

**Southington Public Schools  
Curriculum Map**

**Subject: Social Studies**

**Grade: 2**

UNIT TITLE	#1 Communities	#2 Southington	#3 Multicultural
<b>CONTENT</b>	<ul style="list-style-type: none"> <li>• Identify the features of an urban, rural, and suburban community</li> <li>• Recognize the advantages and disadvantages of living in urban, suburban, and rural communities</li> </ul>	<ul style="list-style-type: none"> <li>• Different landforms</li> <li>• Historical and important landmarks</li> <li>• The Southington community has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of a given community</li> <li>• Have a responsibility to take care of their environment</li> <li>• The environment affects how we live</li> </ul>
<b>STATE STANDARDS</b>	<p><i>Social Studies Standards</i></p> <p><b>3.4</b> Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people</p> <p><b>3.6</b> Describe the impact of various technological developments on the local community and on the nation</p> <p><b>5.6</b> Identify the location of seats of government at the local, state, and national levels</p> <p><b>7.3</b> Define and describe government in terms of people and groups who apply and enforce rules and laws</p> <p><b>8.1</b> Explain how communities and nations interact with one another</p> <p><b>9.1</b> Define and identify natural and human characteristics of places</p> <p><b>9.2</b> Explain how human and natural processes shape places</p> <p><b>9.3</b> Provide reasons why and describe how places and regions change and are connected</p> <p><b>9.4</b> Observe and describe places and regions are identified and defined and bounded</p> <p><b>9.5</b> Locate places within their own and nearby communities in CT</p> <p><b>11.1</b> Explain the patterns, distributions, and relocations of people</p> <p><b>11.7</b> Locate places within their own and nearby communities in CT</p> <p><b>12.1</b> Explain the characteristics and purposes of maps, globes and other geographical tools and technologies</p> <p><b>12.2</b> Create information from maps, globes, and geographic models in graphs, diagrams,</p>	<p><i>Social Studies Standards</i></p> <p><b>3.4</b> Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people</p> <p><b>3.6</b> Describe the impact of various technological developments on the local community and on the nation</p> <p><b>4.1</b> Exhibit curiosity and pose questions about the past when presented with artifacts, records or other evidence of the past</p> <p><b>4.3</b> Be active learners institutions, such as museums and historical exhibitions</p> <p><b>5.2</b> Explain that individuals have rights and responsibilities to follow the law</p> <p><b>5.6</b> Identify the location of seats of government at the local, state, and national levels</p> <p><b>6.1</b> Explain the meaning and important characteristics of citizenship in the United States</p> <p><b>6.2</b> Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, families, community, states, and nation</p> <p><b>6.3</b> Establish, explain, and apply criteria useful in evaluating rules and laws for resolving conflicts between people</p> <p><b>6.4</b> Explain the importance of taking an active role in political leadership and public service in their school and community</p> <p><b>7.1</b> Define power and authority and how they evolve into government</p> <p><b>7.3</b> Define and describe government in terms of people and groups who apply and enforce rules and laws</p> <p><b>8.1</b> Explain how communities and nations</p>	<p><i>Social Studies Standards</i></p> <p><b>3.1</b> Recognize that people develop traditions that transmit their beliefs and ideas</p> <p><b>3.2</b> Examine family life and cultures of different people at different times in history</p> <p><b>8.1</b> Explain how communities and nations interact with one another</p> <p><b>8.2</b> Describe ways in which communities and nations influence each other</p> <p><b>11.3</b> Understand the elements of culture and how they change</p> <p><b>12.1</b> Explain the characteristics and purposes of maps, globes and other geographical tools and technologies</p> <p><i>Language Arts Standards</i></p> <p><b>3A.1</b> Use oral language with clarity and voice to communicate a message</p> <p><b>3B.1</b> Determine purpose, point of view, and audience and choose an appropriate written, oral, or visual format</p> <p><b>3B.2</b> Use strategies to generate and develop ideas for speaking, writing, and visual activities</p> <p><b>3B.4</b> Research information from multiple sources for a specific purpose</p> <p><b>3B.6</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology</p> <p><b>4A.1</b> Use sentence patterns typical of spoken and written language to produce text</p> <p><b>4B.1</b> Use appropriate as related to audience</p> <p><b>4B.2</b> Use appropriate language as related to audience</p> <p><b>4C.1</b> Recognize the difference between Standard and nonstandard English and use language appropriately</p>

