

Grade 2 Social Studies, Trimester 1, Unit 1

Working Together

Overview

Number of instructional days: 10 (1 day = 50 minutes*)

Rationale for placement

This unit is appropriately placed at the beginning of the year, as we begin to establish classroom routines and expectations. The acknowledgment of rules and leadership and the ability to work together will prepare students to work together for the remainder of the school year. Students need to understand that they have a responsibility to follow rules, show leadership, and solve conflict.

Concepts to be learned and skills to be used

Grade Span Expectations for Social Studies

- EVALUATE **rules** in different settings
- RECOGNIZE and DESCRIBE **characteristics of leadership**
- IDENTIFY **roles** in a **group**
- IDENTIFY **feelings** and **situations** that lead to **conflict**
- DESCRIBE ways **people** SOLVE **problems** effectively
- IDENTIFY problems in the classroom and school
- PLAN and IMPLEMENT **solutions** in the classroom and school

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** to DEMONSTRATE **understanding**.
- DESCRIBE how **reasons** SUPPORT **specific points** the **author** makes in a **text**.
- READ and COMPREHEND **informational texts** in the grade 2-3 text complexity band.
- WRITE **opinion pieces** in which they INTRODUCE the **book or topic**, STATE an **opinion**, SUPPLY **reasons** that SUPPORT the opinion, USE **linking words** and PROVIDE a **concluding statement**.
- RECALL **information** from experiences or GATHER **information** from provided **sources** to ANSWER a **question**.

*The 50 minutes allotted is for social studies and English language arts.

Essential Questions

- What makes a good rule?
- What makes a good leader?
- Why do we need rules?
- How can conflicts be resolved?
- How can I (student) help to resolve problems?

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (K-2)–1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- b. evaluating the rules in different settings (*e.g., Is this a good rule and why/why not?*)
- (K-2)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (*e.g., line leader, team captain*)

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (K-2)–2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
- c. identifying individual roles in a group and acting as a productive member of a group

C&G 3: In a democratic society, all people have certain rights and responsibilities.

- (K-2)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

C&G 4: People engage in political processes in a variety of ways.

- (K-2) –3 Students participate in a civil society by...
- a. identifying problems, planning and implementing solutions in the classroom, school, and community (*e.g., problem of litter/solutions - each picks up one piece of trash, recycle, plan a cleanup day, etc.*)

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards

Text Types and Purposes

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

Research to Build and Present Knowledge

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Clarifying the Standards

Key

C&G = Civics and Government; HP = Historical Perspectives; G = Geography; E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts

Prior learning

C&G

In kindergarten and first grade, students began to learn about identifying rules and consequences for not following rules in different settings. They identified authority figures who make, apply, and enforce rules, and they learned how these people help to meet the needs of the common good. Additionally, K–1 students exhibited respect for self, parents, teachers, authority figures, and others.

Students demonstrated understanding of personal and group rights and responsibilities, and they worked cooperatively in a group, sharing responsibilities or individual roles within the group.

Last, K–1 students identified feelings and situations that lead to conflict and described ways people solve problems effectively.

RI

In Grade 1, students asked and answered questions to demonstrate key understanding of a text. Students also described how reasons support specific points an author makes in a text.

W

In Grade 1, students wrote opinion pieces. They also recalled information from experiences with guidance and support.

Current learning

C&G

In this unit of study, students deepen their understanding by considering the essential question, “Why do we need laws?” They engage in learning activities to recognize and describe characteristics of leadership and fair decisionmaking and how these characteristics affect others.

Second-grade students learn how to be a productive member of a group, and they continue to identify feelings and situations that lead to conflict and describe ways in which conflict can be resolved. Students identify problems in the classroom, school, and community, and they plan and implement solutions to these problems.

Learning activities for this new content should be planned at the developmental level.

RI

In Grade 2, students ask and answer who, what, when, where, why, and how questions to demonstrate understanding of texts. Students also describe how reasons support specific points an author makes in a text.

W

In second grade, students write opinion pieces in which they introduce a topic, state an opinion, supply supporting reasons, use linking words, and provide a concluding statement.

Students recall information from experiences or gather information from provided sources to answer a question.

Future learning

C&G

In third and fourth grade, students will compare similarities between a rule and a law.

Students will demonstrate characteristics of leadership and fair decision-making and explain how these characteristics affect others. They will exhibit and explain what it means to be a responsible member of a group working to achieve a common goal, and they will self-monitor their effectiveness in a group.

