

Social Studies Curriculum

Second Grade

A. History

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.

1. History: Local History Past to Present

The students will:

- Identify when the local community was established.
- Identify founders, early settlers, and other individuals who had a positive influence on the community.
- Explain changes in daily life from past to present.
- Identify and describe community celebrations, symbols and traditions and explain why they are important.

2. History: Chronology and Analysis

The students will:

- Use calendars and timelines to understand the development of important community traditions and events.
- Create and maintain a monthly calendar of important school days, holidays, and events.

B. Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

1. Civics and Government: Citizenship and Civic Responsibility

The students will:

- Define what a citizen is.
- Describe the rights and responsibilities of citizens.
- Explain how people must work together to resolve conflict and the importance of respecting differences.
- Explain how laws are used to resolve conflicts appropriately.
- Discuss the consequences for disobeying laws.

2. Civics and Government: Foundations of Government

The students will:

- Explain that the United States government is founded on the belief of equal rights for all of its citizens.
- Explain why it is important for a community to have a responsible government.
- Identify some of the leaders of local community governments.

C. Geography

Students will locate their community, state, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between the physical and environmental characteristics of their community.

1. Geography: Maps and Globes

The students will:

- Use basic information on maps, globes, and other geographic tools to locate and identify physical and human features of one's community, state, and nation.
- Use map keys, legends, and symbols.
- Compare and contrast life in rural and urban communities.
- Identify maps and globes as a model representation of their environments.
- Recognize / use cardinal directions.
- Describe simple demographics of the school.
- Identify ways that recreational opportunities influence human activity in the community (identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes).

D. Economics

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

1. Economics: Goods and Services

The students will:

- Give examples of resources that communities use to produce goods and services and identify specialized jobs within the community.
- Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.
- Explain how the scarcity of resources affects the choices people make.
- Explain that a "price" is what people pay when they buy a good or service and what people receive when they sell a good or service.

2. Economics: Trade and Money

The students will:

- Explain that individuals and communities obtain what they want through exchange / trade with others.

- Explain how money makes buying and selling goods and services easier.
- Explain that a price is what people pay, or receive when they buy or sell a good or service.
- Define savings.
- Explain that because of scarcity, people must make choices and incur opportunity costs.
- Define specialization and identify specialized jobs in the school and community. Example: teachers, school nurses, firefighters
- Identify ways in which people earn income.
- Explore the education or training needed for a job or profession.