

Second Grade-The Local Community: In second grade students continue the integrative approach to social studies through the context of the local community. This is the student's first introduction to a social environment larger than their immediate surroundings as they draw upon knowledge learned in previous grades to develop more sophisticated understandings of each discipline. (History, geography, civics and government, and economics).

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
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<p>Unit 1: What is a Community?</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Overarching Question: What is a community and why do families live in communities?</p> <p>Lesson Sequence Lesson 1: My Family Lesson 2: What is a Community? Lesson 3: Why do People Live in Communities? Lesson 4: Comparing Different Kinds of Communities Lesson 5: My Local Community</p>	<p>1-G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places. 2-G2.0.1 Compare the physical and human characteristics of the local community with those of another community.</p> <p>2-G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2-C1.0.1 Explain why people form governments.</p> <p>2-E1.03 Describe how businesses in the local community meet economic wants of consumers. Integrated GLECs</p> <p>R.NT.02.02 Identify and describe the basic elements and purpose of a variety of native genre including poetry, fantasy, legends, and drama (ELA)</p> <p>R.NT.02.03 Identify and describe characters' actions and motivations, settings (time and place) problem/solution, and sequence of events. (ELA)</p>	<p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What is a community? 2. Why do families live in communities 3. How are communities alike and different? (Communities have characteristics-what makes our community special?) <p>Types of Thinking: Compare and Contrast Descriptive</p> <p>Key Concepts Basic needs Businesses Community Family government Human characteristics of place Location Physical characteristics of place transportation</p> <p>Core Democratic Values Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2)</p>	<p>Lesson 4 Assessment: Venn Diagram comparing community characteristics (with or without partner)</p> <p>Unit 1 Assessment: What is a community? Give after lesson 5, available on shared drive.</p>		<p>Post the overarching question in the classroom.</p> <p>Make a Venn Diagram</p> <p>Interviewing</p>	<p>L1: Read poem. Discussion and 4 column chart of needs.</p> <p>L2: Make list, read <i>I live in Brooklyn</i>, discussion about book & comparison to list made earlier in the lesson. <i>We Live Together:P.6-17.</i></p> <p>L3: Using the categories of food, shelter, clothing and fun, students list was the community helps families meet these needs. They learn that the role of gov't. is to keep people safe.</p> <p>L4: Look at illustrations of communities in books and compare, using Venn Diagram. <i>We Live Together:P. 20-25.</i></p> <p>L5: Brainstorm & access prior knowledge about the community. Give homework assignment to interview a family member or friend. (Available on Shared Drive)</p>	<p>Content community, government, location, human characteristics of place, physical characteristics of place, transportation basic needs,</p> <p>Skills Compare Classify</p>	<p>L1: • "What is a Family?" • Chart Paper</p> <p>L2: • <i>I live In Brooklyn</i> • Chart paper</p> <p>Additional Resource: • <i>We Live Together:P.6-17.</i></p> <p>L3: • Chart Paper • <i>Community Needs</i></p> <p>L4: • <i>Suburbs</i> • Venn Diagram</p> <p>Additional Resource: • <i>We Live Together:P. 20-25.</i></p> <p>L5: • Interview Sheet (on shared drive)</p>

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<p>Unit 2: Where is my Community and What is it Like There?</p> <p>Overarching Question: How does environment affect a community?</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Lesson Sequence</p> <p>Lesson 1: Exploring Maps</p> <p>Lesson 2: Where is Our Community?</p> <p>Lesson 3: Exploring a Map of Our Local Community</p> <p>Lesson 4: Physical and Human Characteristics of Our Local Community</p> <p>Lesson 5: Transportation</p>	<p>2 - G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>2 - G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>2 - G2.0.1: Compare the physical and human characteristics of the local community with those of another community.</p> <p>2 - G2.0.2: Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).