

## Social Studies - Grade 2

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
<b>Standard 1: History</b>						
Goal 1.1: Build an understanding of the cultural and social development of the United States.	2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same. (404.01a)		<ul style="list-style-type: none"> <li>describe your family</li> <li>tell about your neighborhood</li> <li>describe the various roles people have in families and neighborhood</li> <li>tell how your family and neighborhood have changed or not changed</li> </ul>	family roles • neighborhood	<ul style="list-style-type: none"> <li>draw a picture of your family</li> <li>draw a picture of your neighborhood</li> <li>label your picture of your family showing the different roles</li> </ul>	<p><a href="http://pbskids.org/rogers/R_house/build.htm">pbskids.org/rogers/R_house/build.htm</a></p> <p><a href="http://pbskids.org/Rogers/make-believe/story.htm">pbskids.org/Rogers/make-believe/story.htm</a></p> <p><a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Connections_and_Resources.pdf">pbskids.org/arthur/parentsteachers/lesson/world/pdf/Connections_and_Resources.pdf</a></p>
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	No objectives at this grade level.					
Goal 1.3: Identify the role of American Indians in the development of the United States.	No objectives at this grade level.					
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	No objectives at this grade level.					
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives at this grade level.					
Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level.					
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level.					
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level.					
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level.					
<b>Standard 2: Geography</b>						
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe. (410.01a)		<ul style="list-style-type: none"> <li>identify water and land on a map and/or globe</li> <li>locate your city and bodies of water on a map</li> <li>label a map with city, dams, landforms and bodies of water</li> </ul>	city • bodies of water • land forms • dams • map • globe	<ul style="list-style-type: none"> <li>given a map the student will label the bodies of water and landforms</li> <li>given a picture of the earth the student will color the water blue and the continents brown</li> </ul>	<p><a href="http://geography.mr.donn.org/index.html">geography.mr.donn.org/index.html</a></p> <p><a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_Block.pdf">pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_Block.pdf</a></p> <p><a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_World.pdf">pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_World.pdf</a></p>
	2.SS.2.1.2 State the cardinal directions and how to use the compass rose. (410.01b)		<ul style="list-style-type: none"> <li>name the cardinal directions</li> <li>label a map with north, south, east, and west</li> </ul>	compass rose • north • south • east • west	<ul style="list-style-type: none"> <li>instruct students on which way to travel in the classroom</li> <li>teacher observes and records student knowledge of directions</li> <li>students will be able to label a map with north, south, east and west</li> </ul>	<a href="http://pbskids.org/dragonflytv/show/gps_compass.html">pbskids.org/dragonflytv/show/gps_compass.html</a>

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	2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)		<ul style="list-style-type: none"> <li>• locate a map key</li> <li>• explain what the different symbols mean on the key</li> <li>• show a location represented on the map key</li> </ul>	map key • symbols • legend • scale	<ul style="list-style-type: none"> <li>• students will design a map of their bedroom and include a key and/or legend</li> </ul>	<p>pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_Block.pdf</p> <p>geographymrdonn.org/index.html</p>
	2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)	<ul style="list-style-type: none"> <li>• Show that boundary lines separate states</li> </ul>	<ul style="list-style-type: none"> <li>• draw boundary lines around the state of Idaho on a given map</li> </ul>	states • boundary lines	<ul style="list-style-type: none"> <li>• given a map of Idaho students will trace the boundary lines around the state</li> </ul>	on the search engine type in free maps
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)		<ul style="list-style-type: none"> <li>• contrast the different clothes that the student would wear living in different climates</li> <li>• compare the different living styles that people participate in in different parts of the country</li> </ul>	contrast • living styles • climate	<ul style="list-style-type: none"> <li>• divide into groups of four have students make a Venn diagram and compare cold weather clothes to hot weather clothes</li> <li>• students pick different states around the country and compare living styles with a neighbor in a different region</li> </ul>	<p>geography.mr.donn.org/index.html</p> <p>countries.mrdonn.org/index.html</p> <p>pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_Block.pdf</p>
	2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)		<ul style="list-style-type: none"> <li>• list the basic needs</li> <li>• discuss where our shelter, food, and clothes come from</li> </ul>	environment • basic needs	<ul style="list-style-type: none"> <li>• have students record in their journals their basic needs to survive and write where these things come from by each need</li> </ul>	ext.nodak.edu/extnews/pipeline/k_needs.htm
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	No objectives at this grade level.					
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level.					
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level.					