Third and fourth graders will explain different ways conflicts can be resolved and how conflicts and resolutions can affect people, and they will describe the resolution of conflicts by the courts or other authorities.

Finally, third- and fourth-grade students will identify problems, plan and implement solutions, and evaluate the outcomes in the classroom, school, community, state, nation, or world.

Burrillville and Lincoln Public Schools with process support from The Charles A. Dana Center at the University of Texas at Austin

RI

In Grade 3, students will refer to the text when answering questions. Additionally, students will describe logical connections between sentences and paragraphs in a text.

W

In Grade 3, students will continue writing opinion pieces in which they introduce a topic, state an opinion, create an organizational structure that lists reasons, use linking words, and provide a concluding statement.

Students will also learn to take notes as they gather information from print and digital resources.

Resources

Foundational Knowledge

In order for students to fully understand the content of this unit of study, teachers will need to teach fairness and various social skills in the classroom.

Suggested primary and secondary documents

Lily's Purple Plastic Purse by Keven Henkes→Level L, 540L

Lila the Fair by Laura Driscoll→ Level L,

Stephanie's Ponytail by Robert Munsch→ Level L, 500

Do Unto Otters by Laurie Keller→ Level J, 460L

Bully Trouble by Joanna Cole→ Level J, 280L

Rules by Clarence Lee→ Level E

Rules and Laws by Ann-Marie Kishel→ Level J

Enemy Pie by Derek Munson→Level L, 330L

Sorry by Trudy Ludwig→ Level N, 590L

Rainbow Fish by Marcus Pfister→Level M, 410L

What If Everybody Did That? by Ellen Javernick→Anchor Text?

Suggested online resources

Key information from the grade-span expectations and common core state standards documents

Websites with common core information, strategies, or lessons

<http://civiced.org/resources/curriculum/lesson-plans>

Potential challenges

The ability to identify characteristics of good leaders will be a challenge for second graders.

Suggested assessment ideas

Given two rules, students will determine which rule is a good rule and write a short opinion piece explaining why the rule is a good rule. (Evaluate rules)

Given scenario, circle the actions which demonstrate good leadership (Recognize/Describe)

Given a passage from a familiar book about rules (ie. What If Everybody Did That?) students will be able to explain why we need rules and use the text to identify specific points the author has made about rules.

Given a conflict situation, students will identify (circle) their feeling and the best resolution to the given conflict.

Role playing/acting out conflicts and resolutions.

Grade 2, Trimester 1, Unit 2

Long Ago and Today

Overview

Number of instructional days: **20** (1 day = 50 minutes*)

Rationale for placement

This unit is appropriately placed since at this time in the calendar year, Thanksgiving and Columbus Day provide an excellent opportunity to explore long ago and today.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY and CATEGORIZE **information**
- DISTINGUISH **artifacts, objects, and symbols**
- RECOGNIZE the **origin, name, or significance of local features**
- DESCRIBE, DEFINE, and ILLUSTRATE **sequence of events**
- EXPLORE AND DESCRIBE **similarities and differences over time**
- RECONSTRUCT their **past** and UNDERSTAND **present**
- IDENTIFY **events** that AFFECT **interactions**
- IDENTIFY the **impact of innovations or inventions**

Common Core State Standards for English Language Arts

- ASK and ANSWER **questions** to DEMONSTRATE **understanding**.
- DESCRIBE the **connection** between a **series of historical events**
- DETERMINE the **meaning of words and phrases**
- KNOW and USE various **text features**
- IDENTIFY the **main purpose** of a **text**
- COMPARE and CONTRAST **important points** in **texts**
- READ and COMPREHEND **informational texts**
- WRITE **narratives**
- FOCUS on a **topic** and REVISE and EDIT **writing**

*The 50 minutes allotted is for social studies and English language arts.

Essential questions

- How can historical artifacts help us understand the past?
- How does understanding the past help us?
- What events or people have helped shape our community?
- How is life today similar to or different from the life in the past?

Written Curriculum**Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature.**

- (K-2) – 1 Students act as *historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *What would this artifact tell us about how people lived?*)
 - b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (K-2) – 1 Students connect the past with the present by...
- a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)
- (K-2) – 2 Students chronicle events and conditions by...
- a. describing, defining, and illustrating a sequence of events from ~~personal, classroom, school,~~ or community life (e.g., timeline or self-made informational text showing key events)
- (K-2) – 3 Students show understanding of change over time by...
- a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)

HP 3: The study of history helps us understand the present and shape the future.

