

**Wallingford Public Schools - ELEMENTARY COURSE OUTLINE**

**Course Title:** Our Neighborhood and Neighborhoods In Other Communities

**Department:** Social Studies

**Grade(s):** 2

**Course Description**

In grade 2 students will focus on learning about their neighborhoods and neighborhoods in other communities. Specific units of study will include roles and responsibilities, Native Americans, community history and culture, map skills and economics. Students will develop key skills in the areas of reading, writing and critical thinking.

**Required Instructional Materials**

**Completion/Revision Date**

Approved by  
The Board of Education on  
February 27, 2006

**Mission Statement of the Curriculum Management Team**

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

**Enduring Understandings for the Course**

- Information can be found in multiple locations.
- Organizational tools are important for recording and reporting information.
- Teamwork is necessary in order to be an effective learner and citizen.
- Recognizing different ideas within a group is beneficial.
- Identifying problems and developing solutions within the community helps students understand the world around them.
- Technology is a tool that can be used for collecting, organizing and presenting information.
- People develop rules to maintain order and safety within the community.
- Many people work together to make a community function.
- Knowledge of the past helps one understand the present.
- Communities change to fit the needs of the people.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- Cultures can be similar and different.
- Cultures change over time.
- Climate and natural resources effect lifestyle.
- Maps and globes are used to show key places and landforms.
- Maps are tools to help us find our way.
- Money is used to obtain goods and services.

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| <ul style="list-style-type: none"><li>• Within our communities there are jobs that provide goods and/or services.</li></ul> |
| <ul style="list-style-type: none"><li>• What people have can be categorized as needs and wants.</li></ul>                   |
| <ul style="list-style-type: none"><li>• Natural resources effect people and the community.</li></ul>                        |

## **LEARNING STRAND**

### 1.0 Social Studies Skill Areas

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

#### **ENDURING UNDERSTANDING(S)**

- Information can be found in multiple locations.
- Organizational tools are important for recording and reporting information.
- Teamwork is necessary in order to be an effective learner and citizen.
- Recognizing different ideas within a group is beneficial.
- Identifying problems and developing solutions within the community helps students understand the world around them.
- Technology is a tool that can be used for collecting, organizing and presenting information.

#### **ESSENTIAL QUESTION(S)**

- What are the benefits of using multiple sources for information?
- How do I know which resource to use?
- Is the resource giving me the information I was looking for?
- Which format is appropriate for the information I found?
- Why is it important to work together in a group?
- How do I show respect within a group?
- How do my actions impact others in my community?
- What are the consequences if I do not accept my responsibilities to my community?
- How can I use technology to locate and share information?

#### **LEARNING OBJECTIVES** *The student will:*

- 1.1 Read for information
- 1.2 Use reference materials such as dictionaries, newspapers, websites, non-fiction texts
- 1.3 Identify parts of a book
  - Table of Contents
  - Index
  - Glossary
  - Diagrams
  - Captions
- 1.4 Develop charts, tables and graphs
- 1.5 Use a graphic organizer such as Venn diagrams, webs, KWL charts, timelines
- 1.6 Demonstrate understanding through
  - Pictures or charts
  - Posters
  - Oral and/or written reports
- 1.7 Work cooperatively with peers
  - Have a group reporter
  - Have a materials person
  - Have group recorder
- 1.8 Recognize consequences of behavior
- 1.9 Solve problems in social situations

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *See other learning strands*

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Charts
- Posters
- Matching games
- Word searches
- Maps
- Cooperative learning
- Cooperative products
- Displays
- Dioramas
- Public speaking
- Reports
- Webs
- Venn diagrams
- Timelines
- Mobiles
- Role plays
- Drawings
- Interview questionnaires

