

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Communities</b>
<b>Grade:</b>	2
<b>Pacing Guide:</b>	Trimester 1

### Enduring Understandings:

- ▶ Human beings live in groups called communities. The definition, functions, and composition of communities vary.
- ▶ All communities work to meet the basic rights and needs of the members.
- ▶ Communities have diverse physical features that are like and unlike others.

### Essential Questions:

What is a community?

Focusing Questions:

- a. What are the roles of members of a community?
- b. To what extent do the roles in a community affect the way of life for people in the community?

What are the basic rights and needs of a community?

Focusing Questions:

- a. What local public institutions within the community address the rights and needs of its members?

What are the important geographical landmarks (physical and/or man made) in our community and where are they located?

Focusing Questions:

- a. What does a neighborhood or community look like on a map?
- b. What are some important locations in our community and why?

### Grade Expectations:

	<b>Inquiry</b>
<b>H&amp;SS 1-2: 1</b>	<p><b>Students initiate an inquiry by...</b></p> <ul style="list-style-type: none"> <li>• Asking questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?).</li> </ul>
<b>H&amp;SS 1-2: 3</b>	<p><b>Students design research by...</b></p> <ul style="list-style-type: none"> <li>• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).</li> </ul>
<b>H&amp;SS 1-2: 7</b>	<p><b>Students communicate their findings by...</b></p> <ul style="list-style-type: none"> <li>• Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.</li> </ul>

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<b>H&amp;SS 1-2:11</b>	<p><b>Physical and Cultural Geography</b></p> <p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Identifying characteristics of a neighborhood or community using resources such as road signs, landmarks, models, maps, photographs and mental mapping. i</li> <li>• Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, school, shops, etc.). i</li> <li>• Identifying a map or globe and using terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west).</li> <li>• Creating a map as a representation of a space (e.g., making a map of the playground, drawing a treasure map).</li> <li>• Identifying and using basic elements of the map (e.g., cardinal directions and key).</li> <li>• Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. i</li> </ul>
<b>H&amp;SS 1-2:16</b>	<p><b>Government and Society</b></p> <p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Explaining that people have rights and needs (e.g. fairness, safety).</li> <li>• Identifying how the groups to which a person belongs (family, friends, team, community) influence how she or he thinks and acts.</li> <li>• Defining their own rights and needs – and the rights and needs of others – in the classroom, school, and playground (e.g., “I” statements, learning to be assertive, taking care of yourself).</li> <li>• Identifying examples of interdependence among individuals and groups (e.g., family, sports team).</li> </ul>
<b>H&amp;SS 1-2:17</b>	<p><b>Students examine how access to various institutions affects justice, reward, and power by...</b></p> <ul style="list-style-type: none"> <li>• Identifying ways in which local institutions promote the common good (e.g., police enforce rules and laws, fire department, ambulances).</li> </ul>
<b>H&amp;SS 1-2:18</b>	<p><b>Economics</b></p> <p><b>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</b></p> <ul style="list-style-type: none"> <li>• Identifying jobs people do in the community, and the value these jobs bring to the community (e.g., road crews help keep people safe while driving).</li> </ul>
<b>H&amp;SS 1-2:19</b>	<p><b>Students show understanding of the interconnectedness between government and the economy by...</b></p> <ul style="list-style-type: none"> <li>• Identifying some goods and services that are provided by the local government (e.g., schools, parks, police, fire protection).</li> </ul>

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### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• What the essential jobs/institutions within their community are and how the community government promotes the local good</li> <li>• That their community is located in southwest Vermont.</li> <li>• What the important locations are within their community and the function of each within the community (gathering places, goods and services, education, public services).</li> <li>• How to make a physical representation of their community.</li> </ul>	<ul style="list-style-type: none"> <li>• List the jobs/institutions within their community and identify their importance to the community</li> <li>• Locate their community on a map of Vermont.</li> <li>• Locate them on a template of the area.</li> <li>• List each place and its significance.</li> <li>• Create a map that accurately depicts their community.</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• List members of your community and identify their roles</li> <li>• Make a map of your community</li> </ul>	<ul style="list-style-type: none"> <li>• List at least three members of the community indicating the importance of their roles</li> <li>• Make maps of their community that include a legend which identifies public institutions and geographical landmarks.</li> </ul>

### Suggested Learning Experiences:

- ▶ Interview local community members
- ▶ Visit important locals within the community

