Grade 2 Social Studies
Contributing to a Society

Grade(s):	☐ K ☐ 1 ☑ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Grade 2		
Course Title:	Grade 2: Contributing to Society		
Prerequisite(s):	Grade 2 Enrollment		
Course Description: *Program of Studies*	In grade 2, students explore how people contribute to society. Students investigate democratic principles, leadership in the past and present, and the processes by which decisions are made within local, national, and global communities. Students investigate how people work together and make decisions using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about the contributions of individuals to society.		
Course Essential Questions:	● How do the roles and responsibilities of community members and local officials impact their community? ● How are the wants and needs of a community determined and met? ● What are the qualities of a good leader?		
Course Enduring Understandings:	● Local officials work to serve the interests of the community. ● Individuals and groups work interdependently to improve their community. ● Families are structured to accomplish common tasks, establish responsibilities, and fulfill roles. ● Democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. ● Local communities change in various ways over time.		

	• Each community has unique cultural and environmental features. • People in the community strive to work together to meet needs and create more equity for residents. • Governments use different types of human and physical resources to respond to the needs of the community. • Environmental factors also influence the decisions leaders make in the community. • A variety of individuals with different backgrounds have made contributions to our national, state, and local communities. • Different accounts about the same person or historical event provide the opportunity to explore multiple perspectives. • Specific questions can help one understand and analyze historical sources. • National and state observances and celebrations are important because they honor diverse individuals, groups, and events in the United States.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A
Course Materials/Resources:	*Studies Weekly*	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Working Together as a Community (~4-6 weeks) **Unit 2:** Decision-Making in Our Community and World (~4-6 weeks) **Unit 3**: Leadership Past and Present (~4-6 weeks)	

Unit Number and Title:	**Unit 1:** Working Together as a Community
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Every town and city in Connecticut has its own story. The characters in each story are the people, past and present, who have contributed to the town's/city's history. Families, organizations, and political groups all contribute to the evolution of each Connecticut town. In this unit, second graders will learn about and share their experiences in the town/ city they reside in by examining their family, and then exploring all the people and groups in their town/city, and how they work together.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 2.Civ.1. a. Describe the roles and responsibilities of local officials (e.g., alderman, mayor, selectman, other municipal leaders). 2.Civ.5. a. Explain the role and responsibilities of a local government (e.g., public safety, waste removal, education, libraries, road maintenance). 2.Civ.6. a. Describe how individuals and groups work interdependently to improve their community (e.g., education, health, recreation, safety). 2.Civ.8. a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. 2.Civ.10. a. Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling). 2.His.1. a. Employ chronological thinking to create a timeline of multiple events in one's life or community where people worked together. 2.His.4. a. Compare the needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).

	2.Geo.1. a. Demonstrate spatial awareness by creating a community map illustrating physical and human-made features (e.g., bodies of water, topography, structures, plant, and animal life). 2.Geo.2. a. Describe change over time in the local community using information from maps, graphs, and photographs (e.g., land use, locations of neighborhoods, transportation, animal habitats). 2.Geo.3. a. Identify the cultural and environmental features of the local community using maps, globes, and representations of cultural practices (e.g., places of worship, celebration of holidays and festivals, built environment, physical features). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* 2.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. 2.Inq.3. a. Gather relevant information from one or two sources about a significant person, event, or issue in a community while using origin and structure to guide the selection. 2.Inq.4. b. Construct explanations using the correct sequence and relevant information. 2.Inq.4. e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.
Essential Question(s):	● How do the roles and responsibilities of community members and local officials impact their community?
Enduring Understanding(s):	● Local officials work to serve the interests of the community. ● Individuals and groups work interdependently to improve their community. ● Families are structured to accomplish common tasks, establish responsibilities, and fulfill roles. ● Democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. ● Local communities undergo various changes over time. ● Each community has unique cultural and environmental features.
Learning Goal(s): *Students will know and will*	**Content:** (Students will know…)

be able to use their learning to: (Content/ Skills)	● The features of the place where they live. ○ country ○ state ○ capital ○ city ○ town ● the ways that humans interact with their environment. ○ adaption ○ modification ● that families play a role in the local community. ○ roles and responsibilities ○ cultures ○ traditions ● the roles and responsibilities of Fairfield's government and local officials. ○ public safety ○ waste removal ○ education ○ libraries ○ road maintenance ○ taxes ● the important democratic principles within a community. ○ fairness ○ respect for legitimate authority ○ participation by citizens ○ following rules ■ classroom rules ■ school rules ■ town laws ■ state laws ● that people have different perspectives about community issues. ○ truthfulness

