

Phase II Report
Social Studies
Second Grade
CI program

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase II, April 1, 2012**

<i>Second Grade Social Studies</i>	
Course Essential Questions (from Phase I report):	
<ol style="list-style-type: none"> 1. How does the past affect us today? 2. How do economics apply to our lives? 3. Why do we need government? 4. How does geography affect our lives? 5. What makes a good citizen? 6. Where is my place in the world? 7. How do we learn from others? 	
Phase II Curriculum	
Unit 1: “How Do Citizens Live Together in a Community” (Civics)	
Essential Questions: <ul style="list-style-type: none"> • How do people live together in a community? • How can a citizen affect a community? 	Essential Understanding: <ul style="list-style-type: none"> • Local governments provide services for the community • Local governments affects the lives of citizens • Local governments make and enforce the laws in a community
Curriculum Standards	
<p>2 - C1.0.1: Explain why people form governments.</p> <p>2 - C2.0.1: Explain how local governments balance individual rights with the common good to solve local community problems.</p> <p>2 - C2.0.2: Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.</p> <p>2 - C3.0.1: Give examples of how local governments make, enforce in the local community.</p> <p>2 - C3.0.2: Use examples to describe how local government affects the lives of its citizens.</p> <p>2 - C3.0.3: Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).</p> <p>2 - C5.0.1: Identify ways citizens participate in community decisions.</p>	
Knowledge/Content	Skills/Processes
Students will know about.... <ul style="list-style-type: none"> • services from the local government include: police, firefighters, schools, libraries and parks • why people form governments to take care of problems and needs of the community, keep communities organized and safe • who and how local government makes and 	Students will be able to..... <ul style="list-style-type: none"> • recite the pledge • identify services the community provides • identify why people form governments • explain why a community needs laws

<p>enforces the laws</p> <ul style="list-style-type: none"> • the many ways to show patriotism (e.g., pledge, songs, symbols, flag etiquette) • local communities work to balance individual rights with the common good to solve problems <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> ○ rules ○ laws ○ citizen ○ community ○ transportation <p>Report card descriptor: <u>Civics:</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of citizen responsibility 	
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

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Unit 2: How do People Work Together in a Community?

Essential Questions:	Essential Understanding:
<ul style="list-style-type: none"> • How do people and business interact to meet economic want? 	<ul style="list-style-type: none"> • Businesses provide goods and services • People cannot produce everything they want and depend on trade with others to meet their needs and wants

Curriculum Standards

1 - E1.0.3:	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
2 - E1.0.2:	Identify businesses in the local community.
2 - E1.0.3:	Describe how businesses in the local community meet economic wants of consumers.
2 - E1.0.5:	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
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<ul style="list-style-type: none"> • families have needs and wants and have to make choices • people make choices because they can't have everything they need and want • buying and trading goods and services in their community • money is often used to trade for what people want <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> ○ choice ○ needs and wants ○ money ○ goods ○ services <p>Report card descriptor: <u>Economics:</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of needs and wants. • Demonstrates an understanding of goods and services. 	<ul style="list-style-type: none"> • distinguish between needs and wants • describe how businesses in the community meets economic needs and wants • differentiate between a good and service • use money to trade for a good or service
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

<p>Common Summative Unit Assessments:</p>	<p>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</p>
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Phase V Learning Plan

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Unit 3: “Where is my Community and What is it Like There”	
Essential Questions: <ul style="list-style-type: none"> • What are characteristics of my community? • How do people change the environment in my community? 	Essential Understanding: <ul style="list-style-type: none"> • Maps represent locations, directions and characteristics of places • Communities have places where people, live, shop, work and play • Transportation helps connect communities together
Curriculum Standards	
<p>2 - G1.0.1: Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.</p> <p>2 - G1.0.2: Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.</p> <p>2 - G4.0.2: Describe the means people create for moving people, goods, and ideas within the local community.</p>	
Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • the organization of a map, such as map key, compass rose, title • the means that people create for moving goods, people and ideas within a local community • the ways people use the land in the community <p><u>Academic vocabulary for this unit:</u></p> <ul style="list-style-type: none"> • map • map key • compass rose • location • transportation 	<ul style="list-style-type: none"> • read and use a map • locate their place on a map • construct maps • synthesis what they know about the community by creating a map • describe how the community if part of a region • compare different types of transportation in communities

Report card descriptor: <u>Geography:</u> <ul style="list-style-type: none"> • Demonstrates an understanding of map skills 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	
Unit 4: How Do Communities Change (Davison History)	

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has Davison changed over time? 	<p>Essential Understanding:</p> <ul style="list-style-type: none"> • Communities change over time • It is important to understand the order that things happened in the past
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Curriculum Standards

<p>1 - H2.0.1:</p> <p>1 - H2.0.6:</p> <p>2 - H2.0.1:</p> <p>2 - H2.0.4:</p>	<p>Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p>Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p>Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.</p> <p>Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).</p>
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<p>Knowledge/Content Students will know about....</p>	<p>Skills/Processes Students will be able to.....</p>
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<ul style="list-style-type: none"> • history is a story about the past • the different ways to learn about the past, photos, books, artifacts, people, stories • the ways to record and measure history – timelines • the changes that have happened in our community (schools, businesses, roads/transportation, buildings) <p>Vocabulary for this unit:</p> <ul style="list-style-type: none"> ○ timeline ○ history <p>Report card descriptors: History</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the changes that occur in a community over time 	<ul style="list-style-type: none"> • understand the use of timelines • identify changes in the community • compare and contrast Davison from its past to the present
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Phase III Textbook/Materials

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Phase IV Summative Assessment Evidence

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Phase V Learning Plan	