

**Social Studies Standards**

**2nd Grade**

**Course Overview:** Second grade is an exciting year to explore many important and interesting topics in social studies! In this course, students will discover many things about their neighborhood, community, city, state, and country. In addition, this course promotes good citizenship choices, beginning at the neighborhood and community levels.

**Unit 1: Neighborhoods, Communities, States, Countries, & World (30 days)**

**Description:** In this unit, students will be introduced to all the different places in which people live.

**Standards**

1. The student will identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity. (C.4.1)
2. The student will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation. (C.4.3)
3. The student will explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community. (C.4.5)
4. The student will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens. (E.4.12)
5. The student will describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living. (E.4.3)
6. The student will use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface. (A.4.1)
7. The student will use a timeline to select, organize, and sequence information describing eras in history. (B.4.2)
8. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
9. The student will explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development. (E.4.2)
10. The student will locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders. (A.4.2)
11. The student will explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags. (B.4.6)
12. The student will identify and describe important events and famous people in Wisconsin and United States history. (B.4.7)

**Unit 2: Geography and Earth's Resources (30 days)**

**Description:** In this unit, students will explore many characteristics of Earth, including a look at geography and a study of the use of and care for natural resources.

**Standards**

1. The student will locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders. (A.4.2)
2. The student will locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals. (C.4.6)
3. The student will describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living. (E.4.3)
4. The student will describe the ways in which ethnic cultures influence the daily lives of people. (E.4.4)
5. The student will describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters. (A.4.4)
6. The student will identify local goods and services that are part of the global economy and explain their use in Wisconsin. (D.4.3)
7. The student will give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient. (D.4.4)
8. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
9. The student will identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity. (C.4.1)
10. The student will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation. (C.4.3)
11. The student will identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community. (A.4.8)
12. The student will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens. (E.4.12)

**Unit 3: Working Together: Goods and Services (30 days)**

**Description:** In this unit, students will explore income as it relates to spending and saving. Students will differentiate between goods and services and will follow the process of a product from the producer to the consumer. Students will explore how countries are linked by trade and transportation. Students will also investigate trade and barter.

**Standards**

1. The student will describe and explain of the role of money, banking, and savings in everyday life. (D.4.1)
2. The student will identify situations requiring an allocation of limited economic resources and appraise the opportunity cost (for example, spending one's allowance on a movie will mean less money saved for a new video game). (D.4.2)
3. The student will identify the economic roles of various institutions, including households, businesses, and government. (D.4.6)
4. The student will describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world. (D.4.7)
5. The student will give examples and explain how the media may influence opinions, choices, and decisions. (E.4.10)
6. The student will identify local goods and services that are part of the global economy and explain their use in Wisconsin. (D.4.3)
7. The student will give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient. (D.4.4)
8. The student will distinguish between private goods and services (for example, the family car or a local restaurant) and public goods and services (for example, the interstate highway system or the United States Postal Service). (D.4.5)
9. The student will identify and describe important events and famous people in Wisconsin and United States history. (B.4.7)
10. The student will use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world. (A.4.5)
11. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
12. The student will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens. (E.4.12)
13. The student will identify connections between the local community and other places in Wisconsin, the United States, and the world. (A.4.7)
14. The student will compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment. (B.4.8)
15. The student will investigate and explain similarities and differences in ways that cultures meet human needs. (E.4.13)

**Unit 4: Local, State, and Federal Government (30 days)**

**Description:** In this unit, students are introduced to the basics of modern local, state, and federal government. Students will identify the functions of and roles of officials within local, state, and federal government. Students will explore how officials are selected, including elected and appointed positions. Students will also identify national symbols of their country.

**Standards**

1. The student will explain the basic purpose of government in American society, recognizing the three levels of government. (C.4.4)
2. The student will explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community. (C.4.5)
3. The student will identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity. (C.4.1)
4. The student will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation. (C.4.3)
5. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
6. The student will explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags. (B.4.6)
7. The student will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens. (E.4.12)
8. The student will explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community. (C.4.5)
9. The student will identify the historical background and meaning of important political values such as freedom, democracy, and justice. (B.4.5)
10. The student will describe examples of cooperation and interdependence among individuals, groups, and nations. (B.4.9)
11. The student will identify and describe important events and famous people in Wisconsin and United States history. (B.4.7)
12. The student will identify and describe institutions such as school, church, police, and family, and describe their contributions to the well-being of the community, state, nation, and global society. (E.4.5)
13. The student will locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders. (A.4.2)

**Unit 5: Our Country Long Ago (30 days)**

**Description:** In this unit, students will learn about the beginnings and growth of America. They will be introduced to Native American groups, early settlers who came from Europe, and explorers who led the way for westward expansion. Students will explore how good citizenship skills were exemplified by historic American figures.

**Standards**

1. The student will use a timeline to select, organize, and sequence information describing eras in history. (B.4.2)
2. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
3. The student will identify and describe important events and famous people in Wisconsin and United States history. (B.4.7)
4. The student will compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups. (B.4.4)
5. The student will examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events. (B.4.3)
6. The student will explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin. (B.4.10)
7. The student will explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation. (C.4.3)
8. The student will identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes. (A.4.6)
9. The student will explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags. (B.4.6)
10. The student will describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living. (E.4.3)
11. The student will compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment. (B.4.8)

**Unit 6: People and Places in History (30 days)**

**Description:**  In this unit, students will learn about immigrants and how they contribute to the U.S. Students will explore how holidays, landmarks, and artifacts tell about the past and link to the present. Students will explore how communication and transportation link people.

**Standards**

1. The student will identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity. (C.4.1)
2. The student will give examples and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures. (E.4.11)
3. The student will identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts. (B.4.1)
4. The student will give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens. (E.4.12)
5. The student will describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living. (E.4.3)
6. The student will investigate and explain similarities and differences in ways that cultures meet human needs. (E.4.13)
7. The student will describe how differences in cultures may lead to understanding or misunderstanding among people. (E.4.14)
8. The student will explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags. (B.4.6)
9. The student will use a timeline to select, organize, and sequence information describing eras in history. (B.4.2)
10. The student will locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders. (A.4.2)
11. The student will compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups. (B.4.4)
12. The student will compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment. (B.4.8)
13. The student will give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating. (A.4.9)
14. The student will identify and describe important events and famous people in Wisconsin and United States history. (B.4.7)