



Grade 2 Social Studies


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2nd Grade Social Studies


CONTENT	SKILLS	ASSESSMENT	RESOURCES/LINKS	ACTIVITIES/STRATEGIES
<p>SOCIAL STUDIES PROCESS AND APPLICATION A. Social Studies Knowledge and Real World Application</p>	<p>A1. Assess, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations A2. Identify the ways places and regions change over time A3. Identify geographic concepts related to current events A4. Identify and utilize geography skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment A5. Record life events in chronological order on a timeline A6. Record historical events from content</p>			


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<p>GEOGRAPHY B. Map and Global Skills </p> <p>CIVICS/GOVERNMENT C. Rights, Responsibilities, and Roles of Citizenship </p>	<p>studied in chronological order on a timeline</p> <p>A7. Identify how archaeological research adds to our understanding of the past</p> <p>A8. Research people and events from the past using primary source materials (e.g., photos, artifacts, interview, documents, maps)</p> <p>A9. Retell stories to describe past events, people and places</p> <p>B1. Identify orally and writing a map by its title</p> <p>B2. Identify orally and in writing symbols on a map key</p> <p>B3. Describe orally and in writing cardinal directions for locations on a map</p> <p>C1. Identify examples of responsible citizenship</p>			

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<p>D. Foundations of Government </p>	<p>in the school setting and in stories about the past and present</p> <p>C2. Describe the rights and responsibilities of citizenship</p> <ul style="list-style-type: none"> •elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated •importance of participation and cooperation in a classroom and community •why we have rules and the consequences for violating them •responsibility of voting <p>C3. Identify reasons we should all contribute to our community (<i>e.g., helping others, working together, service projects</i>)</p> <p>C4. Identify traits of character that are important to the preservation and improvement of a democracy (<i>e.g.,</i></p>			

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<p>E. Structure of Government </p> <p>GEOGRAPHY</p> <p>F. Map and Globe Skills </p>	<p><i>honesty, courage, cooperation, and patriotism)</i></p> <p>D1. Identify the history and meaning of national symbols, documents, songs and monuments that represent American democracy and values:</p> <ul style="list-style-type: none"> •American flag •Pledge of Allegiance •National Anthem •America the Beautiful •the Capitol •Liberty Bell <p>D2. Identify how the U.S. Constitution represents American democracy and freedom:</p> <ul style="list-style-type: none"> •provides common laws •protects people's rights <p>D3. Identify the significance of national holidays:</p> <ul style="list-style-type: none"> •President's Day •Martin Luther King, Jr. Day •Veterans' Day •Memorial Day •Fourth of July/Independence Day •Constitution Day 			

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<p>ECONOMICS</p> <p>G. </p>	<p>D4. Identify how people in the United States have varied backgrounds but may share principles, goals, customs, and traditions</p> <p>E. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court</p> <p>E. Identify current political leaders of the state and nation:</p> <ul style="list-style-type: none"> •President of the United States •Governor of Montana •Local Leaders (<i>e.g., tribal chairman, mayor</i>) <p>E. Identify how Montana and other states combine to make a nation</p> <p>F. Interpret political and physical maps using the following elements:</p> <ul style="list-style-type: none"> •title 			

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<p>GEOGRAPHY H. Identification of characteristics of economic and cultural regions </p>	<ul style="list-style-type: none"> •compass rose - cardinal directions •key (legend) •symbols <p>F. Construct a map of a familiar place (<i>e.g., school, home, neighborhood, or fictional place that includes a title, compass rose, symbols and key (legend)</i>).</p> <p>F. Create tally charts and pictographs to display geographic information (<i>e.g., birthplace - city or state</i>)</p> <p>F. Identify characteristics of physical features:</p> <ul style="list-style-type: none"> •physical (<i>i.e., ocean, continent, river, lake, mountain range, coast, sea, desert</i>) <p>F. Identify and locate orally and in writing physical features using maps, illustrations, images or globes:</p> <ul style="list-style-type: none"> •physical (<i>i.e., ocean, continent, river, lake, mountain range, coast, sea, desert</i>) 			

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<p>HISTORY I. Identification of cultural elements </p>	<p>F. Identify and locate orally and in writing oceans, continents, equator, and poles on a globe or map</p> <p>G. Identify how scarcity requires people to make choices due to their unlimited needs and wants with limited resources</p> <p>G. Identify how opportunity cost occurs when people make choices and something is given up (<i>e.g., if you go to the movies you can't also go to the park</i>)</p> <p>G. Identify differences among natural resources (<i>e.g., water, soil and wood</i>), human resources (<i>e.g., people at work</i>), and capital resources (<i>e.g., machines, tools, and buildings</i>)</p> <p>G. Identify how people trade goods and services</p> <p>G. Compare the use of</p>			

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<p>CULTURES J.</p>	<p>barter and money in the exchange for goods and services (<i>e.g., trade a toy for candy, buying candy with money</i>) G. Identify goods that are made in the local community and goods that are made in other parts of the world G. Identify how people can be both producers and consumers of goods and services G. Identify costs and benefits of personal savings</p> <p>H. Identify through images how places have distinct characteristics (<i>e.g., Japan - Mt. Fuji, China - The Great Wall, United States - Washington Monument</i>) H. Identify human features in the world (<i>e.g., cities, parks, railroad tracks, hospitals, shops, schools</i>)</p>			

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	<p>H. Identify physical features in the world (<i>e.g., mountains, rivers deserts</i>)</p> <p>H. Identify the differences between urban rural communities</p> <p>H. Identify the reasons for human settlement patterns (<i>e.g., jobs, climate, family</i>)</p> <p>H. Identify the major economic activities and land use of regions studied (<i>e.g., agricultural, industrial, residential, commercial, recreational, resources</i>)</p> <p>H. Identify cultural elements (<i>e.g., food, clothing, housing, sports, customs, beliefs</i>) of a community or nation (<i>e.g., Japan, China, India, United States</i>)</p> <p>H. Recognize the connection between city, state, country, continent</p> <p>I. Identify ways in</p>			

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	<p>which Indians helped the Pilgrims</p> <p>I. Identify the reasons (<i>e.g., economic opportunity, political or religious freedom</i>) for immigration to the United States</p> <p>I. Identify reasons (<i>e.g., economic opportunities, forced removal</i>) why people moved westward to territories or unclaimed lands</p> <p>I. Identify the experiences of the pioneers as they journeyed west to settle new lands (<i>e.g., leaving homeland, facing unknown challenges</i>)</p> <p>I. Explain how new forms of transportation and communications impacted the westward expansion of the United States:</p> <ul style="list-style-type: none"> •transportation - trails, turnpikes, canals, wagon trains, steamboats, railroads •communication - Pony 			

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	<p>Express, telegraph</p> <p>I. Explain how the effects of Westward Expansion effected the Native Americans <i>(e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools)</i></p> <p>J. Describe the role of pioneers in the settlement and growth of our country</p> <p>J. Identify types of transportation used to move people to and across the United States</p> <p>J. Describe the life a pioneer family</p> <p>J. Explain how weather affected pioneers</p> <p>J. Compare the ways people got food long ago with the ways people get their food today</p> <p>J. Appreciate the diversity of a community's population</p> <p>J. Recognize that many Americans' ancestors</p>			

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	<p>came from other places</p> <p>J. Explain the pattern of a family tree</p> <p>J. Appreciate the value of learning from family members</p> <p>J. Describe, family, ethnic, and religious customs</p> <p>J. Discuss the origins of various holidays and celebrations</p> <p>J. Draw conclusions about a people's lifeways from observing an artifact representing their culture</p>			