

**Stratford Public Schools Social Studies Curriculum  
Grade 2 – Unit 3**

<b>Unit Name: Exploring the Concept of Community</b>		<b>Est. # of Weeks: 4</b>
<p><b>Synopsis:</b> Students will be able to explain the importance of his/her community, including family, neighborhood, school, and town.</p>		
<b>STUDENT LEARNING GOALS</b>		
<p><b>Content-Specific Powered Standards</b>  <u><b>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</b></u>            1.4 Demonstrate an understanding of geographical space and place.            1.5 Describe the interaction of humans and the environment.            1.6 Describe patterns of human movement across time and place.            1.13 Understand the characteristics of and interactions among culture, social systems and institutions .  <u><b>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</b></u>            2.1 Access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images, and print materials).            2.2 Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).            2.4 Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.  <u><b>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</b></u>            3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p>	<p><b>Interdisciplinary Standards (as appropriate)</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Key Vocabulary</b>            Community, Environment, Land, River, Parks</p>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>▪ The environment affects the activities we do and the clothes we wear.</li> <li>• The people in our town make it special</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>▪ How does the environment affect our lives?</li> <li>▪ How do the people in our town make it special?</li> </ul>	

by making our town part of history.

**Learning Objectives / Grade Level Expectations**

*Students will:*

- Compare and contrast man-made and physical characteristics in town [e.g. rivers, lakes, town hall, high school].
- Identify and explain the importance of sites one's family frequents.
- Explain effects of man-made changes in one's town.
- Compare and contrast the differences between rural, suburban and urban areas and explain why people might move from one area to another.
- Identify different cultural/ethnic groups within one's community.
- Identify social institutions in the community [e.g. scouts, service organizations, sports teams].
- Analyze importance of family and family connections.
- Access information from print materials with assistance.
- Use dictionaries and other print materials to gather information.
- Identify and explain symbols on a map (e.g., compass rose, cardinal directions, scale, key.)
- Participate in classroom discussions.
- Predict how another person might feel in a specific situation.
- Analyze how a situation affects the way a person will feel.

**ASSESSMENT PLAN**

**Summative Assessment(s)**

- Posters of families at favorite place in town
- Maps of classroom, school, neighborhoods

**Formative and Diagnostic Assessment(s)**

Teacher observation  
Class discussion