</p> <p>2 - G4.0.1: Describe land use in the community (e.g., where people live, where services are provided, where products are made).</p> <p>2 - G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community.</p> <p>2 - G5.0.1: Suggest ways people can responsibly interact with</p>	<p>Focus Questions</p> <p>Where is our community located?</p> <p>What are the some physical and human characteristics of our community?</p> <p>How do people change the environment in the local community?</p> <p>Types of Thinking</p> <p>Compare/Contrast Descriptive Synthesis</p> <p>Key Concepts</p> <p><i>community</i></p> <p><i>geography</i></p> <p><i>human characteristics of place</i></p> <p><i>human/environment interaction</i></p> <p><i>land use</i></p> <p><i>location</i></p> <p><i>map</i></p> <p><i>movement</i></p> <p><i>physical characteristics of</i></p>	<p>L3: Map Skills Assessment</p>		<p>Post the overarching question in the classroom.</p> <p>Use a Venn Diagram</p> <p>Map Construction</p>	<p>L1: Read and discuss book. Students work in small groups and explore several maps.</p> <p><i>We Live Together</i> p. 28-29, 84-85, 212-213, 264-265. Read and discuss different types of maps and symbols.</p> <p>L2: Students describe relative location of objects and people in the classroom using words such as: <i>near, next to, left of</i>, etc. Continue with classroom location relative to parts of the school. Then the local community relative to location in Michigan (use MI map).</p> <p>Nystrom Maps- Exploring Where and Why</p> <p>L3: Students explore map of own community and identify places and regions where people shop, work, live, physical and human characteristics.</p> <p>L4: Students explore major landforms and bodies of water using photographs and illustrations. They then apply this to their local community. Students use cards and identify whether the characteristics are human or physical.</p> <p><i>We Live Together</i> p. 76-81</p>	<p>Content</p> <p>community, government, location, human characteristics of place, physical characteristics of place, transportation basic needs,</p> <p>Skills</p> <p>Compare Classify Map Skills- find and name locations on a coordinate grid</p>	<p>L1: <ul style="list-style-type: none"> <i>There's a Map on My Lap</i> Various maps (school, Michigan, mall map, airport map, grid map, etc.) Farmington Binder, Volume 2, P. S10, S29 (maps) Additional Resource: <ul style="list-style-type: none"> <i>We Live Together</i> p. 28-29, 84-85, 212-213, 264-265 L2: <ul style="list-style-type: none"> Map of Michigan Map of school Additional Resource: <ul style="list-style-type: none"> Nystrom Maps- Exploring Where and Why L3: <ul style="list-style-type: none"> Map of Farmington/Local Community Ancient Indian Trails Map of Farmington L4: <ul style="list-style-type: none"> Make a set of cards (prep ahead of time): house, bridge, river, sidewalk, lake, tree "What makes my community special?" chart from previous lesson Surface Formations Map of Farmington Additional Resource: <ul style="list-style-type: none"> <i>We Live Together</i> p. 76-81 </p>

<p>and Our Local Community</p> <p>Lesson 6: Making a Map of Our Local Community</p> <p>Lesson 7: Comparing Our Local Community</p> <p>Lesson 8: Consequences of Changing the Environment in a Community</p> <p>Lesson 9: To What Other Regions Does My Community Belong?</p>	<p>the environment in the local community.</p> <p>2 - G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community.</p>	<p><i>place</i></p> <p><i>region</i></p> <p><i>transportation</i></p> <p>Core Democratic Values</p> <p>Truth (K)</p> <p>Patriotism (1)</p> <p>Justice (1)</p> <p>Diversity (2)</p> <p>Common Good (2)</p> <p>Pursuit of Happiness (3)</p> <p>Equality (4)</p>	<p>L7: Venn Diagram: Physical vs. human characteristics</p> <p>L8: Wartville Wizard- Modifying the environment</p> <p>L9: Community Regions</p>		<p>L5: Students investigate why roads are important to the community & generate a list of the importance of roads. Whole group- create a land, air, water chart & then determine which modes of transportation the local community uses.</p> <p><i>We Live Together</i> p. 216-217</p> <p><i>Under the City (Steven Kroll), Scholastic Series: Lend a Hand</i></p> <p>L6: Students create a simple map. Using outline map of the community, the class creates a representation of the community, using physical and human characteristics and essential map elements.</p> <p>L7: Students complete and share a Venn Diagram of local community and compare/contrast to another community.