Unit Title: Who We Are/Communities
Grade Level: 2nd grade
Subject Area: Social Study
Duration/Length/Number of class periods: Varied
Description: Students will understand: ● The basic needs of communities ● Geographic arrangement of communities ● Social norms within a community ● Similarities and differences between communities Students will be able to recognize the needs of their community, and how that relates to the larger community. Students will be able to take action in their community; students will have choices and agency to decide how to help their community.
Established Goals (National, State, Local): 2.1.4.7.1: Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.   2.3.4.9.1: Identify causes and consequences of human impact on the environment and ways that the environment influences people.

2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. For example: Spatial information—cities, roads, boundaries, bodies of water, regions

2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. For example: Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.

2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States. For example: Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.

2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. For example: Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?

What Enduring Understandings are desired?

Within communities people share basic needs.

What Essential Questions will be considered?

What are some basic needs of communities have?
How does the geographic arrangement of communities help them?
What are some social norms within a community?
List some commonalities and differences between communities

Students will know / be able to:

Students will ask questions to learn about differences and commonalities in communities.

Students will learn about communities from around the world.

Students will present their communities to the class.

Students will share what they feel are needs of communities.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards

Description					Tools		
Week 1 Day A - KWL - Students will record what she or he knows about a community.	X		X	X	Seesaw		
Week 1 Day C - Students will create a collage. See questions in planner for students to reflect on within their collage.				X	Seesaw Woordle		
Weel 1 Day D and E and Week 2 Day A - Students will record using various tools to show their understanding about communities within MN, USA, and the World .	X			X	Seesaw Virtual Field Trips Wordle Scratch Junior		
Week 2 Day D and E - Students will be able to show their understanding by drawing or finding clipart about what a rural, urban and suburban cities look like as well asd a description (pictures with either a voice recording explaining or written)	X			X	Seesaw Clipart Voice recording		
Week 3 Day B - Students will record what s/he thinks is needed within a community to be viable.	X			X	Seesaw Clipart Drawing Voice recording		
Week 3 Day C and D - Students will begin to start creating their communities based on the study of geometric shapes. They will also decide what is needed within their community as far as stores, etc.	X			X	Seesaw Drawing Scratch Junior		

Week 4 Day E - Students will have completed building his/her community with their group. Students will also create a written or verbal piece to describe what lies within their community as well as its purpose.		X		X	Seesaw Drawing Scratch Junior		
Week 5 Day A and B- Students will use the video mode on his or her iPad and create an iMovie of their community. Students will include their written description from Week 4 Day E within the iMovie.		X			Seesaw iMovie		
Week 5 Day C - take a tour of our school community utilizing the scooters.	X				none		
Week 5 Day D and E - Students will create their own action on how they will help their community.		X		X	Upto each student and what their project needs.		
In working with groups, students are constantly giving one another feedback. They will be self-assessing through Seesaw and reflections on their work.	X				Seesaw		

Materials, tools and resources: https://drive.google.com/drive/search?q=learner RONDO trunk from CEC (Center for Equity and Culture).
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page): Lucinda Stelle

Benjamin E Mays IB World School
Additional credit given to:

	A	B	C	D	E
Week 1	Learner Profile: Inquirer Related community action for the specific learner profile.	Learner Profile: Caring Related community action for the specific learner profile. Rondo community: Who's in our	Learner Profile: Knowledgeable Related community action for the specific learner profile. Students will look at the community in	Learner Profile: Open Minded Related community action for the specific learner profile. Look at Minnesota as a community,	Learner Profile: Reflective Related community action for the specific learner profile. Look at America as a community, following

	  Unit will be launched by developing our essential agreements for our classroom (whether in person or online). Diiscuss our expectations for one another. Introduce the learner profile attributes (one a day for the next 2 weeks) Each day we will focus on one learner profile attribute and students will create a related community action.	community, what are some rules of the community, what is the culture of our community, what kinds of things are in our community? Make sure we incorporate the RONDO trunk from CEC (Center for Equity and Culture).	which s/he lives in and respond to the following questions: Who's in our community? What are some rules of the community? What is the culture of our community? What kinds of things are in our community?	following similar discussion prompts. Who's in our community? What are some rules of the community? What is the culture of our community? What kinds of things are in our community?	similar discussion prompts. Who's in our community? What are some rules of the community? What is the culture of our community? What kinds of things are in our community?
Week 2	Learner Profile: Principled Related community action for the specific learner profile.	Learner Profile: Risk Taker Related community action for the specific learner profile. Discuss similarities and differences of	Learner Profile: Thinker Related community action for the specific learner profile. Discuss similarities and differences of a	Learner Profile: Communicator Related community action for the specific learner profile. Read a variety of texts that focus on	Learner Profile: Balanced Related community action for the specific learner profile Continue from Day D (rural, suburban, and