- (K-2) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- b. identifying events that can affect how people interact (e.g., beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).
- (K-2) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. identifying innovations or inventions that have impacted interaction between people (e.g., the invention of the telephone allowed people to talk to each other at a distance).

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learningHP

In Grades K–1, students described, defined, illustrated, and organized a sequence of events in personal, classroom, or school life. In addition, students explained how a sequence of events affected people.

RI

In Grade 1, students asked and answered questions to demonstrate key understanding of a text and described how reasons support specific points the author makes in a text.

Students described the connection between two events.

Students also asked and answered questions to determine meanings of words. They used various text features and distinguished between information provided by pictures or texts.

Lastly, students compared and contrasted the adventures of characters.

W

In Grade 1, students wrote a sequenced narrative of two or more events.

With guidance and support, students strengthened their writing.

Current learningHP

In this unit of study, Long Ago and Today, second graders deepen their understanding by reflecting on the essential question “What events or people have helped shape our community?” Students engage in learning activities to compare and contrast artifacts from long ago and today, and they recognize the significance of important people and events from the past and how these events impact the interactions of people.

Learning activities for this new content should be planned at the developmental level.

RI

In Grade 2, students ask and answer who, what, when, where, why, and how questions to demonstrate understanding of texts. They describe how reasons support specific points the author makes in a text.

Students also describe the connection between a series of historical events. They determine the meaning of words and phrases in a text, know and use various text features, and identify the main purpose of a text. Students also compare and contrast the most important points presented by two texts.

W

Second graders write well-organized narratives. They revise and edit with guidance and support from adults and peers.

Future learningHP

In Grades 3–4, students will describe the difference between primary and secondary sources and interpret information from each. Additionally, they will classify objects, artifacts, and symbols from long ago and today and describe how these things add to our understanding of the past and help us make predictions for the future. Last, students will describe and organize significant events in Rhode Island history and explain and infer how these events affected Rhode Islanders.

RI

In Grade 3, students will refer to the text when answering questions. They will also describe logical connections between sentences and paragraphs in a text.

Students will describe the relationship between a series of historical events.

Grade 3 students will determine the meaning of general academic and domain-specific words, use text features and search tools, and distinguish their own point of view from that of the author. Finally, students will compare and contrast the themes, settings, and plot of stories.

W

With guidance and support, students will develop and strengthen their writing by planning, revising, and editing.

Resources

Foundational knowledge

In order for students to fully understand the content of this unit of study, standard content-based vocabulary words and terms, such as *historian*, *artifacts*, *origins*, *geographic* and *human-made features*, *innovations*, and *inventions*, will need to be taught.

Suggested primary and secondary documents

Sarah Morton's Day: A Day in the Life of a Pilgrim Girl by Kate Waters → Level Q, 700L

Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy by Kate Waters → 590L

Tapenum's Day by Kate Waters

On the Mayflower by Kate Waters

Small Wolf by Nathan Benchley → Level J (multiple copies)

Little Runner of the Longhouse by Betty Baker → Level J (multiple copies)

First Step Nonfiction Then and Now Series—Transportation by Robin Nelson → (multiple copies)

National Geographic *Then and Now Series*

Suggested online resources

Key information from the grade-span expectations and Common Core State Standards documents

Websites with Common Core information, strategies, or lessons

<http://www.plimoth.org/>

<http://sni.scholastic.com/SN2/>

<http://www.readworks.org/passages/inventions-then-and-now>

Vocabulary

Potential challenges

A challenge for second graders is the recognition that long ago doesn't simply mean yesterday, but includes what happened before they were born and even before their parents were born. Understanding that the past influences the present is also a difficult concept. Obtaining authentic artifacts and documents for the children to explore will be difficult.

Suggested assessment ideas

Students will use an “artifact” brought from home to launch a narrative writing piece about a memory that the particular artifact triggers.

Given a set of pictures or actual objects, students will distinguish artifacts from long ago and identify what we can learn from them.

Students will explore and describe similarities and differences in transportation over time. Students will also describe the impact of innovations in transportation.

