

Grade 2: My Community

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to chronicle community events in order to compare perspective and recognize change over time. - Students will demonstrate the ability to identify their rights and responsibilities as community members in order to describe the social and political systems of towns. - Students will demonstrate the ability to distinguish between goods and services in order to describe economic decision making. - Students will demonstrate the ability to describe the reciprocal relationships among human and physical systems by using community maps and identifying environmental, cultural, and economic characteristics. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. <u>Content Standards:</u> - Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. - Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. - Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. - Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. - Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. - Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. - Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place. - Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs. - Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there - Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place. - His.1.K-2. Create a chronological sequence of multiple events. - His.2.K-2. Compare life in the past to life today. - His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. - His.4.K-2. Compare perspectives of people in the past to those of people in the present. - His.6.K-2. Compare different accounts of the same historical event.	Transfer		
	Students will be able to independently use their learning to act as responsible citizens, making informed decisions.		
	Meaning		
	ENDURING UNDERSTANDINGS Students will understand that... - in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. - when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. - each place on Earth has a unique set of local conditions and connections to other places. - Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues, and take constructive, collaborative action	ESSENTIAL QUESTIONS - Is it important to be part of a community? - How does where you live influence how you live? - Which is more important: goods or services?	
	Acquisition		
Students will know... - that maps and globes have special features (symbols, map legends). - that locations can be described using cardinal directions (north, south, east, west). - that geographic characteristics of communities can be described using symbols and map legends. - that urban, rural, and suburban communities can be located on a map. - that places have geographic and political boundaries.	Students will be skilled at... - constructing and using maps, graphs, and other representations. - identifying and explaining impact. - identifying cultural and environmental characteristics. - explaining the movement of people, goods, and ideas. - comparing and contrasting concepts, perspectives, and accounts. - sequencing multiple events.		

• Civ.1.K-2. Describe roles and responsibilities of people in authority. • Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. • Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. • Civ.5.K-2. Explain what governments are and some of their functions. • Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • Civ.7.K-2. Apply civic virtues when participating in school settings. • Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. • Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. • Civ.10.K-2. Compare their own point of view with others' perspectives. • Civ.11.K-2. Explain how people can work together to make decisions in the classroom. • Civ.14.K-2. Describe how people have tried to improve their communities over time. • Eco.2.K-2. Identify the benefits and costs of making various personal decisions. • Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. • Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. • Eco.5.K-2. Identify prices of products in a local market. • Eco.6.K-2. Explain how people earn income. • Eco.9.K-2. Describe the role of banks in an economy. • Eco.10.K-2. Explain why people save. • Eco.12.K-2. Describe examples of the goods and services that governments provide. • D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems. • D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. • D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	• several types of vegetation and wildlife found in the community. • that major physical features of the community can be located on a map (rivers, ponds, hills, fields, parks, etc..) • that the community in the 1600's was inhabited by various Native American peoples. • the names and accomplishments of several historical figures in the community. • that the community changed over time and grew during the 1700's, 1800's, 1900's, 2000's • physical environment. • population/immigration/migration. • size, shape, homes and buildings. • use of natural resources. • methods of transportation. • jobs and businesses. • evolution of neighborhoods. • the advantages and disadvantages to living in urban, suburban, and rural communities. • that urban, suburban, and rural communities embrace traditions and celebrate holidays. They also have special events, people, traditions, practices, and ideas. • that government is established to protect the rights of citizens, promote fairness, and keep people safe. • that holding elections and voting are examples of democracy. • that local leaders are elected (selectmen, tax collector, recreation director, school board, etc..). • that there is a process for elections and voting (schools, communities). • that community members are united by symbols of citizenship (the U.S. flag and its display and use, the Pledge of Allegiance, and national holidays). • that communities need rules and laws to solve problems and resolve conflicts. • that rules and laws have changed over time to meet the needs of community members. • that citizens provide service to their community in a variety of ways. • the local government buildings and their functions	• describing and explaining roles and responsibilities. • applying civic virtues and following rules. • describing democratic principles. • collaborating with others to make decisions. • taking informed action.
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	(town hall, courts, post office, etc.) • that people use money to pay for goods and services. • that scarcity requires people to make choices about costs and spending money. • that problems arise when people want more than the community can provide (scarcity). • that taxes are collected to provide communities with goods and services. • that there are goods and services (businesses) specific to each community. • that members of a community specialize in different types of jobs that provide services to the community (fire fighters, police officers, sanitation workers, teachers, etc.) • the role of a bank in the community and why people want to save money. <u>vocabulary:</u> artifacts, resources, culture, rural, urban, suburban, community, timeline, citizenship, conflict, cardinal directions, democracy, equality, good, services, business, scarce, geography, government, history, immigration, map legend, map key, migration, north, south, east, west, symbol	
Content Area Literacy Standards		21st Century Skills
not applicable		• <i>work creatively with others</i> • <i>implement innovations</i> • <i>collaborate with others</i> • <i>access and evaluate information</i> • <i>use and manage information</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	