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<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"><li>• community</li><li>• neighborhood</li><li>• legend</li><li>• compass rose</li><li>• east, west, north, south</li><li>• location</li><li>• rights/needs</li><li>• public</li><li>• physical/man-made</li></ul>	<ul style="list-style-type: none"><li>• NYSTROM: <a href="http://www.nystromnet.com">www.nystromnet.com</a></li><li>• Interviews of local community members</li></ul>

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<b>Unit Title:</b>	<b>Communities in Another Time (Colonial Times: 1609 - 1775)</b>
<b>Grade:</b>	2
<b>Pacing Guide:</b>	Trimester 2

### Enduring Understandings:

- ▶ Human beings live in groups called communities. The definition, functions, and composition of communities vary.
- ▶ All communities work to meet basic rights and needs of the members.

### Essential Questions:

How is a community from the Colonial times the same/different from our community?

Focusing Questions:

- a. What were the roles of members of a Colonial community?
- b. To what extent did the roles in that community affect the way of life for people in the community?
- c. How are these roles the same/different from today?

What were the basic rights and needs of a Colonial community?

Focusing Questions:

- a. What local organizations within the community addressed these rights and needs?

What were the important geographical landmarks (physical and/or man made) in a Colonial community and where were they located?

Focusing Questions:

- a. What could the community look like on a map?
- b. What were some important places within this community and why?

### Grade Expectations:

<b>H&amp;SS 1-2: 2</b>	<b>Inquiry</b>
	<p><b>Students develop a hypothesis, thesis, or research statement by...</b></p> <ul style="list-style-type: none"> <li>• Using prior knowledge to share ideas about possible answers to questions (e.g., How people use teamwork to get jobs done?).</li> </ul>
<b>H&amp;SS 1-2:8</b>	<b>History</b>
	<p><b>Students connect the past with the present by...</b></p> <ul style="list-style-type: none"> <li>• Classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”).</li> <li>• Exploring objects and looking closely at similarities, differences, patterns, and change. Describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools).</li> </ul>

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<p><b>H&amp;SS 1-2:9</b></p> <p><b>H&amp;SS 1-2:10</b></p>	<p><b>History</b></p> <p><b>Students show understanding of how humans interpret history by...</b></p> <ul style="list-style-type: none"> <li>• Collecting information about the past (e.g., through interviews, photos and artifacts). i</li> <li>• Differentiating among fact, opinion, and interpretation of classroom situations, stories, and other media. i</li> </ul> <p><b>Students show understanding of past, present, and future time by...</b></p> <ul style="list-style-type: none"> <li>• Placing events that occurred within the school or community setting in their correct sequence.</li> <li>• Constructing a time line of events in the history of their own or another family, or of the school or community.</li> <li>• Measuring calendar time by days, weeks, and months (e.g., How old are you?).</li> <li>• Identifying an important event in their lives and/or schools, and discussing changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).</li> </ul>
<p><b>H&amp;SS 1-2:11</b></p> <p><b>H&amp;SS 1-2:13</b></p>	<p><b>History and Cultural Geography</b></p> <p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Identifying the locations of places within the community on a prepared map, and suggesting why particular locations are used for certain human activities (e.g., parks, school, shops, etc.). i</li> <li>• Identifying and using basic elements of the map (e.g., cardinal directions and key).</li> </ul> <p><b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying ways culture is expressed in their communities, such as celebrations, legends, and traditions.</li> <li>• Describing the contributions of various cultural groups to the community. i</li> </ul>
<p><b>H&amp;SS 1-2:14</b></p> <p><b>H&amp;SS 1-2:16</b></p>	<p><b>Government and Society</b></p> <p><b>Students act as citizens by...</b></p> <ul style="list-style-type: none"> <li>• Describing what it means to be a responsible member of a group.</li> </ul> <p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Explaining that people have rights and needs (e.g. fairness, safety).</li> </ul>

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### Essential Learnings – Students will...

<b>know:</b>	<b>be able to:</b>
<ul style="list-style-type: none"> <li>• What daily life was like in a Colonial community</li> <li>• What were the essential jobs/institutions within the community</li> <li>• What the important places were within the community and their functions.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare similarities/differences between Colonial times and the present</li> <li>• Identify the jobs/institutions within the community and identify their importance to the community</li> <li>• Locate them on a template of the area.</li> <li>• Identify each place and its significance.</li> </ul>

<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• List various members of the community and identify their roles.</li> <li>• List some everyday objects from Colonial times.</li> <li>• Make a map of a typical Colonial Community</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the importance of these community members to the community.</li> <li>• Differentiate between everyday objects (past and present) and explain similarities and differences</li> <li>• Depict the community, including a legend which identifies important places within the community.</li> </ul>

### Suggested Learning Experiences:

- ▶ Read about and discuss everyday life in Colonial times.
- ▶ Role-play aspects of daily Colonial life.