Grade 2, Trimester 2, Unit 1

Patriotism



Overview

Number of instructional days: 10 (1 day = 50 minutes)*

Rationale for placement

Any time is a good time to be a patriot! The Patriotism unit is appropriately placed at this point in the school year because the unit will be taught around election time—a time that children hear a lot of negative comments about politicians, government, and our country in the media and even at home. It is important to nurture the love of country in our young children. These skills are essential to help students grow up to become productive members of society.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY elected **leadership** at various levels of government
- IDENTIFY **symbols** and **national holidays** that depict American values
- IDENTIFY and EXPERIENCE forms of civic participation

Common Core State Standards for English Language Arts

- IDENTIFY the main purpose of a text
- READ and COMPREHEND informational texts
- WRITE opinion pieces
- FOCUS on a **topic** and REVISE and EDIT **writing**
- RECALL information from experiences

Essential questions

- What are symbols of our democratic values and where would you find them?
- How do people perform their civic duties?

*50 minutes includes both social studies and English language arts instruction

Written Curriculum

Grade-Span Expectations for Social Studies

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...
 - a. identifying elected leadership titles/basic roles at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).
- (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
 - a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day).
 - b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *Grand Old Flag* represents national unity, *This Land is Your Land* represents respect for diversity).

C&G 4: People engage in political processes in a variety of ways.

- (K-2) –1 Students demonstrate an understanding of political systems and political processes by...
 - a. identifying forms of civic participation (e.g., voting, conducting a survey).
- (K-2) – 2 Students demonstrate their participation in political processes by...
 - a. experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Research to Build and Present Knowledge

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C&G*

First graders learned to work cooperatively in groups and respect others' rights.

In Grade 1, students identified feelings and situations leading to conflict and talked about how people solve problems.

RI

In Grade 1, students distinguished between information provided by pictures and information provided by texts.

Grade 1 students read informational texts with support.

W

In Grade 1, students wrote opinion pieces in which they stated an opinion, supplied reasons, and some sense of closure.

Current learning*C&G*

In this unit, second graders deepen their understanding of the essential question, "What are our democratic values?"

Students identify elected leadership, symbols, and national holidays.

Students engage in learning activities to recognize and describe symbols of democratic values.

Burrillville, Lincoln, and Smithfield Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Second grade students learn how to be active members in the political system by identifying ways they can participate in their community.

RI

In Grade 2, students read grade-appropriate, complex texts and identify the author's purpose.

W

Second graders write well-organized opinion pieces, recalling information from personal experiences. They revise and edit with guidance and support from adults and peers.

Future learning

C&G

In third grade, students will exhibit respect for self, parents, teachers, authority figures, and others. They will demonstrate an understanding of others' points of view.

While using a variety of sources, students will provide examples of individuals' and groups' rights and responsibilities. They will demonstrate and explain how personal choices can affect rights, responsibilities, and privileges of self and others.

Third graders will work cooperatively in a group, demonstrating individual/personal accountability to complete a task. They will explain how conflicts can be resolved and how they can affect people.

Students will identify problems, plan and implement solutions, and then evaluate the outcomes in the classroom, school, and community. They will explain how individuals can take responsibility for their actions and how they impact the community.

They will explore current issues and explain the pros and cons of organizational decisions.

RI

In Grade 3, students will distinguish their own point of view from that of the author of a text when reading grade-appropriate, complex texts.

W

Third-grade students will write opinions that introduce the topic or text, state an opinion, and list reasons. They will use linking words and phrases and provide a concluding statement. They will produce writing wherein development and organization are appropriate. They will plan, revise, and edit with support from peers and adults.

Resources

Foundational knowledge

In order for students to fully understand the content of this unit of study, standard content-based vocabulary such as *symbols*, *democratic values*, *civic participation*, etc. will need to be taught.

Suggested primary and secondary sources

My Teacher for President, by Kay Winters → Level J, 370L

Grace for President, by Kelly Dipucchio → Level ?, 570L

Symbols of Freedom, by Jeanne and Bradley Weaver → Level K

Burrillville, Lincoln, and Smithfield Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

The Statue of Liberty by Lloyd G. Douglas (Welcome Books)→ Level F, 510L

Welcome Books Series

Voting, by Gary Miller (Sundance Readers)→Level J

The Liberty Bell, by Lloyd G. Douglas (Welcome Books)→ Level F, 370L

Pull Ahead Book Series

The Statue of Liberty→Level K, 430L

Suggested online resources

<http://www.readworks.org/passages/american-symbols-0>

Potential challenges

A potential challenge for second graders is the understanding of democratic values, principles, and beliefs. We live in a society in which we are constantly bombarded with complaints and problems that people have with our government. Students may have been exposed to negative viewpoints of our government and its leaders. Our goal is to teach respect of individual viewpoints while helping students come to an appreciation of our country.

