

## Redford Union School District Second Grade Social Studies Year-At-A-Glance

Quarter	Pacing	Unit	Abstract
1	September	What Is a Community?	<p>In this foundational unit students explore characteristics of communities, the reasons people live in communities, and different kinds of communities. The unit begins with a review of the concept of family and explores the question, "why do families live in communities?" Students then investigate common characteristics of a community including location, physical characteristics, history, government, people, and businesses. Students explore two reasons people live in a community and are introduced to the concept of government. Using a variety of resources, including photographs and illustrations from picture books, students then examine different kinds of communities and explore how communities differ in size and geography. Using a Venn Diagram, students identify similarities and differences between two communities. Finally, students begin to create a profile of their local community by gathering information from family members and friends about what makes their community special.</p>
2	October - November	Where Is My Community and What is it Like There?	<p>In this unit students use the context of their local community to explore the five major themes of geography: location, place, human/environment interaction, movement, and region. The unit begins with an exploration of a variety of maps and a review of map skills covered in kindergarten and grade one. Using a community map, the concept of relative location is introduced. Next, students explore a map of the community and identify various regions such as residential areas and important physical features in the community. Next, students expand their knowledge of the geography of their community as they gather information about physical and human characteristics not of their community. Integrating the second grade science content expectations, students learn about major landforms and bodies of water found on the Earth. Returning to the map of the community, students identify major roads and discuss how roads help to connect places and move goods and people. Synthesizing what they have learned, students construct a simple map of their local community. Using a Venn Diagram, students compare the human and physical characteristics of their community with those of another community. Human environment interaction is introduced as students explore how people interact with the environment and the consequences of changing the environment. Finally, the geographic theme of region is expanded as students learn their community is part of several larger regions including county, state, country, continent, and planet.</p>

3	November - December	How Do Citizens Live Together in a Community?	<p>In this unit students explore many important civics concepts using the context of local government. The unit begins with a lesson that explores diversity in communities and also reviews why people live in communities. Then, students explore the reasons people form governments including the need for laws, safety, and order. In a lesson on core democratic values and how they create a foundation for government students are introduced to the values of the common good, individual rights, and patriotism. Students then explore the meaning and importance of the Pledge of Allegiance. Using the example of school rules as a springboard, students next examine the reasons communities need laws. Then, they learn how local governments make, enforce, and interpret laws. Students compare narrative text and informational text as they learn about the role mayors play in local government. This serves as an introduction for the next lesson on different functions of local government. In a final lesson on citizenship students learn about the roles and responsibilities of citizens in local government. As a culminating activity, students take part in a simple simulation of a town council meeting where they have to decide whether to buy a new police car or new playground equipment for a local park.</p>
4	January - February	How Do People Work Together in a Community?	<p>In this unit students explore several economic concepts using the context of their local community. The unit begins with a review of the concepts of scarcity and choice from previous grades. Through simulation and literature such as Sam and the Lucky Money or a similar book, students are introduced to the concept of opportunity cost. Using a graphic organizer, students apply these concepts to an economic decision and identify the opportunity cost. Next, using the book The Goat in the Rug or a similar book, students explore how natural, human, and capital resources are combined to produce goods. Students then examine how businesses in a community help people meet their economic wants. Using a variety of resources, students identify businesses in their local community and connect the businesses with wants and needs they help to meet. In a culminating lesson students are introduced to the concept of specialization through an activity that compares trade from the past with the present. Using The Ox Cart Man or a similar book, all economic concepts addressed in the unit are reviewed and assessed.</p>
5	March - April	How Do Communities Change?	<p>In this unit students use historical thinking to explore their local community's past and how communities change over time. The unit begins with a review of historical concepts and ideas from first grade. Using the book The Oxcart Man or a similar literature choice from the economics unit, students identify evidence the story took place in the past. Using a graphic organizer, students compare life in the past with life today. Acting as historians, students investigate various ways we learn about history and begin to gather information about the history of their local community. In a lesson on chronology (sequence) they explore a</p>

		<p>timeline of local community events. Using <i>The House on Maple Street</i> and <i>A River Ran Wild</i> or similar books, students investigate and compare change over time in a fictional and a non-fictional community. First, students investigate change in the community in <i>The House on Maple Street</i> and then investigate change in their own local community. Students identify historical figures in the local community and explain their contributions and significance in local history. Using the book, <i>A River Ran Wild</i>, students identify how a problem was solved in a community's past and look for examples of past problems in their own local community. Students are introduced to the concept of historical perspective as they begin to understand why people may view the same historical event in different ways. Finally, using the information about their community's past which they have gathered throughout the unit, students create a class book describing and illustrating the history of their local community.</p>	
6	May - June	<p>In this unit students synthesize what they have learned about communities throughout the year by exploring the role of citizens in a community and how people work together to solve public issues. The unit begins with an exploration of the qualities of a good citizen using the book <i>Good Citizen Sarah</i>. Students then examine ways citizens work together in a community to solve problems through the book <i>The Giant Jam Sandwich</i>. The term 'public issue' is introduced as the class explores the idea that often people disagree about how to solve a community problem or issue. Using a decision making model, students are given a case study about a garage sale controversy in a mythical town. Students work in small groups to generate possible solutions to the garage sale problem and use the decision making model to evaluate these solutions. Given a local community issue, students are asked to generate solutions and take a position on a solution. In a final lesson that can be used at any appropriate time during the year, students participate in a project to improve their community.</p>	<p>How Can a Citizen Affect a Community?</p>