



VALWOOD

GO BEYOND

Second Grade Social Studies Curriculum

2nd Grade Overview

Course Description		Topics at a Glance
<p>In second grade, students continue their investigation of the world in social studies using the neighborhoods and local community as a point of comparison. The context for investigation about communities is reflected in the inquiry cycle: discover difference, manage difference, examine the impact of technology, explore spatially, economically and through civic engagement. Students will compare and contrast their local neighborhoods and local community.</p>		<ul style="list-style-type: none"> Geography: Maps and Globes Geography: Culture and People Economics: Goods and Services History: People from Long Ago (Native Americans) Economics: Man-made vs Natural Resources Government: Rules and Laws Government: Communities
Assessments		Notes for 2 nd Grade
<ul style="list-style-type: none"> Checks for understanding Observations/Anecdotal records Student questions/comments Personal reflections Teacher questions and prompts Performance tasks (planning, in-progress, final assignments) Self-assessments 		<ol style="list-style-type: none"> 1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now 2. Mexico and Canada can be used as an supplemental resource to reinforce these concepts and skills 3. Using economic simulation activities (i.e. a market, a craft/cultural fair, a classroom store) is helpful in teaching the economic standards 4. Field Trip: Community agencies including the Court House
Grade Level Expectations		
Standard	Big Ideas for Second Grade (Grade Level Expectations)	
1. History	<ol style="list-style-type: none"> 1. Identify historical sources and utilize the tools of a historian 2. People in the past influenced the history of neighborhoods and communities 	
2. Geography	<ol style="list-style-type: none"> 1. Use geographic terms and tools to describe space and place 2. People in communities manage, modify, and depend on their environment 	
3. Economics	<ol style="list-style-type: none"> 1. The scarcity of resources affects the choices of individuals and communities 2. Apply decision-making processes to financial decision making 	
4. Civics	<ol style="list-style-type: none"> 1. Responsible community members advocate for their ideas 2. People use multiple ways to resolve conflicts or differences 	

1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the History standards are:

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Content Area: Social Studies – Second Grade

Standard: 1. History

Prepared Graduates:

Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation

Concepts and skills students master:

1. Identify historical sources and utilize the tools of a historian

Evidence Outcomes

Students can:

- a. Identify community and regional historical artifacts and generate questions about their function and significance
- b. Explain the past through oral or written firsthand accounts of history
- c. Explain the information conveyed by historical timelines
- d. Identify history as the story of the past preserved in various sources
- e. Create timelines to understand the development of important community traditions and events

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can two people understand the same event differently?
2. Why is it important to use more than one source for information?
3. How can putting events in order by time help describe the past?
4. What kinds of tools and sources do historical thinkers use to investigate the past?

Relevance and Application:

1. The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces.
2. The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project.

Nature of Discipline:

1. Historical thinkers gather firsthand accounts of history through oral histories.
2. Historical thinkers use artifacts and documents to investigate the past.

Content Area: Social Studies – Second Grade

Standard: 1. History

Prepared Graduates:

Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation

Concepts and skills students master:

2. People have influenced the history of neighborhoods and communities

Evidence Outcomes

Students can:

- Organize the historical events of neighborhoods and communities chronologically
- Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation
- Give examples of people and events, and developments that brought important changes to the community
- Compare how communities and neighborhoods are alike and different
- Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can understanding the past impact decision-making today?
- How have events and ideas from the past shaped the identity of communities and neighborhoods today?

Relevance and Application:

- Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes.
- Philosophies and ideas from history continue to inform and impact the present. For example, the independent Western philosophy affects how local government works.
- Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events.

Nature of Discipline:

- Historical thinkers investigate relationships between the past and present.
- Historical thinkers organize findings in chronological order as one way to examine and describe the past.

2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Geography standard are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

Content Area: Social Studies – Second Grade	
Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Grade Level Expectation	
Concepts and skills students master: 1. Geographic terms and tools are used to describe space and place	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps Identify and locate various physical features on a map Identify the hemispheres, equator, and poles on a globe Identify and locate cultural, human, political, and natural features using map keys and legends 	Inquiry Questions: <ol style="list-style-type: none"> How do you define, organize, and think about the space around you? What is a human feature versus a physical feature? Why do we use geographical tools such as maps, globes, grids, symbols, and keys? How would you describe a setting without using geographic words? How can using the wrong geographic tool or term cause problems?
	Relevance and Application: <ol style="list-style-type: none"> Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space. Individuals and businesses use maps to give directions.
	Nature of Discipline: <ol style="list-style-type: none"> Spatial thinkers use visual representations of the environment. Spatial thinkers identify data and reference points to understand space and place.