Suggested assessment ideas

Students will write an opinion piece based on one of the following prompts.

- What is my favorite national symbol? Why?
- What do I love about our country? Why?

Given multiple choices, students will identify leadership titles in their town, state, and country.



Grade 2, Trimester 2, Unit 2

People and Their Environment

Overview

Number of instructional days: 20 (1 day = 50 minutes)*

Rationale for placement

This unit is appropriately placed in the 2nd trimester because students will have the background knowledge of their community, which they gained from the unit Working Together. Students also learned about the history of their local community through the Long Ago and Today unit. Students will extend their current understanding of themselves and their surrounding environment by exploring their communities and the New England region they are a part of. Children need to have a sense of the physical world around them and how the environment impacts relationships.

Concepts to be learned and skills to be used

Grade-span expectations for social studies

- IDENTIFY natural/physical features and natural boundaries of places.
- COMPARE and CONTRAST **human-made features** of different places and regions.
- DESCRIBE how **features** of a **place** INFLUENCES what **people** DO there.
- IDENTIFY **geographic features** that AFFECT human interaction.
- DESCRIBE **why** people CHANGE the space around them and **how** proximity AFFECTS interactions.

Common core state standards for English language arts

- IDENTIFY the **main topic** of a multi-paragraph texts
- DETERMINE the **meaning** of words and phrases in texts
- KNOW and USE various non-fiction text features
- DESCRIBE how **reasons** SUPPORT author's points
- READ and COMPREHEND informational texts
- WRITE informative/explanatory pieces
- PARTICIPATE in shared research and writing projects

*50 minutes includes both social studies and English language arts instruction.

Essential questions

- What are natural/physical and human-made features?
- How does where you live influence how you live?
- How is the place you live different from other places?

Written Curriculum

Grade-Span Expectations for Social Studies**G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (K-2) –2 Students distinguish between regions and places by...
- identifying natural/physical features of different places and regions.
 - comparing and contrasting human-made features of different places and regions.
- (K-2) –4 Students understand how geography contributes to how regions are defined / identified by...
- identifying natural physical boundaries of places (e.g., rivers, mountains).

G 3: Human Systems: (Movement): Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (K-2) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- describing how features of a place influence what activities do or do not take place there (e.g., soccer field on a flat plain, not on a hill).
 - describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.

- (K-2) –3 Students explain how human actions modify the physical environment by...
- describing why people change the space around them.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (K-2) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning**G**

In first grade, students were introduced to maps and their purposes. They used simple maps, with a key and a compass rose, to organize information in spatial contexts (e.g., the store is near the house). They identified and described natural/physical and human-made features.

RI

Grade 1 students identified the main topic, key details, and reasons authors give to support points in a text. They asked and answered questions to determine meanings of words.

In Grade 1, students read informational texts with support and used various nonfiction text features.

W

First grade students participated in shared research and writing projects and wrote informational/explanatory pieces with a topic, some facts, and a sense of closure.

Current learningG

Second grade students identify natural/physical and human-made features in different places. They explore how geography influences what people do in different areas and why.

HP

Second graders identify geographic factors that affect how people interact.

RI

In Grade 2, students read grade-appropriate, complex, multi-paragraph texts and identify the main topics. They use various text features to help locate key facts within the text and determine meanings of words and phrases.

Second graders describe how reasons support an author's point(s).

W

Second graders participate in shared research and writing projects and write well-organized informative/explanatory pieces.

Future learningG

In Grade 3, students will accurately use and design maps to describe and identify locations. They will identify relationships between time, space, and distance.

Students will organize information about people, places, and environment in a special context using ordinal and cardinal directions.

HP

In Grade 3, students will identify how geographic factors and events affect interactions.

RI

Third grade students will determine the main idea of texts, explain how key details support the main idea, and determine the meaning of general academic and domain-specific words relevant to Grade 3 topics. They will use text features and search tools to locate information and describe the logical connection between sentences and paragraphs in a text.

W

Students will conduct short research projects and write informative/explanatory pieces that introduce the topic or text, group related information together, and develop the topic with facts.

