

2

Changing Communities: People Who Make a Difference



Social Studies

Fairfield Public Schools

Grade 2- Changing Communities: (11/19/2015) DRAFT

Description: Second-grade students will engage in the study of our local government and the various roles and responsibilities that are needed to make a community thrive. Students will explore how people from the past and present have made a difference in their town, state, country, and world while gaining perspective on how and why we decide to remember specific people from the past.

Students will be encouraged to form opinions, take action and become involved in making a difference within their community.

Overview

Central Understanding (Goals)

- Students will understand how people can make a difference in society.
- Students will explore how individuals and groups of people make a difference in our town, state, country, and world.
- Students will understand how and what do we decide to remember about the past.
- Students will be able to connect important people from the past and significant events that have occurred to what happens today in their community.

Compelling Questions:

HISTORY:

- How do the actions of people in the past influence us today?
- Why do people have different views about what is good for my school, town, state, and country?
- How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?
- How do people and groups decide how to make the world a better place?

CIVICS:

- What is “government” and what does it do?
- How do American ideas such as liberty, freedom, justice, and equality influence how and why people make a difference in society?
- What does it mean to make a difference in society?

ECONOMICS:

- How do individuals and groups make a difference by influencing the way we live and what we have?
- How does what people do in their jobs contribute in some way to the community?

GEOGRAPHY:

- How do maps help us understand our community?
- What do people do when the environment does not meet their needs?

Changing Communities: Year at a Glance (Units)

Trimester 1: Government

Trimester 2: People and groups that make a difference locally

Trimester 3: People and groups that have made a difference over time

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RI.2.3](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

[CCSS.ELA-Literacy.RI.2.9](#)

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

Unit 1: Government

Content Objectives:

Students will be able to identify how people work together through government to affect change while exploring the rights and responsibilities of active citizens within communities. Identifying American democratic principles and values such as liberty, freedom, justice, and equality will enable students to discover how their values and decisions impact others around them.

Unit Compelling and Supporting Questions

Compelling Questions:

What is 'government' and what does government do?

How do people and groups decide how to make the world a different place?

Supporting Questions

HISTORY:

- How have people and groups with different views shaped a community?
- How do the actions of people in the past influence us today?
- What causes people in my school and community to take action to make the world a better place

CIVICS:

- What is government and what does government do?
- What are the rights and responsibilities of citizens within a community?
- What does it mean to be free and what responsibilities come with freedom?

ECONOMICS:

- How do individuals and groups make a difference by

influencing how we live and what we have?

- How do my family and school make decisions about what to buy and how to spend money?

GEOGRAPHY:

- How does the environment affect who makes decisions, how they are made and why?

Standards Emphasized in the Unit

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions.

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.1 Explain why the compelling question is important to the student.

INQ K–2.2 Identify disciplinary ideas associated with a compelling question.

INQ K–2.3 Identify facts and concepts associated with a supporting question.

INQ K–2.4 Make connections between supporting questions and compelling questions.

INQ K–2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.

CT Core Standards: CCSS.ELA-Literacy.RI.2.1, CCSS.ELA-Literacy.W.2.7, CCSS.ELA-Literacy.SL.2.1 **Key academic vocabulary:** *questioning, opinion (argument), explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Change, Continuity and Context

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

Perspectives

HIST 2.5 Compare different accounts of the same historical event.

Causation and Argumentation

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.

Civic and Political Institutions

CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.

Participation and Deliberation

CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.

CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.

Processes, Rules and Laws

CIV 2.5 Explain how people can work together to make decisions in the classroom.

CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.

CIV 2.7 Describe how people have tried to improve their communities over time.

Economic Decision-Making

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

Human-Environment Interaction: Places, Regions, and Cultures

GEO 2.5 Explain how humans affect the culture and environment of places/region.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

INQ K–2.8 (begins in Grades 3–5)

INQ K–2.9 (begins in Grades 3–5)

CT Core Standards: CCSS.ELA-Literacy.RI.2.1-10, CCSS.ELA-Literacy.W.2.1-2, CCSS.ELA-Literacy.W.2.7-10, CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.L.2.1-3 Key academic vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.

It is expected that students in Social Studies: Making a Difference (Grade 2) will individually and with others:

INQ K–2.10 Construct an argument with reasons.