</p> <p>L8: Discuss positive and negative impacts of photographs. Read book and have students work in pairs to discuss how the characters modified their environments. Teacher guides discussion using an example from local community.</p> <p><i>We Live Together</i> p.95-105</p> <p>L9: Review regions. Students investigate what other regions their community belongs to & sequence regions from largest to smallest. Students create "Where I Live" book.</p> <p>Additional Resource: <i>We Live Together</i> p. 64-75</p>	<p>L5: • Chart Paper</p> <p>Additional Resources: • <i>We Live Together</i> p. 216-217 • <i>Under the City (Scholastic Series, book Lend a Hand)</i></p> <p>L6: • Outline map of the community • <i>Beginning Geography</i></p> <p>L7: • Venn Diagram</p> <p>L8: • Photographs of environmental changes (plowed fields, cut-down forests, new construction, etc.) • <i>Wartville Wizard</i> • <i>Why Should I Protect Nature</i></p> <p>Additional Resource: • <i>We Live Together</i> p.95-105</p> <p>L9: • Google Earth • Word cards: county, state, country, continent, world. • Handout & transparency with six concentric circles • Overhead Projector • <i>Where Do I Live?</i></p> <p>Additional Resource: • <i>We Live Together</i> p. 64-75</p>
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<p>Unit 3:</p> <p>How do Citizens Live Together in a Community?</p> <p>Overarching Question:</p> <p>How do people live together in a community?</p> <p>Approximate Timeline:</p> <p>4 to 5 weeks</p> <p>Lesson Sequence:</p> <p>Lesson 1: Living Together in a Community</p> <p>Lesson 2: Why Do People Form Governments?</p> <p>Lesson 3: What do Core Democratic Values have to do with Government?</p> <p>Lesson 4: What is the Pledge of Allegiance and Why is it</p>	<p>Content Expectations</p> <p>2 - C1.0.1: Explain why people form governments.</p> <p>2 - C1.0.2: Distinguish between government action and private action.</p> <p>2 - C2.0.1: Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 - C2.0.2: Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p> <p>2 - C3.0.1: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.</p> <p>2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.</p> <p>2 - C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p> <p>2 - G4.0.3: Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.</p>	<p>Focus Questions</p> <p>What is the purpose of government?</p> <p>What does our local government do?</p> <p>What are important roles and responsibilities of citizens in a community?</p> <p>Types of Thinking</p> <p>Cause and Effect Descriptive Take a Stand Problem/Solution</p> <p>Key Concepts</p> <p><i>branches of government</i></p> <p><i>citizen</i></p> <p><i>city council</i></p> <p><i>civic responsibility</i></p> <p><i>common good</i></p> <p><i>community</i></p> <p><i>core democratic values</i></p> <p><i>court</i></p> <p><i>diversity</i></p>	<p>Assessments are available on the shared drive</p>		<p>Post the overarching question in the classroom.</p>	<p>L1: Review what a community is. Introduce concept of diversity. Read book and discuss examples of diversity in the community.</p> <p>L2: Using example of a second grader’s journey to school, discuss rules/laws that affect the journey. Explore reasons for rules/laws. Government is introduced as a way of ensuring a common method of keeping people safe. Students explore why people form governments & make class book.</p> <p>L3: Read most of book & discuss core democratic values (common good). Students work in cooperative groups and brainstorm solutions to the problem in the book. Complete book and discuss outcome.</p> <p>L4: Explore the meaning of Pledge of Allegiance and patriotism. Class creates list of ways patriotism can be shown. Students choose one way from the list & make a “Patriotism Poster.”</p> <p>L5: Discuss rules of school, why they are needed and what it would be like without rules. An ordinance/law of the community is introduced & is discussed why it is needed.