Burrillville, Lincoln, and Smithfield Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Resources

Foundational knowledge

In order for students to fully understand the content of this unit of study, standard content-based vocabulary such as *natural physical features*, *human features*, *boundaries*, *interactions*, etc. will need to be taught.

Note: The writing team chose to focus on geographical features of the local community and the New England region. Teachers should feel free to adjust their focus if they wish, as long as the standards within the unit are met. The suggested resources below are based on the New England region.

Suggested primary and secondary sources

A River Ran Wild by Lynne Cherry → Level P, 670L

Letting Swift River Go by Jane Yolen → Level N, 860L

A New England Scrapbook by Loretta Krupinski

M is for Maple Syrup (VERMONT) by Cynthia Furlong Reynolds

L is for Lobster (MAINE) by Cynthia Furlong Reynolds

G is for Granite (NEW HAMPSHIRE) by Marie Harris

R is for Rhode Island Red (RHODE ISLAND) by Mark Allio

M is for Mayflower (MASSACHUSETTS) by Margot Theis Raven

N is for Nutmeg (CONNECTICUT) by Elissia D. Grodin

Keep the Lights Burning, Abbie by Peter and Connie Roop → Level K, 260L

Goodnight Rhode Island by Adam Gamble

Suggested online resources

<http://www.readworks.org/passages/american-symbols-0>

Potential challenges

A potential challenge for second graders is to try to imagine the world they live in before it was modified and changed by people. For example, imagining how people crossed a river before a bridge was constructed, and understanding that someone came up with the idea to build a bridge, thus modifying the physical environment.

Assessment

- Students participate in a shared research and writing project about a natural/physical feature or human-made place in New England. They will describe how features of that place influence the activities that take place there.
- Given a map/visual, students will correctly identify natural physical features and boundaries of the given place.

- After reading *Letting Swift River Go*, *Matthew Wheelock's Wall*, or a similar text, students will describe why the people changed their environment. Students will use specific points the author makes in the text to develop their response.

Grade 2, Trimester 3, Unit 1

Our Global Community



Overview

Number of instructional days: 15 (1 day = 50 minutes)*

Rationale for placement

By this point in the school year, students should have an adequate understanding of themselves in their own community based on the previous units. Therefore, students are ready to learn about the world around them. “We are the world, we are the children...”

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- DESCRIBE **daily life** in different cultures
- IDENTIFY different **cultures** in the local community
- DESCRIBE how **people** with different perspectives view events
- EXPLORE **ways we interact** with others around the world

Common Core State Standards for English Language Arts

- IDENTIFY the **main topic** of a multi-paragraph text
- EXPLAIN how **images** clarify a text
- READ and COMPREHEND **informational texts** in the grade 2-3 complexity band
- WRITE **informative/explanatory pieces**
- PARTICIPATE in **shared research** and **writing projects**

Essential questions

- How are people interconnected?
- How are people from other cultures like us? How are they different?

*The 50 minutes are allotted for both Social Studies and English Language Arts.

Written Curriculum

Grade-Span Expectations for Social Studies

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (K-2) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. describing daily life for individuals in a cultural community.
 - b. identifying different cultures present in the local community.
- (K-2) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. describing how people with different perspectives view events in different ways.

C & G 5: As members of interconnected world community, the choices we make impact others locally, nationally, and globally.

- (K-2) -1 Students demonstrate an understanding of the many ways earth's people are interconnected by...
- a. exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news)
- (K-2) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- a. using a variety of print and non-print sources to explore other people and places

Common Core State Standards for English Language Arts

Reading Standards

Key Ideas and Details

- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Clarifying the Standards**Key**

*C&G = Civics and Government; HP = Historical Perspectives; G = Geography;
E = Economics; RI = Reading Informational Texts; W = Writing Informational Texts*

Prior learning*C & G*

First-grade students used a variety of print and nonprint sources to explore other people and places.

First-grade students listed the pros and cons of personal decisions.

HP

Students in Grade 1 recognized cultural differences and similarities.

RI

First graders read informational texts with support and identified the main topic and key details of a text.

They used illustrations in a text to describe key ideas.

W

In Grade 1, students participated in shared research and writing projects and wrote informational/explanatory pieces with a topic, some facts, and a sense of closure.

Current learning*C & G*

Second graders continue to use a variety of print and nonprint sources to explore ways in which we interact with others around the world.

HP

In Grade 2, students identify different cultures in their community and describe how people with different perspectives view events in different ways.

