
Social Studies: Grade 2

People Who Make a Difference

During second grade, students explore the lives of people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. They uncover what a community is and how to be a part of it. Students study people who supply goods and services and gain an understanding of the complex interdependence in our free-market system.

Social Studies Content Standards (SS):

Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.

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| Standard: | 2SS1: | <i>Civics and Government</i> Students will explain why communities have government and laws, and identify ways that people work together to promote civic ideals. |
| Components: | 2SS1.a: | Explain why it is necessary for the community to have government. |
| | 2SS1.b: | Explain the roles people in the community have in making and changing laws. |
| | 2SS1.c: | Practice being a good citizen in the school community. |
| Standard: | 2SS2: | <i>Geography</i> Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments. |
| Components: | 2SS2.a: | Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community. <i>Examples: a map of the classroom and a map of the school</i> |
| | 2SS2.b: | Identify essential map elements: title, legend, directional indicator (compass), scale, and date. |
| | 2SS2.c: | Identify the seven continents and the five oceans of the world. |
| | 2SS2.d: | Locate on a map where their ancestors lived and where they live now. |
| | 2SS2.e: | Use maps to compare and contrast basic land use in urban, suburban, and rural environments and describe how the land use impacts the people in the region, state or host country in which they reside. |
| Standard: | 2SS3: | <i>History</i> Students organize personal events chronologically and compare how people and lifestyles have changed over time. |
| Components: | 2SS3.a: | Place important events in their lives in the order in which they occurred <i>Examples: "The Story of Me", a story on a timeline and a story on a storyboard</i> |

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| | 2SS3.b: | Compare and contrast their daily lives and those of their parents, grandparents, and/or guardians. |
| | 2SS3.c: | Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. |
| | | <i>Individuals, culture and society</i> |
| Standard: | 2SS4: | Students understand how the actions and integrity of individuals change the ways in which people in society work and live together |
| Components: | 2SS4.a: | Explain how the actions of heroes from long ago and the recent past have made a difference in others' lives. <i>Examples: personal heroes, Abraham Lincoln, Chief Sitting Bull, Chief Joseph, George Washington Carver, Albert Einstein, Jackie Robinson, and Sally Ride .</i> |
| | 2SS4.b: | Identify real people and fictional characters who are good leaders and responsible citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness. |
| | | <i>Economics</i> |
| Standard: | 2SS5: | Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills. |
| Components: | 2SS5.a: | Compare production and consumption of food long ago and today, including the roles of farmer, processors, distributors, weather, and land and water resources. |
| | 2SS5.b: | Compare and contrast the roles and interdependence of buyers (consumers) and sellers (producers) of goods and services. |
| | 2SS5.c: | Analyze how limits on resources affect production and consumption (what to produce and what to consume). |

Social Studies Skills (SSK):

The intellectual skills noted below are to be learned through, and applied to, the content standards for grade two. They are to be assessed *only in conjunction with* these content standards. Students demonstrate the following intellectual, reasoning, reflection, and research skills:

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| Skills: | 2SSK1: | Orient and label a map and note directions. |
| | 2SSK2: | Use print and non-print reference sources to locate information. |
| | 2SSK3: | Locate pictures, words or illustrations that support the main idea. |
| | 2SSK4: | Note cause and effect of relationships. |

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- Skills:**
- 2SSK5:** Make timelines and graphic organizers.
 - 2SSK6:** Use technology to gather information and communicate learning.