</p> <p>L6: Share each book & create list of important ideas about mayors. Common local government is introduced with tree graphic organizer. Students create graphic organizer, illustrating the structure of their own local government & compare it to the</p>	<p>Content</p> <p><i>branches of government</i></p> <p><i>citizen</i></p> <p><i>city council</i></p> <p><i>civic responsibility</i></p> <p><i>common good</i></p> <p><i>community</i></p> <p><i>core democratic values</i></p> <p><i>court</i></p> <p><i>diversity</i></p> <p><i>government</i></p> <p><i>individual rights</i></p> <p><i>laws</i></p> <p><i>mayor</i></p> <p><i>patriotism</i></p> <p>Skills</p> <p>Text to Self and Text to Text Connections</p> <p>Respond to texts</p> <p>Identify/Describe story elements</p> <p>Identify examples of CDV- diversity and common good</p>	<p>L 1:</p> <ul style="list-style-type: none"> Everybody Brings Noodles <p>L2:</p> <ul style="list-style-type: none"> We live Together p. 36-247 <p>L 3:</p> <ul style="list-style-type: none"> We Live Together p. 252-259 <p>L 4:</p> <ul style="list-style-type: none"> My Grandma’s the Mayor What’s a Mayor?, <p>L5:</p> <ul style="list-style-type: none"> Old Henry <p>Additional Resource: Farmington Binder, Volume 1, p. L17-L25</p> <p>L 6: We Live Together p. 242-247</p>

<p>Important?</p> <p>Lesson 5: Why do Communities Need Laws?</p> <p>Lesson 6: How is Our Local Government Organized?</p> <p>Lesson 7: What Does our Local Government Do?</p> <p>Lesson 8: What are some of the Roles and Responsibilities of Citizens in our Local Community?</p>	<p>2 - C5.0.1: Identify ways citizens participate in community decisions.</p> <p>2 - C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.</p>	<p><i>government</i></p> <p><i>individual rights</i></p> <p><i>laws</i></p> <p><i>mayor</i></p> <p><i>patriotism</i></p> <p>Core Democratic Values</p> <p>Truth (K)</p> <p>Patriotism (1)</p> <p>Justice (1)</p> <p>Diversity (2)</p> <p>Common Good (2)</p>	<p>Lesson 7: Private vs. Government</p> <p>L8: Being a good citizen assessment</p>			<p>mayor and city council tree structure.</p> <p>L7: Review book. Discuss & generate list of different things local government does as reflected in the book. Using local newspaper, discuss examples of local government actions.</p> <p>L8: Students explore responsibilities of citizens in a community & differentiate between personal and civic responsibilities. Students take on a role of a citizen and voice their opinion on a community issue.</p>		<p>L8: Optional Resource: A book with the Pledge of Allegiance</p> <p>UNIT Additional Resource:</p> <p><i>We Live Together</i> p. 36-39, 42-43, 108, 140, 192, 250</p> <p>Farmington Binder, Volume 1, p. L17-L25</p> <p>Farmington Binder, Volume 1, p.L49-L51</p> <p>Farmington Binder, Volume 1, p. L46-L48, L52-L53</p>
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<p>Unit 4: How do People Work Together in a Community?</p> <p>Overarching Question: How do people's choices impact a community?</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Lesson Sequence: Lesson 1: Scarcity and Choice Lesson 2: Opportunity Cost Lesson 3: Using Natural Resources to Produce Goods and Services Lesson 4: Resources: Natural, Human, and Capital Lesson 5: Businesses in our Local Community Lesson 6: Specialization and Trade</p>	<p>1 - E1.0.3: Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p>2 - E1.0.1: Identify the opportunity cost involved in a consumer decision.</p> <p>2 - E1.0.2: Identify businesses in the local community.</p> <p>2 - E1.0.3: Describe how businesses in the local community meet economic wants of consumers.</p> <p>2 - E1.0.4: Describe the natural, human, and capital resources needed for production of a good or service in a community.</p> <p>2 - E1.0.5: Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.</p>	<p>Focus Questions How do scarcity, choice, and opportunity cost impact economic decision making? How do people and businesses interact to meet economic wants?</p> <p>Types of Thinking Cause and Effect Descriptive Classification Evaluation Brainstorming</p> <p>Key Concepts <i>businesses</i> <i>capital resources</i> <i>choice</i> <i>economic decision making</i> <i>economic wants</i> <i>human resources</i> <i>natural resources</i> <i>opportunity cost</i> <i>production</i> <i>scarcity</i> <i>specialization</i> trade CDV Diversity (2) Common Good (2)</p>			<p>Post the overarching question in the classroom.</p> <p>Turn and Talk</p>	<p>L1: Review & brainstorm economic wants. Discuss scarcity. Read book & have students find examples of scarcity in book.</p> <p>L2: Begin with 3 objects which cost about \$5.00 each. Students write down first, second, and third choices to buy. Discuss opportunity cost. Review economic choices Sam made from book & identify Sam's opportunity cost. Students use decision making model & graphic organizer.</p> <p>L3: Review natural resource. Brainstorm products made from trees in small groups. Read & discuss book.</p> <p>L4: Three column chart, labeled Human Resource, Natural Resource, and Capital Resource. Class brainstorms these resources in the classroom. Read book & brainstorm resources from the book.