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<b>Standard 3: Economics</b>						
Goal 3.1: Explain basic economic concepts.	2.SS.3.1.1 Identify wants and needs of all families. (408.01a)		<ul style="list-style-type: none"> <li>recognize the difference between wants and needs</li> </ul>	wants • needs	<ul style="list-style-type: none"> <li>students will make a list of wants and needs in their family</li> </ul>	ext.nodak.edu/extnews/pipeline/k_needs.htm
	2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)		<ul style="list-style-type: none"> <li>recognize how your parents make their living</li> <li>name different ways to make money and discuss the word income</li> <li>discuss different ways to save money</li> </ul>	income • earn • savings	<ul style="list-style-type: none"> <li>divide the students into groups of four discuss different ways to make money ( teacher observation)</li> <li>have students record in journals ways to save money</li> </ul>	usmint.gov/kids/teachers/lessonplans/viewLP.cfm?lessonPllanId=63
	2.SS.3.1.3 Identify the difference between goods and services. (408.01c)		<ul style="list-style-type: none"> <li>define goods and services</li> <li>compare the difference between goods and services</li> </ul>	goods • services	<ul style="list-style-type: none"> <li>students will classify what are goods and services by looking at pictures, identifying, and putting them into categories</li> </ul>	jobpeoplecommunities.hud.gov/kids/
	2.SS.3.1.4 Explain between producers and consumers. (408.01d)		<ul style="list-style-type: none"> <li>define producers and consumers</li> <li>compare the difference between consumers and producers</li> </ul>	producers • consumers	<ul style="list-style-type: none"> <li>students will discuss, teacher will record responses, of what they consume and what others produce</li> </ul>	jobpeoplecommunities.hud.gov/kids/
Goal 3.2: Identify different influences on economic systems.	2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)		<ul style="list-style-type: none"> <li>list natural resources in our community</li> <li>name economic activities in our area</li> <li>discuss how natural resources affect economic activities in our community</li> </ul>	natural resources • economic activities	<ul style="list-style-type: none"> <li>make a map of our community identifying the natural resources and economic activity</li> </ul>	bensguide.gpo.gov/symbols/index.html
Goal 3.3: Analyze the different types of economic institutions.	No objectives at this grade level.					
Goal 3.4: Explain the concepts of good personal finance.	No objectives at this grade level.					
<b>Standard 4: Civics and Government</b>						
Goal 4.1: Build an understanding of the foundational principles of the American political system.	2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)		<ul style="list-style-type: none"> <li>list our classroom, school and home rules</li> <li>explain why they are necessary</li> </ul>	rules	<ul style="list-style-type: none"> <li>have group discussions going on about why rules are necessary (teacher observation)</li> </ul>	proteacher.com/030002.shtml
	2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school. (407.01b)		<ul style="list-style-type: none"> <li>make a list of the benefits for following rules</li> <li>discuss the consequences for breaking the rules</li> </ul>	benefits • consequences	<ul style="list-style-type: none"> <li>break into groups of four and make a list of the benefits and consequences of following / not following rules</li> <li>have groups report on results of the discussion</li> </ul>	proteacher.com/030002.shtml
	2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.		<ul style="list-style-type: none"> <li>tell who makes the rules at home and school</li> <li>explain how to apply and enforce rules at home and school</li> </ul>	enforce	<ul style="list-style-type: none"> <li>write about who makes the rules at school and home in a journal</li> </ul>	proteacher.com/030002.shtml
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01c)		<ul style="list-style-type: none"> <li>list holidays celebrated by the American people</li> <li>discuss the symbols that represent our beliefs and principles</li> </ul>	holidays • customs • symbols	<ul style="list-style-type: none"> <li>teacher will ask questions about American celebrations, customs, and symbols as a group</li> </ul>	holidays.mrdonn.org/index.html bensguide.gpo.gov/symbols/index.html
	2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance. (405.01c)		<ul style="list-style-type: none"> <li>discuss what the meaning of the words are in the Pledge of Allegiance</li> </ul>	pledge • allegiance • republic • indivisible • liberty • justice	<ul style="list-style-type: none"> <li>post the words to the Pledge of Allegiance, ask questions about what each vocabulary word means</li> </ul>	spiritisup.com/pledgeofallegiance.html
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	2.SS.4.3.1 Identify characteristics of good citizens. (407.01d)		<ul style="list-style-type: none"> <li>define citizenship</li> <li>list the qualities of a good citizen</li> </ul>	citizenship • characteristics	<ul style="list-style-type: none"> <li>students will list the qualities of a good citizen</li> </ul>	kellybear.com/TeacherTip27html kellybear.com/Activities.html
	2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)		<ul style="list-style-type: none"> <li>list people in history that model characteristics of good citizenship</li> <li>tell of contemporary people that model characteristics of good citizenship</li> </ul>	history • contemporary	<ul style="list-style-type: none"> <li>groups of four will discuss and name historic and contemporary people who are good citizens (teacher observation)</li> </ul>	kellybear.com/TeacherTip27html kellybear.com/Activities.html

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Goal 4.4: Build an understanding of the evolution of democracy.	No objectives at this grade level.					
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level.					
Standard 5: Global Perspectives						
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.		<ul style="list-style-type: none"> <li>compare how different parts of the world live</li> <li>contrast how different communities in the same city live</li> </ul>	world	<ul style="list-style-type: none"> <li>use a Venn diagram to compare different neighborhoods and communities in various parts of the world</li> </ul>	<a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_World.pdf">pbskids.org/arthur/parentsteachers/lesson/world/pdf/Around_the_World.pdf</a> <a href="http://pbskids.org/arthur/parentsteachers/lesson/world/pdf/Connections_and_Resources.pdf">pbskids.org/arthur/parentsteachers/lesson/world/pdf/Connections_and_Resources.pdf</a>
	2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)		<ul style="list-style-type: none"> <li>define traditions</li> <li>list traditions we practice</li> <li>discuss traditions practiced in other parts of the world</li> </ul>	traditions	<ul style="list-style-type: none"> <li>given a matching worksheet with various countries and traditions, student will cut and paste to match the country with the tradition</li> </ul>	<a href="http://sesamaeworkshop.org/initiatives/respect">sesamaeworkshop.org/initiatives/respect</a>