

Social Studies Grade 2 - Building a Society

Description

The second grade curriculum provides students with a broad view of the political units around them, specifically their town, state, and country. Building on the study of their neighborhood and the environment in first grade, students study the town of Fairfield by looking at its people, government, businesses, infrastructure, and layout. The town of Fairfield is compared and contrasted with cities within the state, such as Bridgeport and the capital city of Hartford. Students also begin to study the concept of a “state,” using Connecticut as its focus, and comparing it to other states of interest. Throughout second grade, students will begin to explore the geography of the United States.

Course Overview

Course Goals

Students will:

- identify the important elements of a town and understand how these elements interact.
- analyze the relationship between Fairfield’s businesses, government, and residents.
- understand the differences, similarities and connections between urban, suburban, and rural communities.
- develop a definition of a state and compare Connecticut’s characteristics with those of other states.
- analyze the importance of Washington D.C. and understand the significance of its major sites of interest.
- identify basic features of United States geography.

Essential Questions

- What does a society need to be successful?
- What makes Fairfield unique within the state of Connecticut?
- What makes Connecticut unique within the United States of America?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1 - Fairfield](#)
- II. [Unit 2 - Cities](#)
- III. [Unit 3 – Connecticut](#)
- IV. [Unit 4 - The United States](#)

Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

Grade Level Skills

Students will:

- Skills Matrix

Pacing Guide

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period		4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Fairfield</u> 13-15 weeks			Unit 2 <u>Cities</u> 7-9 weeks			Unit 3 <u>Connecticut</u> 9 weeks		Unit 4 <u>The United States</u> 8 weeks	

Unit 1 – Fairfield, 13-15 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- identify the important elements of a town and understand how these elements interact.
 - analyze the relationship between Fairfield’s businesses, government, and residents.

Essential Question

- What does a society need to be successful?
- What makes Fairfield unique within the state of Connecticut?

Focus Questions

- What are the important elements that make up a town? (residents, merchants, services, transportation, schools, laws and government, recreation, population, religious institutions, civic and charitable organizations)
- Which element has the most impact on your life? Why?
 - How do the elements of a town interact? (The effect of one on another, positive and negative impacts)
- How does a community grow and change? (brief historical timeline, maps and natural boundaries –Fairfield Historical Society Project)
- How will Fairfield grow and change in the future? (predicting the future of a town)
- What does Fairfield have that many other communities have?
- How is Fairfield different from other towns? (comparative study, urban, rural, and suburban communities)
- How does the town economy work? (brief overview of taxes and revenue, merchants pay rent and taxes to run a business in town, residents pay taxes to live in a town and receive services, merchants and residents depend on one

Assessments

- Create a service that exists in town to provide for the entire school, such as a Post Office, supplies store, or volunteer organization. Students will be responsible for the formation, organization, implementation, marketing, and finances (math lessons) of the whole operation. Regular journal writing will occur to record observations and lessons learned about the process of providing a service. A field trip can be arranged to visit a town site to gather information. A culminating assignment will be to write an answer to the essential question: “What does a society need to be successful?”
- Complete a chart that shows how the town agencies on the left affect each of the groups listed at the top of the table. Discuss which how each group is affected both positively and negatively as appropriate. (Residents, Merchants, Commuters, Police, Town Hall (RTM), Board of Education, Public Works, Chamber of Commerce)
- Using a map of the roads in Fairfield, identify the following places: your home and neighborhood, your school, the town hall, the businesses and restaurants your family visits, police

	<p>and other for income and jobs)</p> <ul style="list-style-type: none"> • What are the residents' needs and wants? • What is supply and demand? How do they affect each other? • What are products and why are certain products more valuable or less valuable to the consumers? • Why are specific buildings within a town located in specific areas? (Train station, schools, library, etc.) • How does the town government work? (Important buildings, people, procedures, meetings) 	<p>and fire departments, the post office, main thoroughfares, state highways, places of interest, etc. Determine the best route to be taken from your house to these various places. Determine why places are located in where they are.</p>
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Unit 2 – Cities, 7-9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- understand the differences, similarities and connections between urban, suburban, and rural communities.

Essential Question

- What does a society need to be successful?
- What makes Fairfield unique within the state of Connecticut?

Focus Questions

- How does a larger city compare to a suburban town? (population [connection to math lessons], housing, Transportation, services, landmarks/monuments)
- How does geography affect the success and development of a town? (layout, land use, zoning)
- How do rules and laws help to maintain order within a large city? (security and protection, courts and judicial system [building awareness])
- Why is transportation so important? (forms of transportation within a large city, best methods and who uses them, commuters and why do people choose to commute, affect of geography on transportation (water, hills, weather, etc.))
- What is unique to the particular city of study? How do these things affect the city? (museums, zoos, sports teams, industries, universities, ethnic influences)
- How are the cities and smaller towns around it connected? (food, workers, transportation, services, etc)

Assessments

- Choose a nearby city to study and research the differences between life in this city and life in the suburbs. List examples of how each region developed the way it did. Write a paragraph that proposes an answer to the question: “How did the geography affect the success/development of this city?”

Unit 3 – Connecticut, 9 weeks [top](#)

Standards

Unit Objectives

Students will be able to:

- develop a definition of a state and compare Connecticut’s characteristics with those of other states.

Essential Questions

- What does a society need to be successful?
- What makes Fairfield unique within the state of Connecticut?
- What makes Connecticut unique within the United States of America?

Focus Questions

- What is a state?
- What does it mean to be a state within the United States of America? (general understanding of governmental framework, state capital (buildings and monuments), laws and those who make them (state leaders), state services compared to town services, boundaries and neighboring states)
- Why would someone choose to live in Connecticut?
- What borders Connecticut?
- How does geography affect the way we live in Connecticut? (map skills, regions and natural boundaries, natural and man-made landmarks)
- What are the states’ most important resources?
- Does the state have a particular product or industry that it is known for?
- Do other states depend on this particular state for resources?
- What makes this state unique? (various points of interest, state flowers, birds and trees, Recreational activities: skiing, beaches, hiking, boating, etc., License plate designs and motto)

Assessments

- Compose and deliver a speech that describes why people would want to live in Connecticut. Use evidence from your research about what makes Connecticut unique within the United States of America
- Keep a log of the travels and experiences of the UConn Huskies men’s and women’s basketball teams. Look at the geography of each place they travel to and use statistics from their games to practice math.
- Design a poster or mural which compares two regions of the United States and answers the question: “In what part of America would you prefer to live and why?” Use specific information to explain your answer.

Unit 4 – The United States, 8 weeks [top](#)

Standards

Unit Objectives

- Students will be able to:
- analyze the importance of Washington D.C. and understand the significance of its major sites of interest.
 - learn the major components of United States geography.

Essential Question

- What makes Connecticut unique within the United States of America?

Focus Questions

- What is the capital of our country?
- How does Washington DC compare to other cities we've studied?
- What makes Washington DC unique and different from any other place in the United States?
- What would it be like to live and work and play in DC?
- Why is Washington DC so important to our country?
- Why do so many people like to visit Washington DC?
- What are the various regions of the U.S. and what makes them unique? (compare and contrast two regions of interest, geographic highlights)
- What would it be like to be a student in a school in a different part of the U.S.?
- What are the capitals of other states?

Assessments

- Complete a “Big6”™ project that utilizes all the research skills outlined in the Linking Learning Curriculum about a particular state of your choice. Use evidence from books to design a pamphlet to attract tourists to the state.