</p> <p>L5: Explore businesses in local community. Using a t-chart labeled Wants and Business, the class creates lists of economic wants and businesses that meet those wants.</p> <p>L6: Describe family from the past & the way they live. Using a t-chart labeled Then and Now, students compare this family with a family today. Discuss trade purposes. Read book. Students identify three goods the family in the story produces and what was needed to make each good and the opportunity cost the Ox-Cart man made.</p>	<p>Content <i>businesses</i> <i>capital resources</i> <i>choice</i> <i>economic decision making</i> <i>economic wants</i> <i>human resources</i> <i>natural resources</i> <i>opportunity cost</i> <i>production</i> <i>scarcity</i> <i>specialization</i> <i>trade</i></p> <p>Skills Evaluate alternatives List</p>	<p>L1: • Sam and the Lucky Money</p> <p>L2: • Sam and the Lucky Money • Economic graphic organizer</p> <p>L 3: From Tree to Paper OR another book from the Start to Finish series</p> <p>Additional Resource: • <i>We Live Together</i>, P.208-211</p> <p>L 4: • The Goat in the Rug</p> <p>L5: • Chart Paper</p> <p>L 6: • The Ox Cart Man</p> <p>Additional Resource: • Farmington Binder, Volume 2, P. F1-F6 (<i>Early Family Life In Farmington</i> story) • <i>We Live Together</i>, P.30-35</p>

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<p>Unit 5: How do Communities Change?</p> <p>Overarching Question: How do communities change over time?</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Lesson Sequence Lesson 1: What is History? Lesson 2: How Do We Learn About History? Lesson 3: What is a Timeline? Lesson 4: How Do Communities Change Over Time? Lesson 5: How Do People Create the History of a Community? Lesson 6: How Have Communities Solved Problems in the Past? Lesson 7: Writing About the History of Our Local Community</p>	<p>1 - H2.0.1: Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>1 - H2.0.6: Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>2 - H2.0.1: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>2 - H2.0.2: Explain why descriptions of the same event in the local community can be different.</p> <p>2 - H2.0.3: Use an example to describe the role of the individual in creating history.</p> <p>2 - H2.0.4: Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).</p> <p>2 - H2.0.5: Identify a problem in a community's past and describe how it was resolved.</p> <p>2 - H2.0.6: Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).</p> <p>2 - G5.0.2: Describe positive and negative consequences of changing the physical environment of the local community.</p>	<p>Focus Questions How do historians study the past? How can an individual impact history? How do communities change over time?</p> <p>Types of Thinking Cause and Effect Compare and Contrast Synthesizing</p> <p>Key Concepts <i>artifact</i> <i>change</i> <i>chronology</i> <i>decades</i> <i>historian</i> <i>historical evidence</i> <i>historical narrative</i> <i>historical perspective</i> <i>history</i> <i>past</i> <i>people</i> <i>timeline</i></p> <p>Core Democratic Values Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>			<p>Post the overarching question in the classroom.</p> <p>Think, pair, share</p>	<p>L1: Review book. Students find examples of the past from the story. Vocab word <i>historian</i> is introduced.</p> <p>L2: Students look at photographs of Farmington past and investigate the story behind the photos.</p> <p>L3: Create a timeline of their own history with five events. The teacher displays a three decade timeline and guides discussion.</p> <p>L4: Students learn about artifacts from Farmington past. Read book. Sequence story elements, using sentence strips.</p> <p>L5: Read book. Discussion about how one person affects history. Students investigate a historical figure from Farmington. • <i>We Live Together</i>, p. 274-281</p> <p>L6: Review House on Maple Street. Read <i>A River Ran Wild</i>. Compare and contrast stories. Students role-play different points of view from the story and discuss the problem of pollution and how the problem was resolved.</p> <p>L7: Students create a picture book of local history. A topic is selected and students write a short historical narrative.</p>	<p>Content <i>artifact</i> <i>change</i> <i>chronology</i> <i>decades</i> <i>historian</i> <i>historical evidence</i> <i>historical narrative</i> <i>historical perspective</i> <i>history</i> <i>past</i> <i>people</i> <i>timeline</i></p> <p>Skills Generate lists Categorize Use timelines to interpret past</p>	<p>L1: • Oxcart Man • T-chart</p> <p>L2: • Pictures from Farmington past</p> <p>L3: • Three-decade timeline with seven events from Farmington history</p> <p>L4: • Arrowhead or old broken china cup • The House on Maple Street • Sequencing strips</p> <p>L5: • Abe Lincoln's Hat</p> <p>Additional Resource: • <i>We Live Together</i>, p. 274-281</p> <p>L6: • The House on Maple Street • A River Ran Wild</p> <p>L7: • Previous anchor charts from this unit.</p>

