

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Social Studies**  
**Grade 2**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: History**

Students in Grade 2 build an understanding of the cultural and social development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• History of pilgrims and Wampanoags.</li> <li>• MLK discussions, cultural diversity</li> <li>• “Me” collage, family quilts, star of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Mollu’s Pilgrim</li> <li>• A Day in the Life of a Pilgrim Boy and Girl</li> <li>• Giving Thanks</li> <li>• Other trade books</li> <li>• Websites</li> </ul>	<ul style="list-style-type: none"> <li>• history</li> <li>• society</li> <li>• individual</li> <li>• person</li> <li>• similar</li> <li>• different</li> <li>• family</li> <li>• neighborhood</li> <li>• compare</li> <li>• contrast</li> <li>• timeline</li> </ul>
<b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b> - No objectives for this grade level.			<ul style="list-style-type: none"> <li>• Weekly Reader / Scholastic News</li> </ul>	
<b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b> - No objectives for this grade level.				
<b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b>  No objectives at this grade level.	<ul style="list-style-type: none"> <li>• Transportation comparisons (then &amp; now - development and technology)</li> <li>• Literature discussions about history and technological change</li> <li>• Butter by hand in a jar!</li> <li>• Parent interview about life “back then”</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created materials</li> </ul>		
<b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b> - No objectives for this grade level.				
<b>Goal 1.6: Explain the rise of human civilization.</b> - No objectives at this grade level.				
<b>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</b> - No objectives for this grade level.				
<b>Goal 1.8: Build an understanding of the cultural and social development of human civilization.</b> - No objectives for this grade level.				
<b>Goal 1.9: Identify the role of religion in the development of human civilization.</b> - No objectives for this grade level.				

## Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• 2.SS.2.1.2 State the cardinal directions and how to use the compass rose. (410.01b)</li> <li>• 2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place. (410.01c)</li> <li>• 2.SS.2.1.4 Illustrate that boundary lines separate states. (410.01d)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Geography</li> <li>• Post card geography exchange (sign up on computer with other teachers)</li> <li>• Great Mail Race</li> <li>• Various map activities (coloring, identifying locations, landforms, symbols, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Evan Moor</li> <li>• Nystronaut Atlas</li> <li>• Teacher created materials</li> <li>• Scholastic News / Weekly Reader</li> <li>• Time for Kids</li> <li>• Trade books</li> <li>• Maps</li> <li>• Videos</li> </ul>	<ul style="list-style-type: none"> <li>• geography</li> <li>• landforms</li> <li>• physical geography</li> <li>• human geography</li> <li>• bodies of water</li> <li>• cities</li> <li>• dams</li> <li>• map globe</li> <li>• map key</li> <li>• map legend</li> <li>• map scale</li> <li>• cardinal directions</li> <li>• compass rose</li> <li>• boundary lines</li> <li>• environmental conditions</li> <li>• natural resources</li> <li>• environment</li> <li>• basic needs</li> </ul>
<b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b>	<ul style="list-style-type: none"> <li>• 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country. (410.03a)</li> <li>• 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs. (410.03b)</li> </ul>	<ul style="list-style-type: none"> <li>• Addressed in science with habitat (human impact on environment)</li> <li>• Compare different housing, clothing, etc. needs in different environments (e.g. pilgrims needs and affect on decisions of where to settle) and cultures.</li> </ul>		
<b>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface. - No objectives for this grade level.</b>				
<b>Goal 2.4: Analyze the human and physical characteristics of different places and regions. - No objectives for this grade level.</b>				
<b>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. - No objectives for this grade level.</b>				

