

2nd Grade Social Studies

Instructional Focus: My Community

- Understand roles and responsibilities within a community.
- Describe how various people, symbols, and landmarks contribute to cultural diversity.
- Compare beliefs and opinions with those of peers.
- Use supporting evidence to express reasonable answers to "Why do you think that way?" questions.
- Understand the components of a map and demonstrate ability to use it.
- Utilize timelines to sequence important events.
- Identify and analyze local historical figures.
- Recognize the differing perspectives of local settlers and Alaskan Native groups.

Culture: Neighborhood

Standard	Objective	Examples
2.C.1. Recognize and describe how people within their local community are both similar and different.	Students will: <ul style="list-style-type: none"> • Understand that they are an important part of the local culture and community. • Identify various cultural groups within the local community. • Analyze how the various cultures impact our local community through the sharing of stories, art, music, food, and cultural traditions. 	<ul style="list-style-type: none"> • Have a multicultural lunch. Knik Tribal Council. • IEA Kit 4
2.C.2. Understand the cultural importance of local and national symbols, landmarks, and holidays.	Students will: <ul style="list-style-type: none"> • Identify local and national symbols, landmarks, and holidays. • Explore the cultural importance of local and national symbols, landmarks, and holidays. 	<ul style="list-style-type: none"> • Discuss or attend a community event or parade. • Flag, Pledge of Allegiance, Star Spangled Banner, National Holidays.
2.C.3. Exemplify respect and appropriate social skills needed for working with diverse groups.	Students will: <ul style="list-style-type: none"> • Understand that there are differing views or opinions on any given subject. • Recognize differing opinions as valid. • Justify their opinions with supporting evidence. • Show respect for one another while discussing a topic with differing views or opinions. 	<ul style="list-style-type: none"> • Topic–favorite television shows, games, or foods. • Stop and Think Social Skills, Core Skills. • Bully Blockers and the Tough Kids Toolbox.

Geography: Landforms, Maps and Community

Cross Cutting:

- Defining physical traits of landforms.

Standard	Objective	Examples
2.G.1. Use maps and globes to understand and demonstrate physical features of the local community.	Students will: <ul style="list-style-type: none"> • Understand that maps and globes model physical features of the local community. • Differentiate between rural, urban, and suburban areas. • Demonstrate ability to read a map. • Create a map of local community using symbols, legends, and directions. 	<ul style="list-style-type: none"> • Use map of local community and discuss or highlight local landforms and landmarks. • Compare and contrast different areas of the community as shown on a map.
2.G.2. Describe how geographic aspects of the area affect a community and influence culture.	Students will: <ul style="list-style-type: none"> • Identify various regions and their physical traits. • Explain how those physical traits impact the community. 	<ul style="list-style-type: none"> • Examples–Rivers, mountains, deserts, lakes, oceans, streams, glaciers, arctic. • IEA Kit 41

Government/Citizenship: Social Responsibility and Roles within the Community**Cross Cutting:**

- Healthy behaviors impact personal and community health.

Standard	Objective	Examples
2.GC.1. Exemplify characteristics of good citizenship.	Students will: <ul style="list-style-type: none"> • Identify characteristics of good citizenship. • Analyze characteristics of good citizenship. • Apply characteristics of good citizenship within the classroom and school. 	<ul style="list-style-type: none"> • Helping to establish classroom rules: <ul style="list-style-type: none"> ○ Champs and Social Contracts ○ Capturing Kids Hearts • Voting on classroom issues. Discussing elections within the community. • Discuss ways to deal with conflict: <ul style="list-style-type: none"> ○ Bully Blockers
2.GC.2. Understand the importance of social responsibility and participation within your community.	Students will: <ul style="list-style-type: none"> • Recognize ways to show social responsibility and participation within the classroom and community. • Explore the importance of social responsibility and participation. • Demonstrate social responsibility and participation within the classroom and community. 	<ul style="list-style-type: none"> • Participation in voting. Recycling • Classroom Jobs, Community Service
2.GC.3. Understand the various roles within the local community.	Students will: <ul style="list-style-type: none"> • Identify the various community workers and helpers. • Analyze the roles and importance of community workers and helpers. 	<ul style="list-style-type: none"> • Police Officers, Firefighters, Mail Delivery Person, Mayor, Local Elected Officials, Various jobs in the community.
2.GC.4. Describe how producers and consumers work together in the making and using of goods and services.	Students will: <ul style="list-style-type: none"> • Define and explain the difference between producing and consuming. • Explain different ways to pay for goods and services. • Recognize that people supply goods and services based on what people want. • Analyze the effect of consumer choices. 	<ul style="list-style-type: none"> • Discuss various businesses within the community and what goods or services they provide. • Students earn money as a learner in the classroom and can spend their money at a classroom store.

History: Timelines, Historical Figures, and Settlement**Cross Cutting:**

- Sequencing events

Standard	Objective	Examples
2.H.1. Use timelines to show sequencing of events.	Students will: <ul style="list-style-type: none"> • Understand that a timeline puts events in chronological order. • Differentiate between significant and everyday events. • Create a timeline. 	<ul style="list-style-type: none"> • Create a timeline of students' lives. • Create a timeline of the growth of local community using significant events.

<p>2.H.2. Identify contribution of historical figures in the community, state, nation, and world.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify historical figures in local community, state, nation, and world. • Analyze why these people are important to our history. 	<ul style="list-style-type: none"> • Local–Reference document: “Knik Matanuska Susitna: A Visual History of the Valleys.” • State–Governor Hammond, Joe Reddington, Herbert Nayokpuk. • National–George Washington, Dr. Martin Luther King, Jr., Amelia Earhardt. • World–Ghandi, Winston Churchill, Queen Elizabeth
<p>2.H.3. Compare impact of settlement of western civilization on Alaskan Native groups.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify various Alaskan Native groups in the local community. • Compare and contrast various perspective of settlers and Alaskan Natives on settlement of local community. 	<ul style="list-style-type: none"> • Aleut, Alutiiq, Ahtna, and Athabascan. • IEA Kit 4, 10, 50