

Grade 2	Social Studies	Week 2
Lesson Title: Community Rules		
Weekly Learning Targets: Students can work together to establish an agreed upon code for their learning community.		
AERO Social Studies Learning Standards: 5.2d – Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior. 6.2f – Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.		
	MONDAY	
Daily Learning Target: Students can define a community and give examples of different communities and individuals involved.		
Learning Tasks: The teacher can introduce the unit topic and the daily learning target. Then, the teacher can define communities as a group of people living or working together in the same area. Then, the teacher can use Google Earth (SM A) to start narrowing down communities. The teacher can go from global to national to state/district to local to school to class to home. At each level, the teacher and students can discover how each place is a community (how they live and work together). After, the teacher will focus on the school community. The teacher can ask students to create a list of individuals that are a part of their school community. After, the class can come together to create a master list of individuals involved in the school community.		
Daily Formative Assessment: The teacher can give feedback on the students list.		
	TUESDAY	
Daily Learning Target: Students can identify and explain the roles and responsibilities of people in their school community.		
Learning Tasks: The teacher can review the list of individuals involved in the school community and make changes if necessary. The teacher can then introduce the vocabulary words: role and responsibilities. Then, the teacher will show the roles and responsibilities of the people at the school. This can be done in several ways. The teacher can use a map of the school with photos of the teachers and staff, (SM B), read the anthology <i>School People</i> (SM C), or watch a video. (SM D) After, the students will be assigned different people at the school and asked to write their roles and responsibilities. They can then compile them together.		
Daily Formative Assessment: The teacher can give feedback on the students' lists.		
	WEDNESDAY	
Daily Learning Target: Students can compare how their school community and roles differ from other local school communities.		
Learning Tasks: At the beginning of the lesson, the teacher can review important information from the previous two lessons. The teacher can also introduce how they will look at school communities around the world. The teacher can use <i>Off to Class</i> (SM E) or use this video: Schools Around the World (SM F). While presenting the information, the teacher or students can locate the school community on a world map for context. After completing the reading, the teacher can distribute Venn diagrams to the students. The teacher will model for the students how to complete it. The student can compare their roles in their school community with the roles in another selected school community.		
Daily Formative Assessment: The teacher can give feedback on the Venn Diagram.		
	THURSDAY	
Daily Learning Target: Students can give examples of different roles and rules for individuals in different communities or settings.		

Learning Tasks: After reviewing the previous lesson and introducing today's lesson, the teacher can explain to the students that different communities and different situations have different rules. The teacher can use a Venn Diagram to explain this and use different situations (like a movie theater vs. sporting event or hospital vs. playground) After modeling for the students, the teacher can distribute the School, Home, and Community Rules handout. (SM G) In the handout, the students will color the rules that they should observe in the given setting. After completing the activity, the students can display their handouts on the board and ask to give explanations for why they should or should not observe the rules in that particular setting.

Daily Formative Assessment: The teacher can give feedback on the handout.

FRIDAY

Daily Learning Target: Students can establish and explain how to act appropriately in their learning community.

Learning Tasks: The teacher can remind the students and review what they learned throughout the week. The teacher can review how different communities and situations have different appropriate and inappropriate behaviors. The teacher can then bring out a poster board and model writing appropriate behaviors for a certain community or situation, like lunch time or circle time. After completing it, the teacher can make small groups and assign different communities or situations to each. (at home, at a restaurant, reading time, lunch time, at the playground, etc.) The students will then write what is appropriate behavior for each and present it to the class. The teacher can then display these posters in that community or area.

Daily Formative Assessment: The teacher can give feedback on the poster boards.

Grade 2 – SS – Week 2	MATERIALS / RESOURCES
pencils, markers, poster board, world map, Venn diagram	
A - Google Earth - https://earth.google.com/web/	
B - Photo Map of School – https://pbs.twimg.com/media/DI9ncXLU8AAKSrU.jpg:large	
C – School People - https://www.amazon.com/School-People-Lee-Bennett-Hopkins/dp/1629797030	
D – People At School Video - https://www.youtube.com/watch?v=l6u9tbrOYso	
E – Off to Class - https://www.amazon.com/Off-Class-Incredible-Unusual-Schools/dp/1926818865	
F – Schools Around the World - https://www.youtube.com/watch?v=MPXL4ai_4pA	
G – School, Home, Community Rules - https://www.teacherspayteachers.com/Product/Civics-Home-School-and-Community-Rules-4077847	
Additional Resources	
School Rules Activities (\$) - https://www.teacherspayteachers.com/Product/My-School-Rules-Activities-for-introducing-classroom-rules-279427	