INQ K–2.11 Construct explanations using correct sequence and relevant information.

INQ K–2.12 Present a summary of an argument using print, oral, and digital technologies.

INQ K–2.13 Ask and answer questions about arguments.

INQ K–2.14 Ask and answer questions about explanations.

INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.

INQ K–2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

CT Core Standards: CCSS.ELA-Literacy.RI.2.1-10, CCSS.ELA-Literacy.W.2.1-2, CCSS.ELA-Literacy.W.2.7-10, CCSS.ELA-Literacy.SL.2.1, CCSS.ELA-Literacy.L.2.1-3 Key academic vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize

Fairfield Public Schools Library Media Standards (K-12):

1. Inquiry and Information Skills

1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies

1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

2. Critical Thinking and Creativity

2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions

2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

3.1 Students will work collaboratively in a group to solve problems or make decisions

3.2 Students will use a variety of ways to craft a message and construct communication to an audience

3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

5.1 Students will become proficient in a variety of technology systems and digital media applications

Unit 2: People Making a Difference in Fairfield

Content Objectives:

Students will be able to identify the impact that people and groups have on our local community past and present. They will explore the various jobs and roles of citizens who contribute to our towns' story including the impact community workers have on our economy.

Unit Compelling and Supporting Questions

Compelling Question: How have people tried to improve communities over time?

Supporting Questions

HIST:

- How have actions of people in the past influence our community today?
- What are the different roles people play in our local community and how does their work affect our lives and the decisions we make in our town? (Police, merchants, business people, teachers, construction workers, etc.)

CIV:

- What does it mean to make a difference in your community?

ECON:

- How do needs and wants affect how communities are formed and how they function?
- How do things we use get to our community?
- What services are provided in our town?

GEO:

- How does where we live affect how we live?
- How can maps help us to learn about the important places in our town?
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Standards Emphasized in the Unit

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DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Change, Continuity and Context

HIST 2.1 Create a chronological sequence of multiple events.

HIST 2.2 Compare life in the past to life today.

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

Perspectives

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

Participation and Deliberation

CIV 2.4 Compare their own point of view with others' perspectives.

Economic Decision- Making

ECO 2.1 Explain how scarcity necessitates decision-making.

ECO 2.2 Identify the benefits and costs of making various personal decisions.

Exchange and Markets

ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.

Geographic Representations: Spatial Views of the World

GEO 2.1 Construct geographic representations of familiar places.

GEO 2.2 Use geographic representations to describe places and interactions that shape them.

GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of place.

Human-Environment Interaction: Places, Regions, and Culture

GEO 2.4 Explain how the environment affects people's lives.

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims

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2. Critical Thinking and Creativity

- 2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions
- 2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

- 3.1 Students will work collaboratively in a group to solve problems or make decisions
- 3.2 Students will use a variety of ways to craft a message and construct communication to an audience
- 3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

- 4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

- 5.1 Students will become proficient in a variety of technology systems and digital media applications

Unit 3: People from the Past who Contribute to Society

Content Objectives:

Students will be able to identify people who have made a difference in society, and how and why we remember their contributions from the past and make connections to our society and world today.

Unit Compelling and Supporting Questions

Compelling Question: How have the actions and beliefs of people throughout time made an impact on society?

What is your role in society?

Supporting Questions

HIST:

- What evidence do we have that individuals have impacted society?
- How and why do we remember certain people and how do we honor their thinking and influence?

CIV:

- How do we know individuals or people have made a difference in society?
- Who are the people who have impacted Fairfield in the past and how have they impacted the way we live today?

ECON:

- What were the contributions/goods and services made by individuals and groups?
- How has the economic choices of those from the past impacted the economic choices we make today?

GEO:

- How have humans affected the culture and the environment of the communities we live in? (Town, state, country)
- How can maps help us learn more about the significant changes that people have made in our community?

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Perspectives

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HIST 2.5 Compare different accounts of the same historical event.

Historical Sources and Evidence

HIST 2.6 Identify different kinds of historical sources.

HIST 2.7 Explain how historical sources can be used to study the past.

HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

Causation and Argumentation

HIST 2.10 Generate possible reasons for an event or development in the past.

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.

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