<ul style="list-style-type: none"><li>- Identify a problem</li><li>- Propose possible solutions</li></ul> <p>1.10 Identify problems or issues within the neighborhood</p> <p>1.11 Generate solutions to resolve problems within the neighborhood</p>	<p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"><li>• Rubrics</li><li>• Projects</li><li>• Maps</li><li>• Observations</li><li>• Learning Logs/Notebooks</li><li>• Work folders</li><li>• Graphic organizers</li><li>• Student participation</li><li>• Student presentations</li><li>• Checklists</li><li>• Quizzes &amp; tests</li><li>• Riddles</li></ul>
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<b><u>LEARNING STRAND</u></b>	
2.0 Rules and Responsibilities	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• People develop rules to maintain order and safety within the community.</li> <li>• Many people work together to make a community function.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do people have rules?</li> <li>• Who should make the rules?</li> <li>• What would happen if we didn't have rules?</li> <li>• Can an individual make a difference?</li> <li>• What kinds of things do good citizens do?</li> <li>• How are decisions made in my community?</li> <li>• What are the roles and responsibilities of members of the community?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>2.1 Identify the need for rules in each setting:</p> <ul style="list-style-type: none"> <li>- Classroom</li> <li>- School</li> <li>- Neighborhood</li> <li>- Community</li> </ul> <p>2.2 Create appropriate rules for each setting</p> <p>2.3 Follow set rules</p> <p>2.4 Identify roles and responsibilities of all members of the community</p>	<ul style="list-style-type: none"> <li>• <i>Newsman Ned and the Broken Rules</i>, Steven Kroll, Scholastic, 1989</li> <li>• <i>Officer Buckle and Gloria</i>, Peggy Rathmann, Scholastic, 1995</li> <li>• <i>Community Helpers</i>, (Lori)</li> <li>• <i>Weekly Reader</i>, classroom periodical</li> <li>• <i>Scholastic News</i>, classroom periodical</li> <li>• <i>Franklin Helps Out</i>,</li> <li>• <i>Arthur Meets the President</i>, Marc Brown</li> <li>• Conflict Resolution program, Committee for Children</li> <li>• Character Counts program or Responsive Classroom</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Role-plays on such topics as conflict resolution, character counts etc.</li> <li>• Rules posters and charts</li> <li>• Create a class constitution</li> <li>• Murals or collages depicting rules of good behavior</li> <li>• Posters of community helpers</li> <li>• Field trip to firehouse</li> <li>• Guest speaker from Wallingford Youth Division</li> <li>• Peer advocates from local high schools</li> <li>• Student interviews of guest speakers</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Rubrics</li> <li>• Response journals</li> <li>• Student participation</li> </ul>

<b><u>LEARNING STRAND</u></b>	
3.0 Community History	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Knowledge of the past helps one understand the present.</li> <li>• Communities change to fit the needs of the people.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we know if we weren't there?</li> <li>• What can we learn from the past?</li> <li>• Who do we ask about the past?</li> <li>• How am I connected to the past?</li> <li>• How do we know what really happened in the past?</li> <li>• What causes change?</li> <li>• How does change happen?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
3.1 Explain how neighborhood communities grow, develop and change	<ul style="list-style-type: none"> <li>• Members of the community</li> <li>• Wallingford Historical Society</li> <li>• Connecticut Historical Society</li> <li>• Videos on Neighborhoods (Johanne)</li> <li>• <i>The Little House</i>, Virginia Lee Burton</li> <li>• <i>Town Mouse, Country Mouse</i>, Jan Brett</li> <li>• <i>City Mouse – Country Mouse</i>, John Wallner</li> <li>• <i>Mike Mulligan and His Steam Shovel</i>, Virginia Lee Burton</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Guest speakers from the community</li> <li>• Role play community members past and present</li> <li>• Compare past and present using Venn diagrams and webs</li> <li>• Historical timelines</li> <li>• Student created murals</li> <li>• Response journals</li> <li>• Read alouds</li> <li>• Partner reads</li> <li>• Create picture books</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Teacher observations</li> <li>• Journal entries</li> <li>• Work folders</li> <li>• Graphic organizers</li> <li>• Timelines</li> <li>• Rubrics</li> <li>• Projects</li> </ul>

**LEARNING STRAND**

4.0 Community Culture

**ENDURING UNDERSTANDING(S)**

- Culture is a way of life of a group of people who share similar beliefs and customs.
- Cultures can be similar and different.