RI

In Grade 2, students read grade-appropriate, complex, multi-paragraph texts and identify the main topics. Second graders also explore graphic features in nonfiction text, such as diagrams, charts, etc., and explain how these features contribute information to a text.

W

Second graders participate in shared research and writing projects and write well-organized informative/explanatory pieces.

Future learningC&G

Third and fourth graders will locate different nations in the world and explain how current events around the world affect their lives.

Students will list and explain pros and cons of personal and organizational decisions.

HP

In Grade 3, students will compare how members within cultures interact with each other in their environment and how people with different perspectives view events in different ways.

Students will identify how a culture has changed over time.

RI

In Grade 3, students will use text features and search tools to locate information and determine the main ideas of texts and explain how key details support the main ideas.

W

Third graders will conduct short research projects and write informative/explanatory pieces that introduce the topic or text, group related information together, and develop the topic with facts.

Resources

Foundational knowledge

In order for students to fully understand the content of this unit of study, they will need to have a solid foundational understanding of their own community as well as a basic understanding of the globe. Standard content-based vocabulary such as *culture*, *diversity*, *perspective*, *interaction* will need to be taught.

Suggested primary and secondary documents

One World Many Cultures (Sundance Publishing), Level J

Greetings (Sundance Publishing), Level F

A World of Food (Sundance Publishing), Level H

Homes (Sundance Publishing), Level L

What's It Like to Live in... by Jillian Powell

Burrillville, Lincoln, and Smithfield Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Going Fishing- A story set in Bangledash, Lexile 350L

How to Make an Apple Pie and see the world- by Majorie Priceman, Level M, Lexile 590L

Canada (Scholastic) by Susan Canizares

A Day in Japan (Scholastic) by Daniel Moreton, Level G

Australia (Scholastic) by Betsey Chesson

Italy (Scholastic) by Susan Canizares

Whoever You Are by Mem Fox, Level H

My Global Address (Creative Teaching Press) by Tamara Nunn

Just Like Me (Creative Teaching Press) by Christine Hood

Suggested online resources

Potential challenges

A potential challenge for second graders is to develop an awareness of their family heritage while still preserving the idea of themselves as Americans. Additionally, it is developmentally challenging for students to see the world from another's perspective.

Key information from the grade-span expectations and Common Core State Standards documents

Websites with Common Core information, strategies, or lessons.

Assessment

Students participate in a shared research and writing project about another country. Their writing will include an introduction of the topic, facts about the country, and a concluding statement.

After reading a book about a child from another culture, students will compare and contrast the character's life to their own.

Using food, clothing, etc., students will explore ways we interact with others around the world by discussing where the food or clothing originated.

Grade 2, Trimester 3, Unit 2

Meeting Our Needs



Overview

Number of instructional days: 15 (1 day = 50 minutes)*

Rationale for placement

This unit is appropriately placed at this point in the school year because students have already studied “Our Global Community” and learned about natural resources in the unit called “People in Their Environment.” With this knowledge, students will be in a better position to understand basic economic ideas such as goods, services, supply, and demand.

Concepts to be learned and skills to be used

Grade-Span Expectations for Social Studies

- IDENTIFY human, natural, and capital **resources**.
- EXPLAIN how the **availability of resources** affects goods and services.
- IDENTIFY positive and negative **incentives that affect behavior**.
- IDENTIFY the **ways in which people exchange goods and services**.
- EXPLAIN how **prices affect the choices** people make.
- DESCRIBE how people earn **income for work**
- IDENTIFY how **technological changes** affect how people live, work, or play.
- RECOGNIZE the **purpose of money** and **how it can be used**.

Common Core State Standards for English Language Arts

- IDENTIFY the **main topic** of multi-paragraph texts.
- DETERMINE the **meaning** of words and phrases in texts.
- READ and COMPREHEND **informational texts** in the grade 2–3 complexity band.
- WRITE **narratives**.
- USE **digital tools** to produce and publish writing.

Essential questions

- What are examples of human, natural, and capital resources?
- How do available resources affect production and consumption of goods and services?
- Where do people get money and how do they use it?

*The 50 minutes are allotted for both Social Studies and English Language Arts.

Written Curriculum

Grade-Span Expectations for Social Studies

E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (K-2) – 1 Students demonstrate an understanding of basic economic concepts by...
- a. identifying human, natural, and capital resources.
 - b. explaining how the availability of resources affects production of goods and offering of services and their consumption.
 - c. identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.