	Communities around the World, similar discussion prompts. Who's in our community? What are some rules of the community? What is the culture of our community? What kinds of things are in our community?	our community and another community in MN. Discuss similarities and differences from our community and the world.	MN community and the world. Discuss similarities and differences from the world and a MN community. .	building community and the differences between different types of communities (rural, suburban, and urban communities.) Then compare and contrast the communities.	urban). **Students will begin their own project. Studying a community that they are interested in whether locally, in the USA or somewhere within the world. **See last page for details of the project.
Week 3	Through brainstorming students are sharing their own experiences within communities, which then informs how they will structure the community they are creating.	Diiscuss what is needed to sustain a community, really focusing on the bare bones of the community. We brainstorm what buildings or places are needed in our community. We start with a class list, then	Students will be working in groups, collaboratively. They will need to be making decisions amongst themselves, guiding how they'd like their buildings, and greater community to look. The basis of the	Students look at photographs of different community buildings that students will recognize. They identify different shapes that they see. Then they try envision how it was built (number of	Continue to work on Day C and D

	They are also using their knowledge of social norms, geographic locations, similarities and differences of communities to inform their decision-making.	students pick out the most important pieces of a community (Institutions/ places that the community needs to survive.)	buildings and institutions will be coming from the students perspective of what is most important to our community. They are charged with the complete design of each building and community. They will need to decide which group members are contributing to each piece of their work, and they have to hold each other accountable for the work.	walls, ceiling height, etc.) How was it put together? They use mathematical language (rectangular prism, etc.) They also identify places in their community that they think we need. Then they each choose the place that they will build. We use cardboard to create the faces and add details with paint.and collage. Students will have to figure out where various pieces of the community fit best based upon the community's needs. Students will put the whole community together as an art show and then take photo and video evidence.	
Week 4	we move into building our own community.	building our own community.	building our own community.	building our own community.	building our own community.

Week 5	Students will use their ipads to create a virtual tour of their communities. Students will upload the photo/video evidence in SeeSaw.	Students then write a narrative story about what goes on in their community incorporating details from their community. Students are prompted to think about setting.	Finally, students tour the community that was created together on scooters, incorporating a discussion about cardinal directions.	Students will participate in a community action of their choice. Some options might include creating a community art piece, a community clean-up event (such as picking up trash on	Share his/her community action piece.

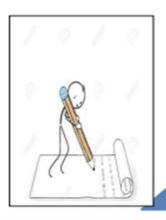| | | | | the playground, lunchroom clean up, organizing the school store), volunteering or helping within the community, creating positivity through art, compliments, and other ways to lift others up. This will connect back to introducing the learner profile attributes at the beginning of the year. Each day in the first few weeks will focus on one learner profile attribute and students will create a related community action. | |

5 Steps to Inquiry-Based Research

1. Choose a Research Question

* *Brainstorm* areas of interest (What I Know, What I Wonder)

* Explore question options

* *Generate questions* about the topic (thin & thick questions, focusing & funneling questions, Depth of Knowledge questions)

2. Search for Information

*Identify *key words* to drive research

*Use & select *reliable sources* (articles, magazines, books, mentor text, internet, informational text, interview with experts, video clips)

* Determine how to *take notes* (bullet process, graphic organizer, note cards, sub-topic pages, two-column notes)

3. Organize Information

* Select research format components

* Organize information into categories

* Use notes, organizers, paragraph frames to *paraphrase* information

*Select text features to incorporate into final research

4. Prepare the Final Research

Revise & edit using the *Informational/ Explanatory Rubric*

* Incorporate technology components

*Finalize the *bibliography* for citing sources

* Include a *self-reflection* about what you learned from the research process

5. Present and Share the Final Research

*Practice presenting to an audience using the *Research Presentation Rubric*

*Practice speaking & listening skills with peers using *Presentation Rubric*

* Present final research to an audience (Classmates, cross-grade students, parents at Writing Rocks)

Rough Sketch of the project

1. Research Question:

What is the community that I am interested in? Where is the community located? Is it suburban, rural, or urban?,
What do I know about this community? What do you think you know about the community?
What do I want to know about the community?
What do you wonder about? What questions come to mind?
What did I learn about this community?
What are some differences and commonalities in communities (where I live vs the community I am interested in)?
What puzzles you? How will you explore your puzzles?
What surprised you?

2. Search for Information:
   Sources: PebbleGo, EPIC, Reading A-Z, Tumblebooks, Capstone Interactive eBooks

   Keywords: Community, Rondo, rural, urban, suburban,

   How to take notes: Seesaw, Wordle, Voice Memo

3. Organize Information: Seesaw with teacher template to fill in

4. Prepare the Final Research: Seesaw

5. Present and Share the Final Research: iMovie, Seesaw