**ESSENTIAL QUESTION(S)**

- What is culture?
- Why do we celebrate holidays?
- How and why do beliefs change?
- Why should we be interested in other cultures?
- What can we learn about a culture through its art forms?
- What are significant symbols and icons of cultures?
- How are cultures similar? Different?

**LEARNING OBJECTIVES** *The student will:*

- 4.1 Explore the cultures of our neighborhood and neighborhoods in other communities:
- Beliefs, values & behaviors
  - Traditions/Holidays
  - Languages
  - Arts
  - Music and dance
  - Food

**INSTRUCTIONAL SUPPORT MATERIALS**

- Reading Rainbow Videos Series (Holidays)
- Cultural objects
- *Scholastic News*, classroom periodical
- *Weekly Reader*, classroom periodical
- *The Legend of Old Befana*, Tomie de Paola
- *Latkes and Applesauce: A Hanukkah Story*, Fran Manushkin
- *Chinese New Year* (Johanne)
- *Cinco de Mayo*, Mary Dodson Wade
- *My First Kwanzaa Book*, Deborah Chocolate
- *Seven Days of Kwanzaa*, Angela Shelf Medearis
- *The Chanukkah Guest*, Eric A. Kimmel
- *The Night Before Christmas*, Clement C. Moore
- *Christmas Tree Memories*, Alike
- *The Legend of the Poinsettias*, Tomie de Paola
- *Lion Dancer: Ernie Wan's Chinese New Year*, Kate Waters

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Guest speakers from the community
- Read alouds
- Create big books
- Book reports
- Oral reports
- Interviews with family & community members
- Simulate traditions from various cultures through art activities
- Create a Venn diagram comparing various

holidays

- Pen-pals
- Maps depicting cultural regions
- Extensions
  - games
  - foods
  - songs
  - poems

**SUGGESTED ASSESSMENT METHODS**

- Student participation
- Teacher observations
- Maps
- Graphic organizers
- Rubrics
- Student presentations
- Projects
- Work folders



<b><u>LEARNING STRAND</u></b>	
5.0 Native Americans	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Culture is a way of life of a group of people who share similar beliefs and customs.</li> <li>• Cultures can be similar and different.</li> <li>• Cultures change over time.</li> <li>• Climate and natural resources effect lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• Why should we be interested in other cultures?</li> <li>• What can we learn about a culture through its art forms?</li> <li>• What are significant symbols and icons of cultures?</li> <li>• How are cultures similar? Different?</li> <li>• How and why do cultures change?</li> <li>• How does <i>where</i> I live influence <i>how</i> I live?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>5.1 Describe Native American communities past and present:</p> <ul style="list-style-type: none"> <li>- Language</li> <li>- Arts and architecture</li> <li>- Music and dance</li> <li>- Beliefs, values and behaviors</li> <li>- Tools</li> <li>- Foods</li> </ul> <p>5.2 Describe the effect natural resources have on communities and people</p>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Music</li> <li>• Internet</li> <li>• <i>Scholastic News</i>, classroom periodical</li> <li>• <i>Weekly Reader</i>, classroom periodical</li> <li>• Folktales</li> <li>• Legends</li> <li>• Artifacts</li> <li>• Videos</li> <li>• <i>Giving Thanks</i>, Reading Rainbow Video Series</li> <li>• <i>The Legend of the Indian Paintbrush</i>, Tomie de Paola</li> <li>• <i>The Legend of Blue Bonnet</i>, Tomie de Paola</li> <li>• <i>Rainbow Crow</i>, Nancy Van Laan</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Field trips</li> <li>• Guest speakers</li> <li>• Native American storytellers</li> <li>• Venn diagrams</li> <li>• KWL charts</li> <li>• Student create murals</li> <li>• Construct Tee-Pees from various materials such as foods (tortillas), oak tag, construction paper, clay</li> <li>• Dioramas</li> <li>• Create native jewelry or headdresses</li> <li>• Construct clay pottery</li> <li>• Totem poles</li> </ul>

