

## **Social Studies - Second Grade**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

#### **Accomplishments**

2.1.01 Understand the diversity of human cultures.

- a. Recognize most cultures preserve important personal and public items from the past.
- b. Recognize communities have customs and cultures that differ.
- c. Recognize patterns of cultural traits such as language, religion, and family structure.

2.1.02 Discuss cultures and human patterns of places and regions of the world.

- a. Identify diverse cultural groups within the communities of Tennessee.
- b. Compare and contrast the cultures of Tennessee's three grand divisions.
- c. Understand that Tennessee's culture has ties to other cultures in the world.
- d. Recognize that cultures have strong traditions of loyalty to their region or country.
- e. Compare the regional cultures of Tennessee to those of other states.

2.1.03 Recognition the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.

- a. Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.
- b. Examine the effects of changing technologies on the local community and state.
- c. Recognize diverse cultural neighborhoods within Tennessee and America.

### **Economics**

#### **Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.

### **Learning Expectations:**

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

### **Accomplishments**

2.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

- a. Explain how work provides income to purchase goods and services.
- b. Describe how society depends upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.

2.2.02 Give examples of the interaction of individuals, businesses and governments in a market economy.

- a. Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.
- b. Recognize that communities around the state and world are economically interdependent.
- c. Know the major products of Tennessee.

2.2.03 Understand fundamental economic concepts.

- a. Categorize resources needed to operate industries.
- b. Understand the necessity of importing resources needed for industry.

### **Geography**

#### **Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography:

world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

### **Learning Expectations:**

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### **Accomplishments**

2.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Describe how the globe is a model of earth locating hemispheres, poles, and equator.
- b. Recognize that natural regions are represented on different types of maps by showing physical features, climate, vegetation, and natural resources.
- c. Subdivide the world by positioning the equator, continents, oceans, and hemispheres on a map and globe.
- d. Recognize that a map contains elements such as title, scale, symbols, legends, grids, cardinal and intermediate direction.

2.3.02 Recognize the interaction between human and physical systems around the world.

- a. Analyze how individuals and populations depend upon land resources.
- b. Describe the importance of physical geographic features on defining communities.
- c. Understand the earth-sun relationship such as the varying length of day.
- d. Understand the rudimentary elements to the hydrologic cycle.
- e. List earth's natural resources such as minerals, air, water, and land.

2.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

- a. Show how landmasses and bodies of water are represented on maps and globes.
- b. Locate the state of Tennessee and its major cities on a map.
- c. Name the physical and human characteristics of the neighborhood and the community.

### **Governance and Civics**

## **Content Standard: 4.0**

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

### **Accomplishments**

2.4.01 Discuss the structure and purposes of governance.

- a. Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.
- b. Identify functions of governments.
- c. Be aware that every community has some form of governance.
- d. Describe how governments establish order, provide security, and manage conflict.

2.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- a. Know that communities have different laws depending on the needs and problems of their community.
- b. Recognize people who make laws and people who enforce them in Tennessee.
- c. Identify ways that public officials are selected, including election and appointment.
- d. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.

2.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.

- a. Identify characteristics of good citizenship such as establishing beliefs in justice, truth, equality, and responsibility for the common good.
- b. Identify qualities of good citizenship.
- c. Identify ordinary people who exemplify good citizenship.

2.4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

- a. Identify some governmental services in the community such as the libraries, schools, and parks, and explain their value to the community.
- b. Explain how citizens fund various community services.
- c. Explain the meaning of selected patriotic symbols and landmarks of Tennessee.

## **History**

### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

### **Learning Expectations:**

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

### **Accomplishments**

2.5.01 Identify major events, people, and patterns Tennessee, United States, and world history.

- a. Explain the significance of various community, state, and national celebrations such as Memorial Day and Independence Day.
- b. Explain how local people and events have influenced local community history.

2.5.02 Understand the place of historical events in the context of past, present, and future.

- a. Describe the order of events by using designation of time periods such as ancient times and modern times.
- b. Use vocabulary related to chronology, including past, present and future.
- c. Describe and measure calendar time by days, weeks, months, and years.
- d. Comprehend that physical and human characteristics of communities change over time.

2.5.03 Explain how to use historical information acquired from a variety of sources.

- a. Identify and explain the significance of various community landmarks.
- b. Create and interpret timelines.
- c. Compare various interpretations of the same time period using evidence such as photographs and interviews.

## **Individuals, Groups, and Interactions**

### **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

### **Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

### **Accomplishments**

2.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Describe how groups work independently and cooperatively to accomplish goals within a community.
- b. Recognize individuals can belong to groups but still have their own identity.
- c. Know how to share and give opinions in a group.

2.6.02 Understand how groups can cause change at the local, state national and world levels.

- a. Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.
- b. Recognize individuals have a role in each group in which they participate.
- c. Recognize that each individual must make decisions about the work groups and play groups in which they participate.