
7. Brainstorm change-makers who do not have memorials/monuments/holidays.
8. Model the creation of a monument/memorial design for John Muir (could be sketch, construction, digital, etc.)
9. Design a monument/memorial for a change-maker that does not have one (group project).
10. Lead students in a reflective discussion of how they can make a positive impact on their community and beyond.
11. Collaborate with other colleagues (ie; Art, Library/Media, Music) to incorporate the arts and technology into the social studies curriculum (as is possible)
12. Introduce students to additional key vocabulary with opportunities for oral discussion and application: *environment, climate, memorials, monuments, federal holidays, conservation, culture*

Resources

The Camping Trip that Changed America, Barb Rosenstock

Magic Treehouse: Camp time in California, Mary Pope Osborne (REQUESTED)

Assured Assessments

Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:

Evaluation/ Assessment Methods

Formative

Student will:

- Listen and participate in class discussions about monuments, memorials, and federal holidays.
- Use sources such as books, websites, and videos to learn about monuments, memorials and federal holidays.
- Choose a monument from the teacher-generated list and explain significant facts about it - teacher chooses format (worksheet, poster, google slide)

Summative

Student will, individually or in collaborative groups:

- Create a representation of a monument for a change maker
 - o Choose a change maker who does not currently have a monument to him/her
 - o Design a monument/memorial that reflects what their change maker stands for.
 - o Complete a written response reflecting on their choices for the monument they created, including the location of the monument and materials used to construct it.
 - o Share their monuments with classmates

ASSESSMENTS AND RUBRICS

Links to Unit 1 Assessments (samples are shown on the following pages)

[Unit 1 Formative Assessment](#)

[Unit 1 Summative Assessment](#)

Unit I Formative Assessment: Rights and Responsibilities of Citizens

Name _____

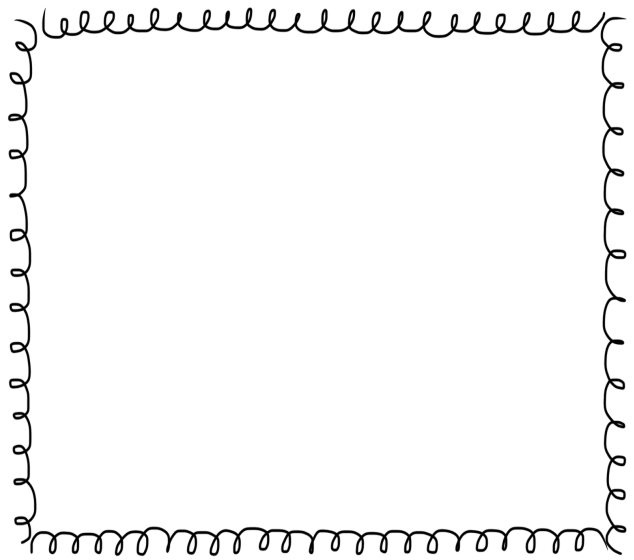
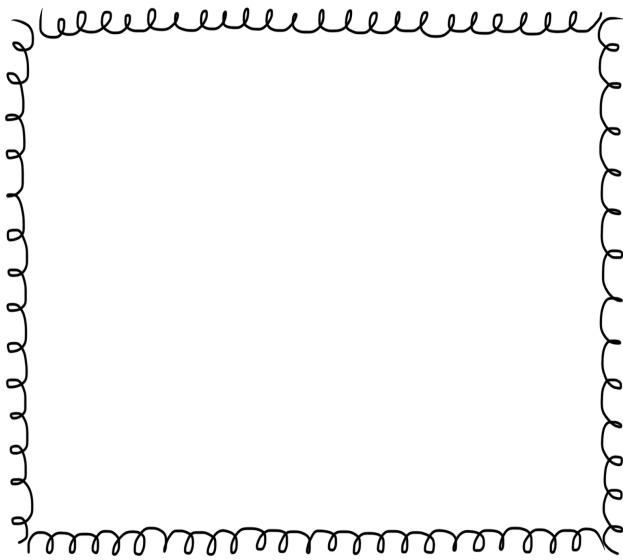
Date _____

As we discussed, a citizen is someone who is a member of a community. Citizens have rights and responsibilities to that community.

In the space below, draw and list two RIGHTS and two RESPONSIBILITIES of a citizen.

RIGHTS

RESPONSIBILITIES



3 Branches of Government

Word Bank:

Congress


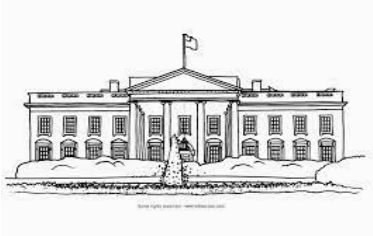

Makes sure laws are followed

President

Answers questions about laws

Justices

Passes laws

	LEGISLATIVE	EXECUTIVE	JUDICIAL
			
	Capitol Building	White House	Supreme Court
Who is in each branch?			
What does each branch do?			

Which branch of government would you want to be in?

Explain your choice: _____

Unit 2 Summative Rubric Change Maker Presentation

Name: _____ Points: _____ / 12

	3 (Meeting Standards)	2 (Approaching Standards)	1 (Not Yet Meeting)
Ideas and Information	I chose 4-5 appropriate facts and relevant, descriptive details to support my teaching of my change maker.	I chose 2-3 appropriate facts and some relevant, descriptive details to support my teaching of my change maker.	I was unable to choose appropriate facts and details about my change maker.
Organization	I presented my ideas in chronological order.	Some of my ideas were presented in chronological order.	I was unable to present my ideas in chronological order.
Eyes and Body	I made eye contact with the audience. I had a confident posture.	I made eye contact with the audience some of the time. I had a confident posture some of the time.	I did not make eye contact with the audience. I did not have a confident posture.
Voice	I spoke loudly and clearly.	I spoke loudly and clearly some of the time.	I did not speak loudly and clearly.

Unit 3 Summative Assessment: Monument Memorial Design

Name _____ Date _____

1. Who was the change maker your group chose to make a monument/memorial to honor?

2. Why is this person worthy of a monument or memorial?



Unit 3 Summative Assessment: Monument Memorial Design Page

3. Why is the location you chose important for this memorial?

4. What materials did you use for creating your monument/memorial? Why are these appropriate choices?

