**2nd Grade** [**Geography, Humans, and Environment Inquiry**](http://www.c3teachers.org/inquiries/geography-humans-environment/)

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| How Do We Shape Our Environment? | |
| **Staging the Question: Watch a time-lapse video of a city being built and discuss what is changing and why.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Economics and Economic Systems** |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** | **Supporting Question 4** |
| How do we modify our environment over time? | How do we use land in different ways to shape our community? | How does our use of land improve or harm our community? | **Research Opportunity:** How has a local development improved or harmed our community? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Complete a graphic organizer demonstrating how people have modified the environment of a location in New York State. | Create a community map classifying land as residential, industrial, commercial, or recreational. | Complete a T-chart demonstrating the pros and cons of building the Tappan Zee Bridge. | Create a group pictorial essay demonstrating how a local development has helped or harmed the community, and invite local officials to class. |
| ***Integration of Inquiry Process and Skills*** | | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
| Connect: Connects ideas to own interests about cities being built and how we modify our environment over time.  Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about how land is used in communities.  Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) | Connect: Recognizes that questions can be answered by finding information about how our use of land improves or harms our community.  Graphic Organizer: [Connect#6](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect6) | Connect: Identifies the overall “big picture” idea by stating it orally or drawing a picture. |
| Wonder: Formulates questions related to listening activities about what kinds of environmental changes communities undergo. | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about how we use land in different ways to shape our community. | Wonder: Asks “I wonder” questions about how our use of land can improve or harm a community.  Graphic Organizer: [Wonder#3](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder3) | Wonder: Asks “I wonder” questions about how a local development improved or harmed their community.  Graphic Organizer: [Wonder#3](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder3) |
| **Investigate: Interprets information represented in pictures and illustrations** while examining a split image depicting Manhanttan before European settlement versus present day. | Investigate: Uses technology resources with guidance to examine their local communities with Google Maps. | Investigate: Writes, draws, or verbalizes the main idea and supporting details about the effects of the construction of the Tappan Zee Bridge while examining an image bank of the bridge construction and a video interview with a local resident.  Graphic Organizer: [Investigate#18](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate18) | Investigate: Follows a modeled inquiry process during a visit to the library to do research about how a local development improved or harmed their community.  Graphic Organizer: [Investigate#17](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate17)  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_2_Geography_Humans_and_Environment.pdf) |
| Construct: Completes a graphic organizer demonstrating how people have modified the environment of a location in New York State. | Construct: Completes the L portion of the K-W-L chart with what new ideas were learned about land use in residential, industrial, commercial, and recreational ways. | Construct: Completes a T-chart demonstrating the pros and cons of building the Tappan Zee Bridge. | Construct: Compares new ideas with what was known at the beginning of the inquiry.  Graphic Organizer: [Construct#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct4) |
| Express: | Express: Creates a community map classifying land as residential, industrial, commercial, or recreational. | Express: | Express: Creates a group pictorial essay demonstrating how a local development has helped or harmed the community, and invites local officials to class. |
| Reflect: | Reflect: | Reflect: | Reflect: Identifies own strengths and sets goals for improvement.  Graphic Organizer: [Reflect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect4) |
| Summative Performance Task: *Argument:* How do we shape our environment? Construct an argument supported by evidence that addresses how we shape our environment and/or are shaped by our environment. | | | |