E2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (K-2) – 1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).
 - b. explaining how prices affect the choices people make about buying or selling goods or services.
 - c. describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.
- (K-2) – 2 Students analyze how innovations and technology affects the exchange of goods and services by...
- a. identifying how technology has changed over time and explaining how they affect the way people live, work, or play.

E3: Individuals, institutions, and governments have roles in economic systems.

- (K-2) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- b. recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing Standards**Text Types and Purposes**

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Clarifying the Standards**Key**

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Prior learning*E*

Grade 1 students discussed the differences between wants and needs and identified how goods and services are shared as a family.

They also identified how classroom community members exchange and consume resources.

RI

Grade 1 students read informational texts, asked and answered questions to clarify the meaning of words, and distinguished between information provided by pictures and that provided by words.

W

In Grade 1, students wrote narratives in which they recounted two or more sequenced events; they used a variety of digital tools to produce and publish writing with guidance and support from adults.

Current learning*E*

Second graders identify human, natural, and capital resources and explain how these resources affect production and consumption of goods and services.

Students recognize the purpose of money, describe how people earn income, and identify ways in which people exchange goods and services.

Students identify technological changes that affect how people live, work, or play.

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RI

In Grade 2, students read grade-appropriate, complex, multiparagraph texts and identify the main topics. Second graders explore graphic features nonfiction texts, such as diagrams, charts, etc., and explain how these features contribute information to a text.

W

Students write narratives in which they recount a well-elaborated event, including details, thoughts, feelings, temporal words, and provide a sense of closure.

Second graders continue to use a variety of digital tools to produce and publish writing with guidance and support from adults.

Future learning*E*

Third- and fourth-graders will differentiate among human, natural, and capital resources and will identify how government redistributes tax income for public good.

Students will identify the types of resources available and the corresponding goods and services produced in a real-world and historical context, and how factors affect price.

Third- and fourth-graders will explain how scarcity requires people to make choices, the interdependence of buyers and sellers, and how market forces determine the amount of income for most people.

Third- and fourth-graders will compare the advantages and disadvantages of allocating goods and services and how individuals, institutions, and governments interact within an economy.

RI

In Grade 3, students will determine the meaning of academic and domain-specific words and phrases.

Third graders will continue to read grade-appropriate, complex, multiparagraph texts; identify the main topics; and distinguish their own point of view from that of the author of the text.

W

Third-grade students will improve their narrative writing skills to a develop real or imagined sequenced events.

Resources

Foundational knowledge

In order to fully understand the content of this unit of study, students will need to have a basic awareness of supply and demand as well as the scarcity of resources. Standard, content-based vocabulary, such as *resources*, *scarcity*, *supply*, *demand*, *consumers*, *goods*, *services*, will need to be taught.

Suggested primary and secondary documents

If You Made A Million by David M. Schwartz Level O, 840L

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst Level M, 570L (**ANCHOR TEXT**)

How the Second Grade Got \$8,205,50 to Visit the Statue of Liberty by Nathan Zimelman

Burrillville, Lincoln, and Smithfield Public Schools, with process support from The Charles A. Dana Center at the University of Texas at Austin

Martin and the Tooth Fairy, by Bernice Chardiet, Level K, 370L

Moosey Saves Money, by Michael J. Pellowski

Wants and Needs (Sundance Publishing)

Spending Choices (Sundance Publishing)

The Big Buck Adventure by Shelley Gill Level M

A New Coat for Anna by Harriet Ziefert Level O, 690L

Suggested online resources

<http://www.socialstudiesforkids.com/articles/economics/scarcityandchoices1.htm>

Potential challenges

Children at this age may have a wide range of experience with money depending on their varied economic backgrounds. Due to family values and economic situations, some children will have no exposure to the concept of scarcity. Conversely, other students may not even have their basic needs met.

Key information from the grade-span expectations and Common Core State Standards documents

Websites with Common Core information, strategies, or lessons

Assessment

Design some sort of classroom economy in which children have the opportunity to earn classroom money (tickets, etc.) and spend it on a good or reward. This economic experience would be helpful in making this unit come alive for students.

Rewrite a familiar story (*Alexander, Who Used to Be Rich Last Sunday*, *Moosey Saves Money*, or a similar story) about a character who has issues with money. Use what you've learned about saving money to have the character make better choices in your story.

Using Scholastic Book Club or grocery store flyer, children could make decisions about what they can buy given a certain amount of money.