<b>Terms/concepts</b>	<b>Resources</b>
colony Colonial Similar/different Needs/rights Physical/man-made	Trade books: <i>If You Lived in Colonial Times</i> <i>Colonial Times from A to Z</i> <i>Everyday Life: Colonial Times</i>  On-line: <a href="http://www.jamestown2007.org">http://www.jamestown2007.org</a>

## BRSU Social Studies Curriculum

<b>Unit Title:</b>	<b>Communities in Another Culture</b>
<b>Grade:</b>	2
<b>Pacing Guide:</b>	Trimester 3

### Enduring Understandings:

- ▶ Human beings live in groups called communities. The definition, functions, and composition of communities both change and stay the same across world cultures.
- ▶ Culture is dynamic and powerful. It shapes how we see the world, ourselves and others.

### Essential Questions:

How does the community structure from another culture compare to ours?

Focusing Questions:

- Where is this culture located?
- How does daily life in a community within this culture compare with ours?
- What are the basic needs and wants of a community within this culture and how are they met?

How do communities express their culture?

Focusing Questions:

- What are some celebrations and traditions within this culture?
- How does a culture represent itself through literature and the arts?

### Grade Expectations:

	<b>Inquiry</b>
<b>H&amp;SS 1-2: 1</b>	<b>Students initiate an inquiry by...</b> <ul style="list-style-type: none"><li>• Asking questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?).</li></ul>
<b>H&amp;SS 1-2: 3</b>	<b>Students design research by...</b> <ul style="list-style-type: none"><li>• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).</li></ul>
<b>HSS 1-2: 7</b>	<b>Students communicate their findings by...</b> <ul style="list-style-type: none"><li>• Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.</li></ul>

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<b>Physical and Cultural Geography</b>	
<b>H&amp;SS 1-2: 11</b>	<p><b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>• Identifying a map or globe and using terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west). i</li> <li>• Identifying and using basic elements of the map (e.g., cardinal directions and key). i</li> <li>• Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. i</li> </ul>
<b>H&amp;SS 1-2: 12</b>	<p><b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying ways in which people in their community adapt to their physical environment, and discussing how these adaptations have both positive and negative effects.</li> </ul> <p><b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>• Identifying ways culture is expressed in their communities, such as celebrations, legends, and traditions.</li> </ul>
<b>H&amp;SS 1-2: 13</b>	<p><b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>• Explaining that people have rights and needs (e.g. fairness, safety).</li> </ul>
<b>H&amp;SS 1-2: 16</b>	

### Essential Learnings – Students will...

<b>know:</b>	<b>be able to do:</b>
<ul style="list-style-type: none"> <li>• Where this culture is located.</li> <li>• That daily life differs from culture to culture</li> <li>• How this culture expresses itself through literature and the arts</li> <li>• Some major celebrations/customs/traditions of this culture</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the country/regional area of the culture being studied on a map/globe.</li> <li>• Compare similarities/differences between this culture and ours.</li> <li>• Respond to the literature and arts of this culture</li> <li>• Identify basic elements of a celebration/custom/tradition of this culture</li> </ul>

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<b>Potential Assessments:</b>	<b>Performance Indicators:</b>
<ul style="list-style-type: none"> <li>• Write a report about daily life (a celebration or tradition)</li> <li>• Choose a celebration/tradition or aspect of daily life from the other culture to compare with their own</li> </ul>	<ul style="list-style-type: none"> <li>• Student writes a report according to VT/BRSU criteria</li> <li>• Describe and explain the similarities and differences (writing, visual arts, dramatic arts)</li> </ul>

### **Suggested Learning Experiences:**

- ▶ Interview community members from another culture or someone who has traveled there.
- ▶ Read a variety of literature from the chosen culture.

<b>Terms/concepts</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• culture</li> <li>• compare/contrast</li> <li>• similar/different</li> <li>• traditions/celebrations</li> <li>• needs/wants</li> </ul>	<ul style="list-style-type: none"> <li>• NYSTROM: <a href="http://www.nystrom.com">www.nystrom.com</a></li> <li>• Trade books</li> <li>• On-line resources</li> </ul>