	○ problem solving ○ respect ○ common good ○ equality ○ justice ○ conflict ● what responsible citizenship looks like. ○ traits of responsible citizens ○ active participation ○ rights of citizens ○ becoming a United States citizen ● that timelines show the chronological order of events in one's life or community. ○ chronology ○ past ○ present ○ future ● the needs of the community today may differ from the needs of the past. ○ education ○ land use ○ safety ○ transportation ● that maps illustrate physical and human-made features. ○ bodies of water ○ topography ○ structures ○ plants ○ animal life ● cultural features of the local community. ○ places of worship ○ celebration of holidays and festivals ○ historic markers

	○ memorials **Skills:** (Students will be able to…) ● explain how families contribute to the community. ● categorize the roles and responsibilities of local officials by completing a chart. ● represent how people in Fairfield have worked together to create/build change. ● describe how individuals and groups work interdependently to improve their community. ● describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. ● compare one's own perspective about a community issue with that of the perspective of others. ● employ chronological thinking to create a timeline of multiple events in one's life or community. ● create timelines of their own lives and the Fairfield community. ● demonstrate spatial awareness by creating a community map illustrating physical and human-made features. ● describe changes over time in the local community using information from maps, graphs, and photographs. ● identify the cultural and environmental features of the local community.

Unit Number and Title:	**Unit 2:** Decision-Making in Our Community and World
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Communities within the United States have diverse wants and needs. Determining these wants and needs differs from town to town, city to city, and state to state. Throughout history, individuals living in communities have advocated to create more opportunities for economic improvement. In this unit, second graders will learn how decisions are made in their community and nation that relate to its wants and needs.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 2.Civ.8.a. Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community. 2.Civ.14. a. Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present (e.g., greenspaces, safety laws, zoning, affordable housing, support for immigrant families). 2.Geo.4. a. Explain how climate, weather, and environmental characteristics influence the decisions people make in their community (e.g., infrastructure, land use, natural resource extraction, water use). 2.Eco.1. a. Explain how scarcity and abundance influences decision-making in the community (e.g., budgeting, rationing). 2.Eco.7. a. Explain the costs of making goods within a community (e.g., labor, raw materials, transportation, infrastructure, supply, and demand). 2.Eco.12. a. Describe examples of goods and services the government provides (e.g., education, healthcare, roads, sewers, libraries, safety).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards 2.Inq.3. b. Evaluate a source by distinguishing between fact and opinion. 2.Inq.4. a. Construct arguments with reasons. 2.Inq.4. d. Present a summary of an argument using print, oral, or digital technologies. 2.Inq.4. f. Use listening, consensus-building, and voting procedures to take action in the classroom.
Essential Question(s):	● How are the wants and needs of a community determined and met?
Enduring Understanding(s):	● People in the community strive to work together to meet needs and create more equity for residents. ● Governments utilize various types of human and physical resources to address the community's needs. ● Environmental factors also influence the decisions leaders make in the community.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the purpose of governments. ○ consent of the governed ○ law ○ security ○ order ○ services ○ conflict ● how the United States' government works. ○ voting ○ bill ○ separation of powers ○ the Executive Branch ○ the Legislative Branch ○ the Judicial Branch

	● the documents that outline our rights and responsibilities as citizens. ○ the Declaration of Independence ○ the Constitution ○ the Preamble ○ the Bill of Rights ○ Amendments ● levels/types of government. ○ national ○ state ○ local ○ tribal ■ Sovereign nations ● environmental factors influence the decisions people make in their community. ○ weather ○ climate ○ natural disasters ● how scarcity and abundance influence decision-making in the community. ○ saving ○ spending ○ donating ○ service ● examples of goods and services the government provides. ○ taxes ○ education ○ healthcare ○ roads ○ sewers ○ libraries ○ safety ○ parks and rec