### **Standard 3: Economics**

Students in Grade 2 explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Explain basic economic concepts.</b>	<ul style="list-style-type: none"> <li>• 2.SS.3.1.1 Identify wants and needs of all families. (408.01a)</li> <li>• 2.SS.3.1.2 Define income and identify different ways to earn and save. (408.01b)</li> <li>• 2.SS.3.1.3 Identify the difference between goods and services. (408.01c)</li> <li>• 2.SS.3.1.4 Explain between producers and consumers. (408.01d)</li> </ul>	<ul style="list-style-type: none"> <li>• Cut out magazine / newspaper pictures of wants, needs</li> <li>• “Mini businesses” - product, quality, quantity, supply, etc., expenses, profits, services, goods</li> <li>• Field trip / visitor from farm (producer)</li> <li>• Supply and demand - “musical chairs”</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created materials</li> <li>• Mailbox, Book Bug magazines</li> </ul>	<ul style="list-style-type: none"> <li>• economics</li> <li>• wants</li> <li>• needs</li> <li>• limited resources</li> <li>• income</li> <li>• earnings</li> <li>• savings</li> <li>• producer</li> <li>• consumer</li> <li>• buying</li> <li>• selling</li> <li>• trading</li> <li>• barter</li> <li>• goods</li> <li>• services</li> </ul>
<b>Goal 3.2: Identify different influences on economic systems.</b>	<ul style="list-style-type: none"> <li>• 2.SS.3.2.1 Explain how natural resources affect economic activities in the local community. (409.01b)</li> </ul>	<ul style="list-style-type: none"> <li>• Relate to measurement unit - field trip to grocery store to buy different products in bulk and discuss seasonal/local availability</li> </ul>		
<b>Goal 3.3: Analyze the different types of economic institutions.</b>				
No objectives for this grade level.				
<b>Goal 3.4: Explain the concepts of good personal finance.</b>				
No objectives for this grade level.				

### **Standard 4: Civics and Government**

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
<b>Goal 4.1: Build an understanding of the foundational principles of the American political system.</b>	<ul style="list-style-type: none"> <li>• 2.SS.4.1.1 Explain why rules are necessary at home and school. (407.01c)</li> <li>• 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)</li> <li>• 2.SS.4.1.3 Identify the</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning of the year - set up rules “classroom constitution”</li> <li>• President’s Day lessons</li> <li>• Visits from DARE officer, police department, etc. to teach laws, etc</li> <li>• Post card geography - relate to state’s</li> </ul>	<ul style="list-style-type: none"> <li>• Trade books about constitution, presidents, etc.</li> <li>• Videos about rules, laws, community, early American leaders.</li> <li>• Character trait</li> </ul>	<ul style="list-style-type: none"> <li>• government</li> <li>• citizenship</li> <li>• rules</li> <li>• benefits</li> <li>• consequences</li> <li>• power</li> <li>• authority</li> <li>• justice</li> <li>• customs</li> <li>• symbols</li> <li>• national</li> </ul>

	people or groups that make, apply, and enforce rules at home and school.	histories	videos (respect, responsibility, etc)	holidays <ul style="list-style-type: none"> <li>beliefs</li> <li>principles</li> <li>citizen</li> <li>citizenship</li> <li>Pledge of Allegiance</li> </ul>
<b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b>	<ul style="list-style-type: none"> <li>2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles. (404.01c)</li> <li>2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance. (405.01c)</li> </ul>	<ul style="list-style-type: none"> <li>Various flag activities related to development / meaning of flag.</li> <li>Mock elections.</li> </ul>	<ul style="list-style-type: none"> <li>Virtues workshop materials</li> </ul>	
<b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b>	<ul style="list-style-type: none"> <li>2.SS.4.3.1 Identify characteristics of good citizens. (407.01d)</li> <li>2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship. (407.01d)</li> </ul>	<ul style="list-style-type: none"> <li>Historical figures and personality traits, contributions, etc.</li> </ul>		
<b>Goal 4.4: Build an understanding of the evolution of democracy.</b>				
No objectives for this grade level.				
<b>Goal 4.5: Build an understanding of comparative government.</b>				
No objectives for this grade level.				

### **Standard 5: Global Perspectives**

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of second grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
<b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b>	<ul style="list-style-type: none"> <li>2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.</li> <li>2.SS.5.1.2 Compare traditions practiced in other parts of the world. (404.01b)</li> </ul>	<ul style="list-style-type: none"> <li>International Week</li> <li>December celebrations</li> <li>Winter festivals</li> <li>Comes up repeatedly in literature discussions</li> <li>Compare/contrast lifestyles, etc, of people in different places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher created materials</li> <li>Videos</li> <li>Trade books</li> <li>Nystronaut Unit</li> </ul>	<ul style="list-style-type: none"> <li>cultures</li> <li>traditions</li> <li>multiple perspectives</li> </ul>