

## Grade 2 Social Studies Unit Preview

### Unit 3: Communities Change

#### Lesson One: How do communities change?

##### **Objectives: (The student will be able to)**

- Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns.
- Explain how people adapt to changes in the environment.
- Gather and interpret information about the past from informational sources and biographies.

##### **Vocabulary/Concepts**

<b>community</b> – A place where people live, work, play and solve problems	
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#### Lesson Two: How did one community change?

##### **Objectives: (The student will be able to)**

- Explain how people adapt to changes in the environment.
- Describe people, places, and artifacts of today and long ago.
- Describe the relationship among events in a variety of timelines.

##### **Vocabulary/Concepts**

<b>history</b> – A description of events or people from the past	<b>earthquake</b> – The sudden shaking or movement of the earth's surface
<b>timeline</b> – A group of events listed in the order they happened	

#### Lesson Three: How has technology changed our lives?

##### **Objectives: (The student will be able to)**

- Collect and examine photographs of the past and compare with similar, current images, such as, photographs of modes of transportation and communication.
- Compare types of transportation used to move goods and people today and long ago.
- Identify examples of technology used by consumers, such as automobiles, cameras, telephones, microwaves, televisions, and computers.
- Analyze why consumers use technology in their daily lives.
- Develop a personal timeline.

##### **Vocabulary/Concepts**

<b>technology</b> – The use of science to solve a problem or to make a new way of doing something	<b>invention</b> - Thinking of a new idea or making something for the first time
<b>communicate</b> - Sharing ideas, thoughts, or feelings with others	

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#### Lesson Four: How can one person make a difference in a community?

##### **Objectives: (The student will be able to)**

- Identify concerns in the community, such as safety issues and pollution problems and ways to resolve these concerns.
- Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage.

##### **Vocabulary/Concepts**

<b>problem</b> – A difficult situation or question	<b>solution</b> – A way to solve a problem or an answer
<b>respect</b> - To value the importance of people and things	

#### Lesson Five: What do some people and symbols of our country represent?

##### **Objectives: (The student will be able to)**

- Connect certain people, symbols, songs and poems to the ideals they represent.
- Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage.
- Present social studies information in a variety ways, such as plays, skits, posters, songs, poems, murals, and oral presentations.
- Discuss words and word meanings as they are encountered in texts, instruction, and conversation.

##### **Vocabulary/Concepts**

<b>responsibility</b> – The quality of being dependable	<b>courage</b> – To do something even if it is dangerous or difficult
<b>equality</b> – To treat or be treated the same or alike	<b>freedom</b> - The ability to make choices without being controlled by others
<b>loyal</b> - To be faithful and trustworthy	<b>honor</b> - To show respect
<b>independence</b> – Doing things on your own; being free from rule	<b>leader</b> – One who has control or is in charge