	● how people have tried to improve communities to meet the needs of people, both past and present. ○ Fairfield Parks and Recreation ○ Operation Hope ○ Bridgeport Rescue Mission ○ McGivney Community Center **Skills:** (Students will be able to…) ● describe the purpose of government at the national, state, and local levels. ● identify the different branches of the U.S. government and describe the separation of powers. ● describe how people have tried to improve communities to meet the needs of and create more equity for residents, both past and present. ● explain how climate, weather, and environmental characteristics influence the decisions people make in their community. ● explain how scarcity and abundance influence decision-making in the community. ● describe examples of goods and services the government provides. ● describe the types of human and physical capital resources used by governments and businesses to respond to community needs.

Unit Number and Title:	**Unit 3:** Leadership Past and Present
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Communities within the United States comprise diverse individuals who have made significant contributions to the growth of their city, town, or state. Sources can be used to learn about past or present national, state, and local leaders. In this unit, second graders will learn how to develop questions about these diverse individuals. Students will also investigate the importance of national and state observances. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 2.His.3. a. Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present (e.g., Dolores Huerta, DJ Kool Herc, Jackie Robinson, Maya Lin, Sally Ride, Mother Earth Water Walkers, Paul Newman). 2.His.6. a. Compare different accounts about the same person or event that contributed to the community (e.g., book, diary, video, website). 2.His.9. a. Identify sources that can be used to learn about past and present national, state, and local leaders. (e.g., articles, books, diaries, photographs, videos). 2.His.14. a. Generate reasons about why national and state observances and celebrations are needed to honor individuals, groups, and events in the United States (e.g., National Hispanic Heritage Month, Veterans Day, Black History Month, Women's History Month, Asian American and Pacific Islander Heritage Month, Native American Heritage Month, Memorial Day, LGBTQ Pride Month, Juneteenth). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards*

	2.Inq.1. a. Explain why a compelling question about a significant person, event, or issue in a community is important to the student. 2.Inq.1. b. Identify facts and concepts related to compelling and supporting questions. 2.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 2.Inq.4. c. Ask and answer questions about arguments and explanations.
Essential Question(s):	● What are the qualities of a good leader?
Enduring Understanding(s):	● A variety of individuals with different backgrounds have made contributions to our national, state, and local communities. ● Different accounts about the same person or historical event provide the opportunity to explore multiple perspectives. ● Specific questions can help one understand and analyze historical sources. ● National and state observances and celebrations are important because they honor diverse individuals, groups, and events in the United States.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the contributions of diverse individuals and groups to their community or the United States, both past and present. ○ George Washington ○ Thomas Jefferson ○ Alexander Hamilton ○ James Madison ○ Benjamin Franklin ○ Susan B. Anthony ○ Elizabeth Cady Stanton ○ Martin Luther King Jr. ○ Thurgood Marshall ○ Cesar Chavez ○ Yuri Kochiyama

	● that accounts of a person or event may differ across sources. ○ book ○ diary ○ video ● how various sources can be used to learn about past and present leaders at the national, state, and local levels. ○ primary source ○ secondary source ○ fact ○ opinion ● Important memorials and monuments in the United States. ○ The Washington Monument ○ The Lincoln Memorial ○ The Statue of Liberty ○ Martin Luther King Jr. Memorial ○ The Crazy Horse Memorial ○ Pearl Harbor National Memorial ● the reasons why national and state observances and celebrations are needed to honor individuals, groups, and events in the United States. ○ Veterans Day ○ Labor Day ○ Independence Day ○ Martin Luther King Jr. Day ○ Juneteenth ○ Memorial Day ○ Celebration Months **Skills:** (Students will be able to…) ● compare different accounts of the same person or event by reading multiple texts and noting similarities and differences.

	● identify sources used to learn about past and present leaders. ● develop questions about a historical source related to a significant person or event. ● generate reasons for honoring individuals, groups, and events through national and state observances. ● research a state or national observance or celebration and connect it to a specific leader, group, or event.