- Create native names for all members of the class and make an illustrated class book of names
- Construction paper weaving
- Simulate a rain dance
- Book reports
- Oral reports
- Play Native American games
- Create owner sticks – used to claim property boundaries
- Dream catchers
- Charts/graphs

**SUGGESTED ASSESSMENT METHODS**

- Teacher observations
- Student participation
- Rubrics
- Student presentations
- Reports
- Projects
- Graphic organizers
- Work folders
- Tests/quizzes
- Charts/graphs

<b><u>LEARNING STRAND</u></b>	
6.0 Map Skills	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• Maps and globes are used to show key places and landforms.</li> <li>• Maps are tools to help us find our way.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we use maps and globes?</li> <li>• How do we locate things on a map?</li> <li>• When do we use a map? a globe?</li> <li>• What are the key parts of a map?</li> <li>• What do maps and globes tell us?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>6.1 Read a map of the community</p> <p>6.2 Identify prominent features on a map using geographic terms such as lake, river, island etc.</p> <p>6.3 Explore continents and oceans on a map</p> <p>6.4 Identify town, state and country on a map</p> <p>6.5 Locate map titles, compass rose and key/legends on a map</p> <p>6.6 Compare and contrast maps and globes</p>	<ul style="list-style-type: none"> <li>• World map</li> <li>• United States map</li> <li>• Globe</li> <li>• Topographical maps</li> <li>• <i>Scholastic News</i>, classroom periodical</li> <li>• <i>Weekly Reader</i>, classroom periodical</li> <li>• Google Earth</li> <li>• Map Quest</li> <li>• Atlases</li> <li>• Map puzzles</li> <li>• <i>Continents of the World</i>, mnemonic (Kathleen D.)</li> </ul> <p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>• Create a neighborhood map with a title, compass rose and key/legend</li> <li>• Venn diagram comparing maps and globes</li> <li>• Create a mnemonic or song to remember the continents, oceans and/or directionals</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>• Map assessments</li> <li>• Venn diagrams</li> <li>• Student participation</li> <li>• Teacher observations</li> <li>• Rubrics</li> <li>• Tests/quizzes</li> </ul>

## **LEARNING STRAND**

### 7.0 Economics

#### **ENDURING UNDERSTANDING(S)**

- Money is used to obtain goods and services.
- Within our communities there are jobs that provide goods and/or services.
- What people have can be categorized as needs and wants.
- Natural resources effect people and the community.

#### **ESSENTIAL QUESTION(S)**

- Why do we have money?
- Why do people work?
- What is the difference between a need and a want?
- What is the difference between goods and services?
- How does where I live influence what I have and what I do?

#### **LEARNING OBJECTIVES** *The student will:*

- 7.1 Identify the uses and purpose of money
- 7.2 Differentiate between needs and wants
- 7.3 Describe ways people make a living
- 7.4 Compare and contrast a product and a service
- 7.5 Describe the effect natural resources have on communities and people

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- District provided Economics Support Materials
- *Junior Achievement* program
- *Scholastic News*, classroom periodical
- *Weekly Reader*, classroom periodical
- *The Story of Money*, Betsy Maestro
- *Alexander Who Used to Be Rich Last Sunday*, Judith Viorst
- Guest speakers such as bankers and accountants
- *Oxcart Man*, Donald Hall

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Wants/needs matching game or concentration using magazine pictures
- Classroom store
- Create a big book of jobs
- Research a career
- Role play/dress as various careers
- Career puppets
- Oral reports
- Interview various community workers and/or family members
- Venn diagram comparing needs and wants
- Graphic organizers
- Response journals

#### **SUGGESTED ASSESSMENT METHODS**

- Teacher observations
- Student participation
- Rubrics
- Written assessments
- Projects
- Student presentations/ Role-plays

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|  | <ul style="list-style-type: none"><li>• Graphic organizers</li></ul> |
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