

Mansfield Public Schools
Grade 2 - Social Studies Curriculum
March , 2001

The Structure of a Community and What Makes It Work,

Introduction

The Mansfield Public Schools' grade two social studies curriculum integrates the Social Studies Strands into three units.

The first unit is primarily a study of a community. It includes how a community begins, the essential components of a community and how it governs itself. The children construct a community on the classroom floor beginning with natural habitat (river and trees). Gradually homes are built and roads are constructed. The children decide which businesses are essential for a thriving community. They establish rules of the road as the need for them arises. They learn how the democratic process works as they vote for town improvements and solve community problems. They learn about managing their money. They get a pay check and spend it on housing, food and other expenses. They learn how interconnected and interdependent a community is. This original unit was designed to be a multi-week experience. If there are time constraints, it can be modified in various ways. Here are a few suggestions...Have the art teacher design a lesson that incorporates the house building. Turn the experience into a whole day event with parent volunteers. Feel free to be creative!

The second unit is Communication. This unit is an exploration of how communication has changed over the years. Different technologies enable us to communicate around the world. Personal communication skills allow us to understand and respect one another, work together and resolve differences.

The third unit is American Heritage. It includes American Heroes and Heroines as well as an understanding of the American flag and the Pledge Allegiance.

General Student Performance Goals and Expectations

Students will demonstrate through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work, their ability to:

1. Use critical thinking and problem solving skills.
2. Define geographic concepts and relate them to real life.
3. Take risks in thinking and creative work.
4. Express opinions and express their views on issues.
5. Speculate, explore ideas and pose hypothesis.
6. Use evidence to support conclusions.
7. Revise, reshape and deepen earlier understandings of concepts.
8. Challenge a thought or opinion, demonstrating agreement or disagreement.
9. Retell specific details.
10. Elaborate or expand an idea.
11. Develop connections between learning and their own life experience.
12. View themselves as active and positive participants within society.

13. Make connections and transfer knowledge between units of study, between concepts and between different subject areas.

Essential Questions to Guide Each Unit

Each essential questions is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

History:

- How do migrations impact geography and how does geography influence migration? (1, 3, 9, 11, 12, 13)
- What are the consequences, both intended and unintended, of migration to: culture, economy, government, way of life, and the physical environment? (1, 2, 3, 4, 5, 9, 11, 12, 14)
- How have migration and immigration contributed to the diversity of the American people and the idea of America as a continually changing mosaic? (1, 2, 3, 4, 5, 7, 9, 11)

Geography

- What are the physical features of a region, and how do they influence the daily life of the people? (1, 2, 9, 11, 12)
- What are the political boundaries of region? (7, 10, 11)
- What are the ways people depend on, adapt to, and alter the physical environment? (1, 2, 9, 10, 11, 12)
- Name the major physical features (mountains and bodies of water) in each region and locate them on a map. (9, 10)
- Name the states and major cities in the region and locate them on a map. (9, 10)

Connections to Life Today:

- How have each region's geography and history influenced the everyday life of the people of the region? (1, 2, 3, 9, 10, 11, 12, 14)
- What are the major ethnic groups in each region and how do they contribute to the region's cultural diversity? (1, 2, 3, 8, 9, 11)
- What do people in the region do for work? (1, 2, 9, 11, 13)
- Are there any food, customs, religions, holidays, celebrations, or other cultural elements, which are significant to the region? (1, 2, 3, 4)

