

## UNIT 1

<b>Course:</b> Language Arts/Social Sciences/SEL	<b>Grade Level:</b> 2nd Grade
<b>Unit Title:</b> Community: Local Government and the Rights and Responsibilities of its Citizens	<b>Length of Unit:</b> Approximately 5 weeks
<b>Unit Summary:</b> Students will build on previous learning from 1st grade, where they examined what a community is and what it means to be a member of a community (e.g., rules, responsibilities, roles, etc.). In this unit, as citizens within their own community, students will investigate the roles and functions of local government, how they can become an active participant in these systems, and develop an understanding of the concepts that promote civic responsibility. Students will learn about the varied roles and responsibilities of citizens in local government and they will deepen their understanding of the importance of a government’s role within their lives as they explore different ways in which they can affect change in their own communities. Students will use reading strategies, including questioning skills in a wide range of texts. Through recounting texts, students will demonstrate an understanding of the central message/main idea. Students will write well-elaborated narrative pieces that recount events.	
<b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to recognize the strengths in their communities (e.g., home, school, friends, community) and identify an academic and behavioral goal for school success.	
<b>Stage 1- Desired Results</b>	
<b>STANDARDS</b>	<b>Transfer</b>
	<i>Students will independently use their learning to . . .</i>
	<b>TG1: Apply an understanding of civics and local government to explain how people within a community are able to live together.</b>
	<b>TG2: Use questioning strategies when reading and recounting a wide range of literary texts to determine the key details and the central message, lesson, or moral of a text.</b>
<b>SS.CV.1.2: Explain what governments are and some of their functions.</b>	<b>TG3: Write a well-elaborated narrative piece that recounts an event or a short sequence of events.</b>
<b>SS.CV.2.2: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</b>	

Language Arts:	Meaning	
<p><b>RL/RI.2.1:</b> Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RL.2.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RI.2.2:</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>W.2.3:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>SEL</b>  <b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>Goal 3:</b> Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> Governments exist to provide order and services to a nation.</p> <p><b>EU2:</b> Citizens can influence the way that government works; citizens contribute to the lives of others by doing something for the community.</p> <p><b>EU3:</b> Effective readers use the information from a text as a basis for answering questions and gaining an understanding of the text.</p> <p><b>EU4:</b> Authors of literary texts include details that help readers better understand the central message; effective readers create an effective recounting or retelling of the important events in a literary text.</p> <p><b>EU5:</b> A good story includes the story elements of a well-developed theme, engaging plot, memorable characters, well-chosen settings, and is written in a logical way that makes it easy for the reader to follow.</p> <p><b>EU6:</b> Goal-setting builds self-confidence for embracing challenges, demonstrating persevering, and for viewing mistakes as</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What is the purpose of a government?</p> <p><b>EQ2:</b> What does it mean to be a responsible citizen/member of a community? <i>What is my role as a citizen to influence change?</i></p> <p><b>EQ3:</b> How can asking and answering questions help me understand key details in a text?</p> <p><b>EQ4:</b> How do the events in a story contribute to its message?</p> <p><b>EQ5:</b> What makes a good story? <i>Why do we tell stories?</i></p> <p><b>EQ6:</b> How do I decide what my goals are? <i>Why do we set and achieve goals?</i></p>

<p><b>Supporting:</b> Language Arts: RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	opportunities for growth.	
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b> <b>K2:</b> Roles and responsibilities in a community</p> <p><b>K3:</b> The purpose of government and various functions of a government</p> <p><b>Language Arts/Digital Literacy</b> <b>K4:</b> Reading strategies (questioning) for deepening understanding</p> <p><b>K5:</b> The elements of narrative writing</p> <p><b>K6:</b> The writing process</p> <p><b>K7:</b> How to be a responsible digital citizen</p> <p><b>SEL</b> <b>K8:</b> Classroom rules/norms</p>	<p><a href="#">Year-Long English/Spanish "I Can" Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b> <b>S1:</b> I can explain roles and responsibilities in a community.</p> <p><b>S2:</b> I can explain why rules are necessary.</p> <p><b>S3:</b> I can explain what governments are.</p> <p><b>S4:</b> I can explain the functions of governments.</p> <p><b>Language Arts/Digital Literacy</b> <b>S5:</b> I can ask and answer who, what, where, when, why, and how questions to show that I understand key details in a text. (RL/RI.1)</p> <p><b>S6:</b> I can find the central message, lesson, or moral of a story. (RL.2)</p> <p><b>S7:</b> I can recount stories, fables, and folktales that I have read. (RL.2)</p> <p><b>S8:</b> I can find the main topic of a multiparagraph text. (RI.2)</p> <p><b>S9:</b> I can find the focus of specific paragraphs in a text. (RI.2)</p>

		<p><b>S10:</b> I can write a narrative piece. (W.3)</p> <ul style="list-style-type: none"><li>• I can recount a short sequence of events.</li><li>• I can include details to describe what happened.</li><li>• I can use temporal words to show event order.</li><li>• I can provide a sense of closure.</li></ul> <p><b>S11:</b> I can explain how the illustrations and words in a print or digital text describe the characters, setting, and plot. (RL.7)</p> <p><b>S12:</b> I can explain how specific images help me understand a text. (RI.7)</p> <p><b>S13:</b> I can practice good manners online, recognizing that online communication is between actual people (Info/Dig Lit Goal 1)</p> <p><b>S14:</b> I can practice identifying personal and public information and when it is appropriate to share information with guidance (Info/Dig Lit Goal 1)</p> <p><b>S15:</b> I can locate material in the library by call number with guidance (Info/Dig Lit Goal 3)</p> <p><b>SEL</b></p> <p><b>S16:</b> I can recognize and accurately label a variety of emotions</p> <p><b>S17:</b> I can recognize and identify family, peer, school, and community strengths</p>
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