

## **SOCIAL STUDIES – GRADE 2**

### **Course Overview**

**Focus Areas:** *Geography, Ecology, Democratic Citizenship, Human Relationships, Famous United States People and Leaders*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. Students will be expected to continue to develop a basic knowledge of geography including the use of maps and globes, an understanding of ecological principles to include the uses of resources and know the importance of using them effectively and protectively, an understanding of democratic citizenship to include individual rights and responsibilities, a basic understanding of human relationships that includes social relationships and cultures, and a basic knowledge and understanding of famous United States people and leaders. Current events will be taught regularly in the context of the social studies competencies. Students will engage in a variety of learning experiences including discussions, reading and writing activities, use of theme literature, individual and group projects, and multimedia presentations. Students will be expected to develop and use a variety of skills including assessing, interpreting, organizing, applying, and reporting information in the context of course content. Assessment will include written and oral student response, student-made products and presentations, teacher observation, and performance assessment of learning activities and tasks.

### **Social Studies Content Strands**

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

#### **I. Participation and Application Skills**

##### **A. Study and Organization Skills**

1. Notetaking and Outlining
2. Demonstrating a Sense of Chronology
  - Practice through historical figures unit
3. Identifying, classifying and summarizing ideas
  - Specific skill activities as they apply to identifying, comparing, and classifying
  - Practice with group and individual verbal summaries

*(Content Strands cont.)*

- B. Communication Skills
  - 1. Writing and Research
    - Sentences as they apply to the material
    - Stories
  - 2. Listening and Oral
    - Class discussions
    - Respond to reading material and media
  - 3. Reading and Vocabulary
    - Focus on basic terminology
    - Supplemental reading material
- C. Map and Globe Skills
  - Specific map skills
  - Map skills assignments from skills development units
- D. Group Participation Skills
  - 1. Conflict Resolution
    - Discussions related to classroom events
    - Discussion of classroom rules and options for conflict resolution
  - 2. Simulations
    - Group simulations as they apply to topic areas
  - 3. Class Discussion
    - On-going part of class
    - Both teacher- and student-developed topics

**Social Studies Content Standards and Benchmarks**

**Standard 1:** Students will demonstrate a grade level knowledge of geography. (SSCS—3)

**Benchmarks**

**1.1** Students will become familiar with maps and globes. (3.4.1, 3.4.4)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.1.1	use a map with simple legends and symbols	V, W, O, P for all.	I
1.1.2	read cardinal directions.		I
	a) identify top as north.		I
	b) identify bottom as south.		I
	c) identify left as west.		I
	d) identify right as east.	I	
1.1.3	locate information on simple maps.—poles, oceans, land mass, islands, rivers, mountains, lakes.		D

**1.2** Students will interpret information from a variety of graphs. (3.4.4)

*Students will:*

Essential Learnings		Assessment	Map
1.2.1	use picture graphs.	V, W, O, P for all.	D for all.
1.2.2	use bar graphs.		
1.2.3	use pie graphs.		

**Standard 2:** Students will demonstrate a basic knowledge and understanding of ecological principles. (SSCS—1)

**Benchmarks**

**2.1** Students will recognize the different uses of resources and know the importance of using them effectively and protectively. (1.4.3)

*Students will:*

Essential Learnings		Assessment	Map
2.1.1	recognize the influence different uses of land and its resources have on types of: a) shelter b) clothing c) food d) occupations and services e) communities f) conservation and recycling	V, O, P for all	I, D for all.

**Standard 3:** Students will demonstrate a basic knowledge and understanding of democratic citizenship. (SSCS—2)

**Benchmarks**

**3.1** Students will comprehend democratic rights and responsibilities. (2.4.1, 2.4.5, 2.4.8)

*Students will:*

Essential Learnings		Assessment	Map
3.1.1	explain citizenship rights and responsibilities. a) demonstrate understanding of group rights. b) display behavior appropriate to the environment. c) explain what the flag represents. d) recite the pledge.	V, W, O, P for all.	D
3.1.2	recognize the existence of leaders in various setting (i.e. family, school).		D
3.1.3	identify the purpose of government (i.e., solve problems, make laws).		D, M

**Standard 4:** Students will demonstrate a basic understanding of human relationships. (SSCS—4, 6)

**Benchmarks**

**4.1** Students will understand a variety of social relationships and cultures. (4.4.2, 6.4.1-4)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
4.1.1	understand living and interacting in a variety of social relationships (i.e., home, school).	V, W, O, P for all.	D for all.
4.1.2	compare similarities and difference in groups.		
4.1.3	explore holidays and customs in the United States and other countries.		
4.1.4	discuss concepts presented in personal safety.		

**Standard 5:** Students will demonstrate basic knowledge and understanding of famous United States people and leaders. (SSCS—4, 6)

**Benchmarks**

**5.1** Students will recognize historical figures. (4.4.5, 6.4.6)

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.1.1	recognize Indians as original inhabitants of the North American continent.	V, W, O, P for all.	I, D for all.
5.1.2	know the role of historical figures (i.e., Columbus, Pilgrims).		
5.1.3	know and discuss famous Americans (i.e., George Washington, Abraham Lincoln, Jeanette Rankin, Eleanor Roosevelt, Sacajawea, Ruby Bridges, Rosa Parks, Amelia Earhart).		