

Grade 2 Social Studies
Canterbury Public Schools

Subject	Social Studies
Grade Level	Grade 2
Modules Title	<p>Module 1: Building Literacy in a Collaborative Classroom- Schools and Community</p> <p>Module 4: Providing for Pollinators (Although this module is heavily science-based, students also examine how communities work together to solve problems. They learn how citizens can take action to improve their environment.</p>
Module Goals	<p>Module 1 Schools and Community In this module, students build their literacy skills and citizenship skills as they engage in a study of schools. Students participate in close read-alouds of the text <i>Off to Class; Incredible and Unusual Schools around the World</i> by Susan Hughes. Through texts students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. Students take notes on and write a response to their reading. Students revisit the initial text and engage in whole class research to learn about the similarities and differences between their own school and three schools from the text. Students focus on one school in particular and produce informational books about that school “The Most Important Thing about Schools.”</p> <p>Module 4 Providing Pollinators: Taking Action in Our Community Themes in this module: <ul style="list-style-type: none"> Civic action Community problem solving Stewardship Environmental responsibility Citizenship </p> <p>In this module, students examine civic participation and leadership. The module encourages students to see themselves as capable of making a difference within their own school community.</p>
Pacing (# of weeks)	<p>Module 1 8 - 9 weeks</p> <p>Module 4 8 - 9 weeks</p>
Standards	<p>Module 1 D2.Geo. 4. K-2- Explain how weather, climate, and other environmental</p>

	<p>characteristics affect people's lives in a place or region D2.Civ.K-2: Explain the importance of people working together D2.Civ. 6 .K.2- describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority D2.Civ. 9. K-2- follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>Module 4 C3 Frameworks D2.Civ. 2.K-2 Explain how people work together to solve problems D2.Civ. 9.K-2 Follow agreed-upon rules during discussions D2.Civ.K-2 Explain how rules help communities D2.Civ. 10.K-2 compare perspectives on community issues D4.6.K-2 Identify and explain civic virtues</p>
<p>Content/Conceptual Knowledge (know)</p>	<p>Module 1 The characteristics of communities Roles of school community members Why rules are important How communities solve problems Ways citizens contribute to the common good</p> <p>Module 4 The role of pollinators in ecosystems Challenges pollinators face Examples of community environmental projects Ways people advocate for change How civic action can improve communities</p>
<p>Skills (be able to do)</p>	<p>Module 1 Identify community members and their roles Describe rights and responsibilities Participate in collaborative discussions Explain how rules support a community Demonstrate responsible citizenship</p> <p>Module 4 Identify environmental issues Gather information from texts and observations Develop solutions to community problems Work collaboratively Communicate recommendations Participate in civic engagement activities Present information to authentic audiences</p>

<p>Essential Questions</p>	<p>Module 1 What is school, and why are schools important? Why is it hard for some children to go to school in their communities? How do communities solve these problems so their children can go to school? How are schools around the world different? How are they similar? What is a community? How do schools function as communities? How can individuals contribute to a positive learning community?</p> <p>Module 4 Why are pollinators important? What environmental problems affect communities? How can citizens improve their communities? What actions can we take to help pollinators? How do people work together to solve problems?</p>
<p>Enduring Understandings</p>	<p>Module 1 A school is a place designed for students to build knowledge and skills, foster character and relationships, and create high-quality work. Things like weather and location can make it difficult for children to go to school Communities think of solutions to make sure students have a place to go to school. Communities are made up of people who work together Individuals have rights and responsibilities Schools are communities with shared goals and expectations Cooperation and citizenship strengthen communities</p> <p>Module 4 Communities face challenges that require collective action. Citizens can help improve their environment. Stewardship involves caring for living things and natural resources. Individuals can make meaningful contributions to community well-being. Problem-solving and collaboration support positive change. Communities are groups of people working together Citizens have rights and responsibilities Rules and cooperation help communities function People can identify problems and work together to solve them Individuals can make positive contributions to their communities Caring for the environment is one way to be an active citizen</p>
<p>Vocabulary</p>	<p>Module 1 Community, citizen, responsibility, cooperation, leadership, respect, rules, contribute, participate, collaboration, authority, member, common good, decision</p> <p>Module 4 Pollinator, responsibility, advocate, solution, conservation, cooperation, action,</p>

	protect, impact, Habitat, Stewardship, Environment, Community,citizen
Common Learning Experiences	<p>Module 1 Inquiry activities: What makes a community? Brainstorming Community sorting activities Interview with school personnel Read informational texts Shared and close reads Opinion and informational writing Projects: School Community Book, Community Helpers Poster, “How I contribute” presentations</p> <p>Module 4 Pollinator observation Schoolyard habitat studies Pollinator research Informational reading Note-taking Opinion writing Persuasive writing School awareness campaign Community presentations</p>
Assessments	<p>Module 1 Performance Task: students create an informational book titled, “The Most Important Thing about Schools.” Students write and compile a book that compares and contrasts their own school with a school from the text. This is a scaffolded writing task in which students learn about the steps in the writing process and complete the book over several lessons. Presentations are made.</p> <p>Community member interviews Discussion participation Community mapping Reflection journals</p> <p>Module 4 Create and present a proposal, brochure, poster, or action plan encouraging community members to support pollinators</p> <p>Research notes Writing protocols Discussion presentations Vocabulary assessments Drafts of writing pieces- persuasive letter, brochure, poster campaign, Final action project that demonstrates:</p>

	<p>Understanding of pollinators Environmental stewardship Civic responsibility Community problem solving</p>
<p>Resources</p>	<p><i>Module 1</i> <i>Off to Class: Incredible and Unusual Schools around the World; The Important Book; The Dot; The Invisible Boy; “What Does School Mean to You?”; “Readers Theater Script: Boat School”; “Readers Theater Script: Rainforest School”; “Readers Theater Script: Tent School”; “The Magic Bow”</i></p> <p>Anchor text Classroom protocols Accountable talk resources Supplemental texts Posters, booklets Slide shows of student work</p> <p>Module 4 Anchor texts Research notebooks Writing protocols Videos Nature webcams Local conservation organization resources Last Green Valley partnerships Supplemental texts: Give Bees a Change by Bethany Barton The Honeybee by Kristen Hall What’s the Buzz? By Carol Diggory Shields</p>