

Norwalk Public Schools
Second Grade Social Studies Overview
“Connections Between Groups & Communities”

Overarching Objective: In second grade, students will understand ways in which communities, groups, and cultures are connected throughout history and over time and space.

By the end of second grade, students should know the answers to the following overarching questions:

Essential Questions:

1. How can citizens contribute to different communities? How do leaders make a difference in a community?
2. Why do communities need laws? Why are government services important to a community?
3. How do production and consumption affect a community? How can/should we protect our economic resources for future generations?
4. How do the geography & environment (i.e. continents, landforms, and bodies of water) of a community affect that community?
5. How can/should we protect the earth’s natural resources?
6. What role do cultural traditions have in shaping the personality of a city, state, nation, and our world?

Unit	Communities (September- November)	Traditions (December-end of February)	Citizenship (March-April)	Community Connections to the World (May-June)
Core Activities	<p><i>Use Unit 1; Living in a Community in Horizons as a resource</i></p> <ol style="list-style-type: none"> 1. Compare/contrast different neighborhoods in Norwalk as well as life in suburbs, city, and rural areas. 2. Read about rights and responsibilities 3. Dramatize role scenarios in different communities, how to choose leaders 4. Make a map of your school , neighborhood, or city using map key and symbols 5. Journal writing about groups/organizations student belongs to 6. Interview a community helper 	<p><i>Use Unit 4; Learn About People in Horizons as a resource</i></p> <ol style="list-style-type: none"> 1. Collect old photographs of family; write personal narrative 2. E-mail pals w/students in another country 3. Read multiple versions of folktales from other cultures; 4. Collaborate with specialists in art, music, etc. from other cultures 6. Examine history of an organization (school, hospital, etc.) 7. Read about different differences between Native American and European cultures 8. Read about history of U.S. flag 	<p><i>Use Unit 2; Our Government in Horizons as a resource and Use Unit 6; People at Work in Horizons as a resource</i></p> <ol style="list-style-type: none"> 1. Read about patriotism and important patriotic people. Discuss ways to be patriotic. 2. Play charades acting out community service providers 3. Put the pledge of allegiance in his/her own words 4. Compare and contrast community, state, and country governments & services using graphic organizer 5. Mock classroom election for mayor 6. Real world scenarios around production and consumption 	<p><i>Use Unit 3; Looking at the Earth in Horizons as a resource</i></p> <ol style="list-style-type: none"> 1. Build a 3-D model to show a landform 3. Build 3-D version of the student’s neighborhood 4. Play a game using cardinal directions 5. Work with capitol cities and identifying countries on a map 6. Read about seasonal changes & regional climate

District Unit Assessment	Essay: describe an ideal community.	Create a family history book	Essay: what does it mean to be a good citizen?	Essay: what should we/can we do to protect the environment?
Core Assessments	<ol style="list-style-type: none"> 1. Small group dramatizes law-breaking citizen and decide on consequence (problem solving) 2. Create a public service announcement for a community organization or problem 3. Identify photos of urban, rural, and suburban areas and take oral or written test on qualities of each type of area 	<ol style="list-style-type: none"> 1. In small groups, write and illustrate an alternate version of a familiar fairy tale set in American culture or another culture 2. Write journal entry from Native or European perspective in New World era 3. Project on historical examination of a place or organization 	<ol style="list-style-type: none"> 1. Solve a classroom problem peaceably. 2. Propose a solution to a school or community problem. 3. Write about why it is important to have rules and laws and what the world would be like without them 	<ol style="list-style-type: none"> 1. Draw a simple map of continents & oceans; locate earth's major landforms and physical features and include a key and compass rose 2. Create a picture dictionary that includes major natural resources OR Create & solve riddles about different landforms and bodies of water 3. Use webquests (see resource guidebook) to test students' understanding of basic economic principles
Suggested Field Trips	Bus tour of Norwalk neighborhoods	Museums	City Hall	

(see K-5 curriculum guide for detailed lessons, activities, resources)