

Grade 2 Term 1: CIVICS/GEO

Essential Question: What is the world like?		
<p><b>Purpose:</b> The purpose of this task is to develop an understanding of how students can relate to their surroundings, beginning with their own house and town, and moving out to other territories and countries. Students will be able to see themselves as citizens of both small and large communities. Students will also explore and develop an understanding of a variety of living environments.</p>		
Day	Activities	Resources
<b>Day 1 and Day 2</b>	<p>Define the term map: a flat picture that shows where things are located. Read <u>Me on the Map</u> by Joan Sweeney After reading, complete the Where Am I in the World? response journal with students.</p> <p>Page 1: Use the See-Think-Wonder strategy to foster a discussion</p> <p>Page 2: Look at map of Naugatuck and find where you live; circle your neighborhood <b>(GEO.1)(GEO.2)</b></p> <p>Page 3: Look at Connecticut and locate Naugatuck. Use direction terms to describe Naugatuck’s location in Connecticut. <b>(GEO.1)(GEO.2)</b></p> <p>Page 4: Look at the US and describe where Connecticut is; describe the size, location, compare and contrast to other states, is it near water? <b>(GEO.1)(GEO.2)</b></p> <p>Page 5: Look at the US and see where it is in reference to other countries; compare and contrast, who borders our country? <b>(GEO.1)(GEO.2)</b></p> <p>Page 6: Look at North America; can you find the United States? <b>(GEO.1)(GEO.2)</b></p> <p>Page 7: Where is Earth in relation to the solar system? Where is it in reference to the sun? How does that affect our lives? <b>(GEO.1)(GEO.2)</b></p>	<p>MyWorld Chapter 2 - Lesson 1: Use Maps to Locate Places</p> <p>Where Am I in the World? response journal</p>
<b>Day 3</b>	<p>As a class, using the Naugatuck Community pictures - create large-scale map of Naugatuck. Have students analyze the map using a SEE-THINK-WONDER activity. Ex: I <b>see</b> a bank on both sides of the river. I <b>think</b> there are banks in many locations to make it convenient for the citizens of Naugatuck.</p> <p style="background-color: yellow;">Keep this Anchor Chart to again use in Term 2</p>	<p>2024 Naugatuck Community pictures for map - please copy at 50% to fit on chart paper map</p>
<b>Day 4</b>	<p>MyWorld Chapter 2 - lesson 4: Our communities and Resources</p> <p>Introduce vocabulary - environment, urban, suburb, rural</p> <p>Show students the types of communities Posters and have students make observations about the similarities and differences. Make a copy of the All about Communities book (pgs 6-17) for each student. After reading, have students identify which type of environment Naugatuck is and how they know in the booklet. This can be found on the second to last page of the printed booklet, right before the Glossary.</p>	<p>MyWorld Chapter 2 - lesson 4: Our communities and Resources Posters</p> <p>All about Communities book</p>
<b>Day 5</b>	<p>Review the types of environments: urban, suburban, rural with students. After the class discussion, have students work in groups of three to complete the</p>	<p>All about Communities book</p>

	activity on pgs 24-25 to show their understanding of the concept. Have groups share their ideas.	
Competencies Scored	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can construct and interpret geographic representations in order to identify and make observations about cultural and environmental characteristics</li> <li>● I can explain and describe how the environment affects people's lives</li> <li>● I can analyze and demonstrate knowledge of how humans affect the culture and environment of places</li> <li>● I can identify cultural and environmental characteristics of a region/place</li> </ul>	
Addressed through ARC Literacy Lab	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can describe the roles and responsibilities of the members of my community <b>(Civics)</b></li> <li>● I can examine how communities work to accomplish common task, establish responsibilities, and fulfill roles of authority <b>(Civics)</b></li> <li>● I can describe my roles and responsibilities in the communities that I am a part of <b>(Civics)</b></li> <li>● I can describe the importance of communities working together <b>(Civics)</b></li> </ul>	