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Social Studies: Grade 2 - Neighborhood

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Standards Introduction: The standards for students in second grade focus on the concept of the neighborhood. Instruction centers on ways individuals and groups address human needs and concerns. Students learn vocabulary as it relates to citizenship and the neighborhood. They learn the concepts of self-control, fairness, and leadership. They also explore the impact of language, art, music, and cultural elements on global understanding.

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** orient a map and note directions.  
**SK1b:** make time lines and graphic organizers.  
**SK1c:** note cause and effect relationships.  
**SK1d:** use print and non-print reference sources to locate information.  
**SK1e:** locate pictures, words, or illustrations that support the main idea.  
**SK1f:** participate in problem solving simulations using technology.

Strand/Theme:  
**SS1 Citizenship** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards: **SS1a:** identify, describe, and display attributes of good citizenship.  
**SS1b:** define his/her role as a member of a group.  
**SS1c:** explain actions citizens can take to influence policy.

Strand/Theme:  
**SS2 Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards: **SS2a:** describe things communities have in common and what makes a community unique.  
**SS2b:** describe cultural customs of specific holiday celebrations.  
**SS2c:** relate how people from various cultures make contributions to communities.

Strand/Theme:  
**SS3 Time, Continuity, and Change** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards: **SS3a:** describe how communities change to meet the needs of their members.  
**SS3b:** compare/contrast how the various models of communication and transportation have been developed.  
**SS3c:** generate a calendar and time line of events.

Strand/Theme:  
**SS4 Space and Place** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards: **SS4a:** design and construct a map with a key.

**SS4b:** use globes and maps as sources of information.

**SS4c:** describe how weather and seasonal patterns affect land and living things.

**SS4d:** locate various cities, states, countries, and continents on a map.

**SS4e:** use geographical terms to describe landforms, bodies of water, weather and climate.

Strand/Theme:

**SS5 Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:

**SS5a:** recognize that people vary in abilities and talents.

**SS5b:** recognize the need for personal goals.

**SS5c:** demonstrate appropriate behavior in a variety of settings.

Strand/Theme:

**SS6 Individuals, Groups, and Institutions**

Social studies programs should provide for the study of the interaction among groups, individuals and institutions, so that the learner can:

Standards:

**SS6a:** explain an individual's responsibility toward his/her own family and community.

**SS6b:** list ways people depend on human resources and institutions.

**SS6c:** relate content to real or simulated study trips.

Strand/Theme:

**SS7 Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:

**SS7a:** define concepts of cooperation, competition, and conflict.

**SS7b:** describe various jobs/careers.

**SS7c:** define goods, services, workers, income, and consumers.

**SS7d:** distinguish between goods and services and between producers and consumers.

Strand/Theme:

**SS8 Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:

**SS8a:** explain rights and responsibilities.

**SS8b:** relate the concept of authority to home, school, and community.

**SS8c:** describe the need for laws.

Strand/Theme:

**SS9 Science,  
Technology,  
and Society**

Social studies programs should include experiences that provide for the study of the study of the relationships among science, technology, and society, so that the learner can:

Standards:

**SS9a:** name energy sources found in homes and explain how they have developed.

**SS9b:** identify ways people can conserve/replenish natural resources.

**SS9c:** name the ways science and technology have led to changes in the world.

Strand/Theme:

**SS10 Global  
Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

Standards:

**SS10a:** recognize the impact of individuals on a global society.

**SS10b:** discuss the traditions and customs that are transmitted within a family or community.

**SS10c:** identify the responsibilities of a global citizen.