

Second Grade Social Studies Content Standards and Objectives

Standard 1:		
Citizenship		
SS.S.02.01	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). <p>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.01.01	choose and participate in a project of volunteer service.	#31 Plant a Tree p.132 #36 Pollution Search p.153
SS.O.02.01.02	examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.	
SS.O.02.01.03	model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).	#87 Earth Manners p.378
SS.O.02.01.04	be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.	
SS.O.02.01.05	recognize and practice components of conflict resolution within the school community.	
Standard 2:		
Civics/Government		

SS.S.02.02	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.02.01	discuss and explain why different levels of government (local, state, federal) are needed.	
SS.O.02.02.02	compare and contrast rules and laws.	
SS.O.02.02.03	recognize the need for authority figures and describe the characteristics of responsible leaders.	#87 Earth Manners p.378
SS.O.02.02.04	assess the importance of laws/rules and justify how and why they can provide order and predictability.	#81 Living with Fire p.350 #87 Earth Manners p.378
Standard 3:	Economics	
SS.S.02.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <p>examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.03.01	make economic choices and predict the consequences of those choices.	
SS.O.02.03.02	research various occupations and how job opportunities in the community have changed.	#74 People, Places, Things p.318 #95 Did You Notice? p.414

SS.O.02.03.03	examine bartering as an alternative method of securing goods/services and needs/wants and compare to present ways of acquiring goods and services.	
SS.O.02.03.04	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.	#16 Pass The Plants, Please p. 77 #39 Energy Sleuths p.167 #53 On the Move p.232 #74 People, Places, Things p.318
SS.O.02.03.05	explain the role of banks in saving for the future purchase of goods and services.	
SS.O.02.03.06	construct and interpret a variety of graph, charts, and tables.	
Standard 4:	Geography	
SS.S.02.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). <p>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.04.01	locate the United States on a map and recognize West Virginia by the shape and relative location.	
SS.O.02.04.02	demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.	
SS.O.02.04.03	recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).	

SS.O.02.04.04	give examples of basic natural resources and how people use these resources.	#13 We All Need Trees p. 65 #30 Three Cheers for Trees p.130 #32 A Forest of Many Uses p.135 #36 Pollution Search p.153 #51 Make Your Own Paper p.224 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239 #74 People, Places, Things p.318 #89 Trees for Many Reasons p.387
SS.O.02.04.05	recognize the processes that have caused the major communities in the county and state to change.	#15 A Few Of My Favorite Things p. 75 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239
SS.O.02.04.06	choose a map scale to construct class and school maps.	
Standard 5:	History	
SS.S.02.05	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).	
Objectives	Students will	PLT Activity and Page

SS.O.02.05.01	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline, chart or graph of family history through three generations.	
SS.O.02.05.02	explore the history of the community and give examples of locally significant sites and people.	
SS.O.02.05.03	compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.	
SS.O.02.05.04	discuss current events using various media (e.g., student newspaper, television, news broadcasts).	
SS.O.02.05.05	read children's books, stories, legends, myths and folklore and collect data from timelines, charts and graphs to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures, (e.g., Native Americans, early settlers, cultures around the world), and draw conclusions from what they have learned.	#18 Tale of the Sun p. 86