

GRADE 2

Essential Questions:

- What groups am I a member of?
- What are my responsibilities as a member of these groups?
- Why am I a member of these groups?
- What happens when a rule is broken?
- Where is my school in the world?

Social Studies Standards	Benchmarks	Instructional Strategies	Resources	Assessment Evidence
1. CULTURE	Homes, schools, modes of transportation indigenous to other places, community celebrations, food, family heritage	<p>Compare and contrast homes, schools and neighborhood celebrations of classmates and area residents</p> <p>Discuss and participate in community celebrations of diverse groups, relate literature character’s culture to family cultures</p>	<p><i>Signature’s</i> Multi-cultural stories</p> <p>Summary of student celebrations</p>	<p>Data collection</p> <p>Present evidence of research in class</p>
2. TIME, CHANGE, CONTINUITY	Greater sense of time, physical change of self (past, future)	<p>Explain how historical figures made a difference to people’s lives</p> <p>Explore school changes and personal changes over time</p>	Historical biographies of very well known figures; interview principal and/or teachers that know school history	<p>Timeline-personal</p> <p>Timeline of studied historical figures</p>
3. PEOPLE, PLACES, ENVIRONMENTS	Mapping skills, relation of current events to world areas	<p>Interpret maps and globes, locate equator, poles, ocean areas, continents, and countries, identify environmental effects</p> <p>Introduce symbols of map legends-Compass rose, etc.,</p>	<p>Exploring Where and Why (Nystrom)</p> <p>Maps, globes, atlases</p> <p>Teacher resources for map skills</p>	<p>Identification of places using maps, globes, atlases</p> <p>Use of directionality vocabulary</p>

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4. INDIVIDUAL DEVELOPMENT AND IDENTITY	Relate global address, identify characteristics that contribute to one’s identity-gender, age, place in family and school, describe and analyze groups of which individual belongs and how this influences daily life and personal choice	use directions to locate places in room, school and local area, investigate local industry (i.e. fishing) and relate to other geographic areas of the world  Character study – revisit family study from grade 1, extend to focus on growth, autobiography, self-portraits	Current Events  Interest inventory, character development resources	Class presentations  Decision making situations
5. INDIVIDUALS, GROUPS AND INSTITUTIONS	Interactions, personal responsibility, respect for self and others, moral dilemmas, choice, consequences  Identify personal role as part of group(s), give examples of how to work in specific groups, show how being a part of groups help individual	Character education, class meetings, cooperative ed. Class set up (teams)	Service learning materials, cooperative ed, instructional materials	Learner Qualities checklist on progress reports
6. POWER, AUTHORITY, GOVERNANCE	Relate rights and responsibilities of being part of groups, identify leaders of school, town, state, country,	Speakers, classroom rule creation as a group, classroom jobs	Previously stated curricula materials	Deportment and progress report

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7. PRODUCTION, DISTRIBUTION, CONSUMPTION	<p>recognize and give examples of fairness and equity</p> <p>Identify private and public goods and services, give examples of how families use businesses and service providers, describe role of money, identify importance of transportation of goods and people</p>	<p>Research producers, processors, and distributors, classroom economy, awareness of occupational opportunities, investigate ocean, rail and trucking</p>	<p>Stop and Shop, garbage services, other local businesses, occupational literature, field trips, speakers</p>	<p>Chart of product including transportation; interview parent on their job; What can I be? poster, presentation, etc.</p>
8. SCIENCE, TECHNOLOGY, SOCIETY	<p>How has technology changed our lives?</p> <p>Identify examples of technology in home, work, transportation, communication, describe technology at school, playgrounds, landscape, building</p>	<p>Discuss past and present ways of doing jobs, explore local environmental changes, positive and negative, introduce simple machine ideas, study recycling of natural resources</p>	<p>RI Recycling ideas, incorporation of tools for work accomplishment</p>	<p>Use of recycling ideas, incorporation of tools for work accomplishment</p>
9. GLOBAL CONNECTIONS	<p>Exploration of causes of pollution and endangered species, investigation of world conflicts of global current concern</p>	<p>Environmental studies at grade level, current events</p>	<p>Animal research materials, <u>Scholastic News</u> or <u>Time for Kids</u>, daily newspaper sources</p>	<p>Projects on selected animals and/or environmental issues</p>

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10. CIVIC IDEAS, PRACTICES	Identify rights and responsibilities of citizens, identify freedoms we enjoy	Discuss with students voting, consensus, teamwork rights and privileges		Use of democratic ideals in class and school