****Connecticut Standard Number 4 (Applying History)-** will be integrated into each area of the curriculum. Students will constantly be encouraged to strive to recognize the importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>1. <u>Neighborhood/Communities</u></p> <p><i>History</i> The Development of a Community</p>	<p>a. identify the needs of a beginning community</p> <p>b. identify the essential components and businesses of a community</p> <p>c. recognize the different jobs that enable a community to function</p> <p>d. recognize the need for laws in a community</p> <p>e. recognize the need for residential, commercial and industrial areas within a community</p> <p>f. recognize that members of a community are interdependent</p> <p>g. recognize that cooperative efforts can accomplish more than individual effort when meeting the basic needs of a community</p> <p>h. recognize that cooperative efforts can accomplish more than individual effort when preserving the environment</p>	<p>1. Engage in inquiry based, problem solving activities based upon the question “How is a community created?” See attachment: <u>Building a Community</u>.</p>	<ul style="list-style-type: none"> • Student journals • Teacher observations (individual and group participation) • Student quiz/ test • Student self evaluation of learning 	<ul style="list-style-type: none"> • Attachment “<u>Building a Community</u>” • THE BIG ORANGE SPLOT • THE LITTLE HOUSE • THE BLUE RIVER • Junior Achievement Inc., Handouts 860-535-4510 (Free!) • Department of Transportation handouts (They provide handouts free!) • Material World by Menzel (also a CD) • Exploring Our World Neighborhoods and Communities, Scholastic activity book (recommended page 8)

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><i>Geography</i> The Community Map</p>	<ol style="list-style-type: none"> a. understand how a map is constructed b. understand how to use a compass rose (north, south, east, west) c. understand how to use a map key and symbols d. Locate their home and businesses on the community map e. Be introduced to coordinates and locate items using coordinates (this is covered in math) 	<ol style="list-style-type: none"> 1. See attached <u>Building a Community</u>. 2. <u>Neighborhood Maps Machine</u> (computer program) 3. Student generated map (Kid Pix or freehand) 	<ul style="list-style-type: none"> • Student journals • Teacher observations (individual and group participation) • Student created maps • Student self evaluation of learning 	<ul style="list-style-type: none"> • Neighborhood Map Machine (computer program) • Kid Pix (computer program) • Attachment: <u>Building a Community</u> • <u>Weekly Reader Map Skills</u> • <u>Weekly Reader</u> • <u>Exploring Our World</u> Neighborhoods and Communities (Scholastic Page 29)
<p><i>Life Today</i> Community Simulation</p>	<ol style="list-style-type: none"> a. Understand how a community actually functions, grows and changes b. Understand problems than can arise in a community c. Understand how a community solves their problems d. Understand the interdependence of members of a community e. Understand the value of each member of a community f. Understand what it means to be a good citizen g. Understand how each citizen plays an important role in an economy 	<ol style="list-style-type: none"> 1. See attached <u>Building a Community</u> 	<ul style="list-style-type: none"> • Student journals • Teacher observations (individual and group participation) • Student created maps • Student evaluation of learning 	<ul style="list-style-type: none"> • Attachment: <u>Building a Community</u> • <u>Exploring Our World</u> <u>Neighborhoods and Communities</u> (Scholastic Pg. 42)

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p>2. <u>Communication</u></p> <p><i>History</i> The Development of Different Modes of Communication</p>	<p>a. Understand the importance of communication</p> <p>b. Understand that people have found ways to communicate since earliest times.</p> <p>c. Be exposed to a variety of communication modes such as but not limited to petroglyphs, hieroglyphics, drums, masks, songs, story telling, plays, books, paintings, letters, clothing, telegraph, photographs, telephone, sign language, newspapers, records, radio, television, movies, computers, internet, CB's, walkie talkies, CD's, tape recorders, etc!</p>	<ol style="list-style-type: none"> 1. Brainstorm verbal communication modes 2. Brainstorm non verbal communication modes 3. Categorize various types of communications 4. Create samples of verbal and non verbal communication modes. For example, masks, posters, skits, mime, advertisements, books. 5. Create a time line 	<ul style="list-style-type: none"> • Teacher observation (individual and group participation) • Student journals • Student created projects • Student quiz/test • Student self evaluation of learning 	<ul style="list-style-type: none"> • I HAVE A SISTER, MY SISTER IS DEAF • HELEN KELLER PICTURE BOOK (biography) • YOU DON'T NEED WORDS • KOKO'S KITTEN • MIRACLE WORKER (movie at Mansfield Library) • TUT'S MUMMY • CORKY • LOOKING BACK AT SENDING MESSAGES • PEOPLE AND PLACES • OUR WORLD, PART II, National Geographic Kit • OLD HENRY • SHAKER LANE • SOMEBODY LOVES YOU MR. HATCH

