

Second Grade Interconnections

Unit I

Navigate My Community



Enduring Understanding:

We navigate many new things in second grade. As we navigate, we learn about our community, nature, and the world.

Essential Questions

- *How are people in our community similar and different?*
- *How does geography help us understand our community?*
- *How does location affect living things in our community?*
- *How can I be a responsible citizen in our community?*

Core Curriculum Concepts/Skills: compare and contrast, change over time

Core Standards

Social Studies

Standard I: Students will recognize and describe how people within their community, state, and nation are both similar and different.

Objective 1: Examine and identify cultural differences within the community.

Objective 2: Recognize and describe the contributions of different cultural groups in Utah and the nation.

Standard II: Students will recognize and practice civic responsibility in the community, state, and nation.

Objective 1: Examine civic responsibility and demonstrate good citizenship.

Objective 2: Identify individuals within the school community and how they contribute to the school's success.

Objective 3: Investigate and show how communities, states, and nation are united by symbols.

Standard III: Students will use geographic tools and skills to locate and describe places on earth.

Objective 1: Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.

Objective 2: Demonstrate geographic skills on a map and a globe.

Science

Standard IV: Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.

Objective 1: Tell how external features affect an animals' ability to survive in its environment.

Objective 2: Identify basic needs of living things (plants and animals) and their abilities to meet their needs.

Social Studies language students should use: community, tradition, custom, immigrant, celebration, contribution, culture, group, state, nation, place, compare, contrast, respect, citizen, traffic sign, modify, environment, map key/legend

Science language students should use: characteristics, environments, habitats, justify, compare, contrast, extinct, desert, ocean, rainforest, physical characteristics, behaviors, reaction, environment, seasonal, temperature, precipitation,

Essential Question #1:

How are people in my community similar and different?

Lessons:

- School roles
- My Story
- Cultures in Our Community
- Community Culture Trunk