<p><b>STATE STANDARDS</b></p>	<p>and charts</p> <p><b>12.3</b> Use maps, globes, graphs, models, computer programs, and texts, as appropriate</p> <p><b>12.4</b> Explain how human and natural processes shape places</p> <p><b>12.5</b> Explain ways in which humans use and interact with environments</p> <p><b>12.6</b> Identify locations of various economic activities and understand how physical and human factors influence them</p> <p><b>13.2</b> Identify goods and services and give an example of each</p> <p><b>14.3</b> Explain that a market exists whenever buyers and sellers exchange goods and services</p> <p><i>Language Arts Standards</i></p> <p><b>3A.3</b> Use the appropriate features of narrative, expository, or poetic writing</p> <p><b>3B.1</b> Determine purpose, point of view, and audience and choose an appropriate written, oral, or visual format</p> <p><b>3B.2</b> Use strategies to generate and develop ideas for speaking, writing, and visual activities</p> <p><b>3B.3</b> Begin to revise text for organization, elaboration, fluency, and clarity</p> <p><b>3B.6</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology</p> <p><b>4B.1</b> Use sentence patterns typical of spoken and written language to produce text</p> <p><b>4B.2</b> Use appropriate as related to audience</p> <p><b>4C.1</b> Recognize the difference between Standard and nonstandard English and use language appropriately</p> <p><b>4C.2</b> Demonstrate proficient use of proper mechanics, usage, and spelling skills</p> <p><b>4C.3</b> Use resources for proofreading and editing</p>	<p>interact with one another</p> <p><b>9.3</b> Provide reasons why and describe how places and regions change and are connected</p> <p><b>10.4</b> Define local environmental features</p> <p><b>11.5</b> Explain locations and characteristics of human settlements and how they have changed over time</p> <p><b>11.7</b> Locate places within their own and nearby communities in CT</p> <p><b>12.1</b> Explain the characteristics and purposes of maps, globes and other geographical tools and technologies</p> <p><b>12.4</b> Explain how human and natural processes shape places</p> <p><b>12.5</b> Explain ways in which humans use and interact with environments</p> <p><b>12.6</b> Identify locations of various economic activities and understand how physical and human factors influence them</p> <p><b>13.2</b> Identify goods and services and give an example of each</p> <p><b>14.3</b> Explain that a market exists whenever buyers and sellers exchange goods and services</p> <p><i>Language Arts Standards</i></p> <p><b>3A.3</b> Use the appropriate features of narrative, expository, or poetic writing</p> <p><b>3B.1</b> Determine purpose, point of view, and audience and choose an appropriate written, oral, or visual format</p> <p><b>3B.2</b> Use strategies to generate and develop ideas for speaking, writing, and visual activities</p> <p><b>3B.3</b> Begin to revise text for organization, elaboration, fluency, and clarity</p> <p><b>3B.6</b> Publish and/or present final products in a myriad of ways, including the use of the arts and technology</p>	
<p><b>ASSESSMENT</b></p>	<p><b><u>PERFORMANCE TASK</u></b></p> <p>You are a community developer that has been asked by a town planner to develop a brand new community. You will have to present a visual representation (a map) with 6 elements that you feel would make up a good community. The town planner will choose the best plan that would make the community a special place for working and living together.</p>	<p><b><u>PERFORMANCE TASK</u></b></p> <p><b>Write a friendly letter to a new student explaining why Southington is a great place to live.</b></p> <p><b>G</b> Share key information about the Southington community to someone new to the school including its location in the state</p> <p><b>R</b> A Southington community expert</p> <p><b>A</b> The new student</p>	<p><b><u>PERFORMANCE TASK</u></b></p> <p>The local news station is coming to your school. They are doing a story on family customs and traditions and are looking to learn about diversity in the community. You will have to give an oral presentation about your family customs and traditions through pictures and/or items brought in from your home.</p>

<b>ASSESSMENT</b>	<p><b>G</b> Develop a new community map  <b>R</b> You are a community developer  <b>A</b> Town planner  <b>S</b> Design a community map  <b>P</b> The map and the written response  <b>S</b> Six (6) elements shown on map, a written response about how each element would affect the life of the community.</p>	<p><b>S</b> You have been asked by your teacher to write a letter to this new student  <b>P</b> Create a friendly letter to provide information about the Southington community to a new student  <b>S</b> Grammar, punctuation, proper letter form, 3 key reasons to move to Southington</p> <p><b>Write a journal response showing how you can help make Southington a better place to live.</b>  <b>G</b> Show how people can make Southington a better place to live  <b>R</b> Writer  <b>A</b> Other students, teacher, community members  <b>S</b> You have been asked by your teacher to write a response  <b>P</b> A journal response  <b>S</b> The responses should demonstrate how Southington can be a better place to live</p>	<p><b>G</b> Inform the audience of your own customs and traditions  <b>R</b> You are a presenter  <b>A</b> The news people, classmates, and teacher  <b>S</b> Report to a local news station  <b>P</b> Oral presentation using pictures and/or items  <b>S</b> At least 3 pictures and/or items, clear and concise explanation of traditions and customs</p>
	<p><b><u>OTHER EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> <li>• Match feature cards to its correct type of community</li> <li>• Write a response to which community you would want to live in and give support</li> <li>• Identify landforms</li> </ul>	<p><b><u>OTHER EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>• Locate Southington on a map of CT</li> <li>• Vocabulary quiz</li> <li>• Identify landforms in Southington</li> <li>• Identify historical and important landmarks</li> <li>• Venn Diagram- compare how Southington has changed from rural to suburban communities</li> <li>• Write a response to which poster demonstrates the better idea of Southington being a better place to live</li> <li>• Group brainstorming on community rules</li> </ul>	<p><b><u>OTHER EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Reading stories from anthology: Around Town and Family Time</li> <li>• Whole class (T) chart on similarities and differences</li> <li>• Using a Venn Diagram choose 2 stories from the anthology (or trade books) to compare and contrast</li> </ul>
<b>SKILLS</b>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• define a community</li> <li>• identify the features of an urban, rural, and suburban community</li> <li>• recognize the advantages and disadvantages of living in urban, suburban, and rural communities</li> <li>• form opinions about each type of community and express them in the form of a class bar graph</li> <li>• define key vocabulary</li> <li>• create a bar graph</li> <li>• interpret information from a bar graph on which community (rural, urban, suburban) would you want to live</li> <li>• identify landforms (lake, mountain, valley, desert, plain, ocean, island, river)</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• define key vocabulary</li> <li>• form opinions about why Southington is/is not a good place to live</li> <li>• list services available (postal, police, fire, medical)</li> <li>• create their own safety rules</li> <li>• draw a map of one area of town (their street/neighborhood, Queen Street, their school, etc.)</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• compare and contrast different communities using graphic organizers</li> <li>• recognize the advantages and disadvantages of a community</li> <li>• define key vocabulary</li> </ul>