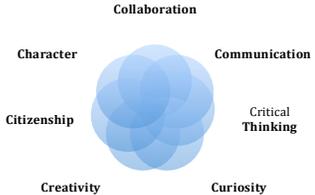


Content Area: Social Studies	Course: Grade 2 Social Studies	Grade Level: Second
	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Important People in Society 	Ongoing	
<ul style="list-style-type: none"> • Being a Member of Society 	6-8 Weeks	
<ul style="list-style-type: none"> • Knowing the Past 	6-8 Weeks	
<ul style="list-style-type: none"> • Using Maps 	6-8 Weeks	



Strands	Course Level Expectations
History	<ul style="list-style-type: none"> • How people make a difference in society • How we decide what is important from the past. • Important people in my community, state, and country
Civics	<ul style="list-style-type: none"> • Individuals and groups of people make a difference in our town state, country and world. • Groups use rules to make our communities better.
Economics	<ul style="list-style-type: none"> • Realize the resources that can be found in our community • Understand where and how people help each other in our community and other communities.
Geography	<ul style="list-style-type: none"> • Know how geography is part of different communities (rural, suburban and urban) • Use a map to identify parts of our community that are important

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Unit Title	Important People in Society	Length of Unit	Ongoing (Crosse units)
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do American ideas such as liberty, freedom, justice, and equality influence how and why people make a difference in society? • How do we decide important people over time? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ K-2.1, INQ K-2.3, INQ K-2.5</p> <p>Evaluating Sources and Using Evidence INQ K-2.6, INQ K-2.7</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.11 INQ K-2.14, INQ K-2.17</p> <p>Applying Disciplinary Concepts and Tools HIST 2.2, HIST 2.4, HIST 2.7, HIST 2.11,</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • What makes a important person in history • How a holiday happens • What does it mean to honor 		
Key Vocabulary	liberty, freedom, justice, equality, honor, holiday, important		

*Standards based on Connecticut Elementary and Secondary Social Studies Frameworks

For more information visit: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

Unit Title	Important People in Society	Length of Unit	Ongoing (Crosse units)
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> American federal holidays and the important people associated with these holidays. what holidays are observed how people are linked to holidays that events can get monuments 	<ul style="list-style-type: none"> identify important American historical figures, explain how historical figures influence impacted our country and their affect on our community today. (ex. Labor Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King Day, Black History Month, President’s Day, Women’s History Month, Memorial Day) learn how different people make a difference what makes someone/something worthy of a monument

Assessments:	<ul style="list-style-type: none"> Social Studies notebooks or digital portfolio with reflection on holidays throughout the year.
Teacher Resources:	<ul style="list-style-type: none"> PebbleGo Google Slide Green Screen (President’s Rap) Weekly Scholastic/ Time for Kids

Unit Title	Being a Member of Society	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How to be a member of a society (community) i.e. classroom; town; state? • What does it mean to make a difference in society? • Why do communities have rules and obligations? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.3, INQ K-2.5</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.17</p> <p>Applying Disciplinary Concepts and Tools CIV 2.1, CIV 2.2, CIV 2.3, CIV 2.4, CIV 2.5, CIV 2.7</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Roles in communities • Creating and understanding rules in various settings/places • Comparing different members of society and their importance 		
Key Vocabulary	society, federal holiday, historical figure, community, government, decisions, setting		

Unit Title	Being a Member of Society	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how to be a community member in the classroom • Government and community members and their roles (i.e. select-person; town crew; town foreman; board of education members) • roles in communities • important people in our community • ways a student can make a difference • what a town seal is 	<ul style="list-style-type: none"> • create and understand classroom rules, and solve classroom problems together • describe how communities work and make decisions, solve problems and work together. • compare and defend rules in different communities • use difference ways to make a difference • explain what the town seals mean

Assessments:	<ul style="list-style-type: none"> • How-To books about being a member of society (writing unit in October/November) • Social Studies notebook/digital notebook reflection • Design a new town seal? https://en.wikipedia.org/wiki/File:BethlehemCTseal.JPG#/media/File:BethlehemCTseal.JPG https://en.wikipedia.org/wiki/File:WoodburyCTseal.JPG#/media/File:WoodburyCTseal.JPG
Teacher Resources:	Visits from town appointed members (Skype or classroom visit) Scholastic News/Time for Kids

Unit Title	Knowing the Past	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do the past actions of people influence us today? • Why do we remember the people and places of the past? 		
Standards	<p>Developing Questions and Planning Inquiry INQ K-2.3, INQ K-2.4, INQ K-2.5</p> <p>Evaluating Sources and Using Evidence INQ K-2.6, INQ K-2.7</p> <p>Communicating Conclusions and Taking Informed Action INQ K- 2.11, INQ K-2.15, INQ K-2.17</p> <p>Applying Disciplinary Concepts and Tools HIST 2.1, HIST 2.2, HIST 2.3, HIST 2.8, HIST 2.10, CIV 2.7, ECO 2.3, GEO 2.6</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Communities and how they change over time • How we are alike and how we have changed in our community 		
Key Vocabulary	community, society, government, influence, change, impact, similar, communication, environment		

Unit Title	Knowing the Past	Length of Unit	Ongoing
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how people in the past communicated and made a difference (i.e. Pony Express vs. USPS) • how people solve community problems today. (i.e. newspaper vs. Internet) • how the impact of change can be right away or take more time • problems of the past • where people lived in the past • things we use in our community 	<ul style="list-style-type: none"> • identify ways people of the past communicated and compare the ways people communicate now. • describe the impact of change that can be seen right away verses overtime. • explain the similarities and differences from the past and present when making change in the community • ways people solved problems over time • why people settled where they did in our community • how our community gets its resources

Assessments:	<ul style="list-style-type: none"> • Informational poster representing past and present ways of communicating and problem solving (timeline)
Teacher Resources:	<p>Scholastic Weekly/Time for Kids <i>Buttons for General Washington</i> by Peter Roop Bethlehem and Woodbury Historical Societies</p>

Unit Title	Using Maps	Length of Unit	6-8 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do maps help us understand our community? • How can we use maps to solve problems? 		
Standards*	<p>Developing Questions and Planning Inquiry INQ K-2.1</p> <p>Evaluating Sources and Using Evidence INQ K-2.6</p> <p>Communicating Conclusions and Taking Informed Action INQ K-2.11, INQ K-2.14, INQ K-2.15</p> <p>Applying Disciplinary Concepts and Tools GEO 2.1, GEO 2.2, GEO 2.3, GEO 2.4, GEO 2.5, HIST 2.7, HIST 2.9</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Important places • Mapping important places (where are the important parts of town) 		
Key Vocabulary	monuments, memorials, historical, geography, mapping,		

Unit Title	Using Maps	Length of Unit	6-8 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • what the important places in our town • where the memorials and monuments in our town. • how the important places and monuments influenced by the geography of our town • memorials tell a story • parts of a map 	<ul style="list-style-type: none"> • identify the important places of our town on a map • explain important places/memorials in town and who they remember, why they are built in certain places in town, and how they make visitors feels • what are the monuments telling us in our communities • read and create a map of important parts of the community

Assessments:	<ul style="list-style-type: none"> • BES and MES student Skype to share important places in Bethlehem and Woodbury using maps
Teacher Resources:	<p>Town maps Town of Woodbury History Walk http://www.woodburylibraryct.org/pdfs/woodburywalk.pdf Town of Bethlehem and Town of Woodbury book https://patch.com/connecticut/woodbury-middlebury/old-woodbury-historical-society-town-woodbury-history-walk-book-sale http://www.ci.bethlehem.ct.us/obhsi.htm</p>