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UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCEs OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES	CONTENT ACTIVITIES	VOCABULARY	INSTRUCTIONAL RESOURCES
			OF LEARNING	FOR LEARNING				
<p>Unit 6: How Can a Citizen Affect a Community?</p> <p>Overarching Question: How Can a Citizen Affect a Community?</p> <p>Approximate Pacing: 4 to 5 weeks</p> <p>Lesson Sequence: Lesson 1: What is a Good Citizen? Lesson 2: How Do People Work Together to Solve Problems in a Community? Lesson 3: Exploring a Public Issue in a Community Lesson 4: Exploring a Public Issue in Our Community? Lesson 5: Taking Part in a Community Project</p>	<p>2 - C5.0.1: Identify ways citizens participate in community decisions.</p> <p>2 - C5.0.2: Distinguish between personal and civic responsibilities and explain why they are important in community life.</p> <p>2 - C5.0.3: Design and participate in community improvement projects that help or inform others.</p> <p>2 - P3.1.1: Identify public issues in the local community that influence the daily lives of its citizens.</p> <p>2 - P3.1.2: Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.</p> <p>2 - P3.1.3: Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.</p> <p>2 - P3.3.1: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.</p> <p>2 - P4.2.1: Develop and implement an action plan to address or inform others about a public issue.</p> <p>2 - P4.2.2: Participate in projects to help or inform others.</p>	<p>Focus Questions</p> <p>1. What is a good citizen?</p> <ul style="list-style-type: none"> A good citizen not only helps others in their community, but also works with others to solve problems. Students understand these actions represent civic responsibility. <p>2. How do people work together to solve community issues?</p> <p>Types of Thinking</p> <p>Analysis Cause and Effect Problem Solving</p> <p>Key Concepts</p> <p>Citizen Citizen involvement Civic responsibility Decision making Public issues</p> <p>Core Democratic Values</p> <p>Truth (K) Patriotism (1) Justice (1) Diversity (2) Common Good (2) Pursuit of Happiness (3) Equality (4)</p>			<p>Post the overarching question in the classroom.</p> <p>Read, discuss and create a T-Chart</p> <p>Use a Sequencing chart</p> <p>Brainstorm</p> <p>Problem solve</p> <p>Participate on a community project</p>	<p>L1:</p> <ul style="list-style-type: none"> Review community characteristics. Discuss most important part of a community. Record responses on a T-Chart . Read book and discuss. <p>L2:</p> <ul style="list-style-type: none"> Read book and discuss s problem solution. Sequence steps. <p>L3:</p> <ul style="list-style-type: none"> Refer back to book. Discuss how problem was solved. Introduce the term "issue" Read scenario and examine issue. Brainstorm solutions. <p>L4:</p> <ul style="list-style-type: none"> Identify, analyze, develop, and express a position on a public issue affecting the local community. Students take a side on an issue and compose written statements expressing and supporting their positions. <p>L5:</p> <ul style="list-style-type: none"> Students design and participate in a project to improve their community. Students share experiences in the impact they had on their community. 	<p>Content Characteristics of a community Citizen Issues Location History Government Natural and physical Characteristics Productive Resources Businesses Transportation</p> <p>Skills Identify Analyze cause and effect Problem solving</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> T-Chart <i>Good Citizen Sarah</i> <p>Lesson 2:</p> <ul style="list-style-type: none"> <i>The Giant Jam Sandwich</i> Sequencing organizer <p>Lesson 3:</p> <ul style="list-style-type: none"> <i>The Giant Jam Sandwich</i> <p>Lesson 4:</p> <ul style="list-style-type: none"> Newspapers local officials community websites <p>Farmington Binder, Vol. 1: pp. L71-L75, L77-L86 (Public Issues) pp. L26-L32, (Being a good citizen) pp. L64-L86 (Issues and activities)</p>