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><i>Geography</i> Globes and Maps communicate information</p>	<ol style="list-style-type: none"> 1. Understand that globes and maps are communication devices that make it possible to identify specific places like streets, towns, rivers, etc. 2. Understand that the symbols on maps help communicate information 	<ul style="list-style-type: none"> • Look at a map of a distant place and see what students can discover about that place by using the symbols • See Communities Unit • Refer to maps and globes as the occasion arises i.e., WEEKLY READER, stories, sharing time, etc. 	<ul style="list-style-type: none"> • Teacher observation (individual and group participation) • Student journals • Student created projects • Student quiz/test • Student self evaluation of learning 	<ul style="list-style-type: none"> • WEEKLY READER MAP SKILLS BOOKLET • WEEKLY READER • Atlas, maps and globes • NEIGHBORHOOD MAP MACHINE (computer program)

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<p><i>Life Today</i> Various Communication Modes Are Essential to Daily Living</p>	<ol style="list-style-type: none"> 1. Understand that current events are made public through various communication modes, i.e. television, internet, newspapers, etc. 2. Understand that businesses communicate to the public through advertising 3. Understand that the public is able to make responsible choices by using available communication modes 4. Be introduced to the idea that the public has a responsibility to understand how to interpret the information received over various communication devices 5. Understand that communications devices help us learn 6. Understand that different technologies enable us to communicate around the world 7. Understand that communication enables us to understand and respect one another, work together and resolve differences 	<ul style="list-style-type: none"> • Explore content of newspapers, radio and television to determine how current events are communicated to the public • Create a classroom or Communities newspaper • Creative writing • Explore how advertising affects how one feels about a product. (Persuasive communications can create a demand for their product) • Explore how the school communicated to their teachers, students and parents • Discuss responsible behavior when using the internet • Learn how to use a library to find information • FLAT STANLEY letter writing activity • Practice good problem solving/ conflict resolution techniques • Discussion and use of the “3 C’s” – Communication, Cooperation and Compromise • Collaborative work • Dev. classroom rules 	<ul style="list-style-type: none"> • Teacher observation (individual and group participation) • Student journals • Student created projects • Student quiz/test • Student self evaluation of learning 	<ul style="list-style-type: none"> • FLAT STANLEY • Newspapers ads, magazine ads, video tape of TV ads, audio tape of radio advertising • WEEKLY READER • Newspaper • Video tape of news show • Any resource that is used in the classroom is a communication device! • HERE’S LOOKING AT YOU 2000 • Conflict resolution • PEACE BEGINS WITH ME • Five essential questions (see attached)

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<i>Life Today</i> Citizenship	<ol style="list-style-type: none"> 1. Recognize, become familiar with, and show respect for the American flag 2. Understand the meaning of the Pledge of Allegiance as a promise to be a good citizen 	<ul style="list-style-type: none"> • Say the Pledge daily • Discuss the meaning of the Pledge of Allegiance • Color the American flag • Learn how to fold the flag • Learn the rules of the flag • Learn the history of the flag and how it has changed • Celebrate Flag Day (June 14th) • Discuss the meaning of the stars and stripes 	<ul style="list-style-type: none"> • Teacher observation (individual and group participation) • Student journals • Student created projects • Student quiz/test • Student self evaluation of learning 	<ul style="list-style-type: none"> • Classroom flag • Boy/girl scout handbook • THE FLAG WE LOVE • SHARS AND STRIPES: OUR NATIONAL FLAG • FLAGS

