



## Grade 2 - Unit 1 - Town as Community and Community as Town

Unit Focus
<p>Second Grade Social Studies focuses on the town, broadening the first grade view of community beyond the family, classroom, and school. Different types of communities, such as urban, suburban, and rural, will be introduced, including the varying structures and characteristics. Guiding questions may include what makes a community and what unique features exist in different types of communities. Experiences and activities will help students understand their role as a citizen of a community and their rights and responsibilities. As they "become community members", they will experience different roles or jobs and how all community members need to work together to make decisions and resolve local issues. Town government will also introduce students to local rules and how they benefit the whole community. The initial unit also begins to look at what resources are available or provided in a community, as well as other economic decisions which best serve the community.</p>

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER											
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 2</i>            921224 DIMENSION 1. Developing Questions &amp; PLANNING INQUIRIES            921225 Constructing Compelling Questions            921226 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...            • D1.1.K-2. Explain why the compelling question is important to the student.            921229 Constructing Supporting Questions            921230 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...            • D1.4.K-2. Make connections between supporting questions and compelling questions.            • D1.3.K-2. Identify facts and concepts associated with a supporting question.            921236 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS            921237 Civics            921238 Civic and Political Institutions            921239 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority            921245 Participation and Deliberation: Applying Civic Virtues and Democratic Principles            921246 INDIVIDUALLY AND WITH OTHERS, STUDENTS...            • D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</p>	<p>T1 Understand roles in communities and how to propose and/or create change in communities based on important issues.</p> <p>T2 Evaluate how creation and participation in an economy impacts groups of people and their world.</p>	<p style="text-align: center; background-color: #cccccc; margin: 0;">MEANING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 50%; text-align: center; padding: 2px;">UNDERSTANDINGS</th> <th style="width: 50%; text-align: center; padding: 2px;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">U1 Members of a community have basic needs, rights, and responsibilities</td> <td style="padding: 2px;">Q1 What is the purpose of a community?</td> </tr> <tr> <td style="padding: 2px;">U2 Rules, laws, and processes help community members make decisions on issues to balance individual freedoms and the common good</td> <td style="padding: 2px;">Q2 As a citizen, what are my rights and responsibilities?</td> </tr> <tr> <td style="padding: 2px;">U3 Consumers and producers in a community have a symbiotic relationship</td> <td style="padding: 2px;">Q3 Why is it important for me to be an active participant in my community?</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">Q4 How do people within a community use resources to grow and strengthen an economy?</td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	U1 Members of a community have basic needs, rights, and responsibilities	Q1 What is the purpose of a community?	U2 Rules, laws, and processes help community members make decisions on issues to balance individual freedoms and the common good	Q2 As a citizen, what are my rights and responsibilities?	U3 Consumers and producers in a community have a symbiotic relationship	Q3 Why is it important for me to be an active participant in my community?		Q4 How do people within a community use resources to grow and strengthen an economy?
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	ACQUISITION OF KNOWLEDGE AND SKILL											
	KNOWLEDGE	SKILLS										
	<p>K1 The key elements of a town community and how citizens of that community value those elements</p> <p>K2 Ways that suburban, urban, and rural communities are both alike and different</p> <p>K3 Services that are provided by their town and community</p>	<p>S1 explaining the features of a community/town</p> <p>S2 identifying 3 types of communities: rural, suburban, urban and describing the features of each</p> <p>S3 explaining goods vs services in relation to our town community</p> <p>S4 expressing an opinion about why Madison's citizens</p>										

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

921251 *Processes, Rules, and Laws*  
 921252 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.

921256 *Economics*  
 921261 *Exchange and Markets*  
 921262 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

921299 *History*  
 921300 *Change, Continuity, and Context*  
 921301 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D2.His.1.K-2. Create a chronological sequence of multiple events.

921324 *Dimension 4. Communicating Conclusions & Taking INFORMED ACTION*  
 921325 *Communicating Conclusions*  
 921326 *INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...*  
 • D4.1.K-2. Construct an argument with reasons.  
 • D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies.  
 • D4.2.K-2. Construct explanations using correct sequence and relevant information.

921334 *Taking Informed Action*  
 921335 *INDIVIDUALLY AND WITH OTHERS, STUDENTS...*  
 • D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

**Student Growth and Development 21st Century Capacities Matrix**  
*Critical Thinking*  
 • Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation.  
*Global Thinking*  
 • Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.

K4 The careers that often work for town governments

K5 How a town government is organized

K6 That taxes are collected from members of a town's community in order to pay for the services provided by the town's government

K7 Ways in which citizens can contribute to a community by volunteering

K8 Vocabulary: Timeline, Town, Community, Citizen, Urban, Suburban, Rural, Population, Resources, Goods, Services, scarcity, abundance

value our town, as well as expressing an opinion about a town need

S5 identifying aspects of community and responsible citizenship

S6 actively participating during turn and talk

S7 asking and answering questions about how different workers contribute to our community

S8 explaining how community building involves all people, reflecting on how decisions for a town's citizens are made

S9 describing the role of town government

S10 applying civic virtues when participating in community decisions