Content Area: Social Studies – Second Grade	
Standard: 2. Geography	
Prepared Graduates: Examine places and regions and the connections among them	
Grade Level Expectation Concepts and skills students master: 2. People in communities manage, modify and depend on their environment	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Identify how communities manage and use nonrenewable and renewable resources Identify local boundaries in the community Explain why people settle in certain areas Identify examples of physical features that affect human activity Describe how the size and the character of a community change over time for geographic reasons 	Inquiry Questions: <ol style="list-style-type: none"> How do available resources and their uses create change in a community? Are renewable and nonrenewable resources managed well? How do you know? Why are physical features often used as boundaries? What are the various groups in a community and how are they alike and different? How do you choose if you should recycle, reduce, reuse, or throw something away?
	Relevance and Application: <ol style="list-style-type: none"> Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.
	Nature of Discipline: <ol style="list-style-type: none"> Spatial thinkers compare information and data, and recognize that environmental factors influence change in communities. Spatial thinkers study the uneven distribution and management of resources.

3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Economics Standard are:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

Content Area: Social Studies – Second Grade

Standard: 3. Economics

Prepared Graduates:

Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation

Concepts and skills students master:

1. The scarcity of resources affects the choices of individuals and communities

Students can:

- a. Explain scarcity
- b. Identify goods and services and recognize examples of each.
- c. Give examples of choices people make when resources are scarce, i.e. buying recycled materials.
- d. Identify possible solutions when there are limited resources and unlimited demands

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does scarcity affect purchasing decisions?
2. What goods and services do you use?
3. How are resources used in various communities?
4. What are some ways to find out about the goods and services used in other communities?

Relevance and Application:

1. Comparison of prices of goods and services in relationship to limited income helps to make informed and financially sound decisions.
2. Decisions must be made if there is a limited amount of income and the need for a costly good or service. For example, you may borrow, save, or get a new job to make the purchase. (PFL)
3. Scarcity of resources affects decisions such as where to buy resources based on cost or where to locate a business.

Nature of Discipline:

1. Economic thinkers analyze how goods and services are produced and priced.
2. Economic thinkers analyze scarcity of resources and its impact on cost of goods and services.

Content Area: Social Studies – Second Grade	
Standard: 3. Economics	
Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Grade Level Expectation Concepts and skills students master: 2. Apply decision-making processes to financial decisions (PFL)	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify components of financial decision-making including gathering, evaluating, and prioritizing information based on a financial goal, and predicting the possible outcome of a decision b. Differentiate between a long-term and a short-term goal 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do individuals make and analyze the consequences of financial decisions? 2. How do individuals meet their short- and long-term goals?
	Relevance and Application: <ol style="list-style-type: none"> 1. Personal financial decisions are based on responsible evaluation of the consequences. 2. Purchase decisions are based on such things as quality, price, and personal goals. For example, you decide whether to spend money on candy or the movies.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Financially responsible individuals use good decision-making tools in planning their spending and saving.

4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Civics standard are:

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Content Area: Social Studies – Second Grade	
Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Grade Level Expectation	
Concepts and skills students master: 1. Responsible community members advocate for their ideas	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> List ways that people express their ideas respectfully Identify how people monitor and influence decisions in their community Describe ways in which you can take an active part in improving your school or community Identify and give examples of civic responsibilities that are important to individuals, families, and communities Describe important characteristics of a responsible community member 	Inquiry Questions: <ol style="list-style-type: none"> What are beliefs that help people live together in communities? What civic responsibilities do you think are important? How can different cultures and beliefs influence a community? What are responsible ways to advocate ideas in a community?
	Relevance and Application: <ol style="list-style-type: none"> Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.
	Nature of Discipline: <ol style="list-style-type: none"> Responsible community members influence the rules, policies, and law in their communities.

Content Area: Social Studies – Second Grade

Standard: 4. Civics

Prepared Graduates:

Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation

Concepts and skills students master:

2. People use multiple ways to resolve conflicts or differences

Evidence Outcomes

Students can:

- Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility
- Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority
- Identify and give examples of appropriate and inappropriate uses of power and the consequences
- Demonstrate skills to resolve conflicts or differences

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What happens when someone uses power unwisely?
2. What are good ways to solve differences?
3. What would it be like if everyone was friends?
4. What do equality, justice, and responsibility look like in the world?

Relevance and Application:

1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.
2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.

Nature of Discipline:

1. Responsible community members know democratic and undemocratic principles and practices and how they are used in diverse communities.
2. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.
3. Responsible community members understand that power and authority shape individual participation.