

2nd Grade Civic Ideals and Practices Inquiry

Do We Have to Have Rules?

Supporting Question 3

Supporting Question	What would happen if we did not have rules?		
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Civic Participation		
Inquiry Process and Skills			
Connect	Acquire background knowledge		
	Recognizes that questions can be answered by finding information. [ESIFC 2.1]	Develop questions about the community. [SS Practices A.1]	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [Lit for Hist RI.2.3]
Wonder	Develop questions		
	Asks “I wonder” questions about the research topic. [ESIFC 2.2]	Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs). [SS Practices A.2]	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [Lit for Hist RI.2.6]
Investigate	Analyze and summarize evidence to answer the research questions		
	Writes, draws, or verbalizes the main idea and supporting details. [ESIFC 2.4]	Identify causes and effects, using examples from his/her family life or from the community. [SS Practices B.3]	Compare and contrast the most important points presented by two texts on the same topic. [Lit for Hist RI.2.9]
Construct	Interpret information		
	Compares new ideas with what was known at the beginning of inquiry. [ESIFC 2.5]	Identify similarities and differences between communities. [SS Practices C.1]	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts. [Lit for Hist RI.2.10]
Express	Present answers and conclusions		
	Presents information in a variety of ways (e.g., art, music, poetry, movement, verbally, and/or written language). [ESIFC 2.6]	Formative Performance Task: Create a two-sided argument chart with reasons for and against having rules.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [Lit for Hist W.2.6]
Reflect	Reflect on own learning		
	Identifies own strengths and sets goals for improvement [ESIFC 2.7]		