

GRADE 2

Foundations of Social Studies: Communities

The focus for social studies in grade two is on communities and the diverse **cultures** that have contributed to the nation's heritage. Students examine not only the geographic locations but also the cultural characteristics and contributions that have shaped communities and regions. They continue their study of government by identifying its functions and its leaders. Additionally, students focus on the fact the public's choices about what to buy determines what goods and services are produced.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

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Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding

Geography influences the development of communities. To understand the connections between communities and the environment, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.
- 2-1.2 Recognize characteristics of the local region, including its geographic features and natural resources.
- 2-1.3 Recognize the features of urban, suburban, and rural areas of the local region.
- 2-1.4 Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.
- 2-1.5 Identify on a map or globe the location of his or her local community, state, nation, and continent.

Social Studies Literacy Skills for the Twenty-First Century

- Recognize maps, **mental maps**, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

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Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.
- 2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.
- 2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.
- 2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Social Studies Literacy Skills for the Twenty-First Century

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

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Standard 2-3: The student will demonstrate an understanding of the role of goods and services and **supply** and **demand** in a community.

Enduring Understanding

People's choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 2-3.1 Summarize the role of community workers who provide goods and services.
- 2-3.2 Explain how people's choices about what to buy will determine what goods and services are produced.
- 2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.
- 2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.
- 2-3.5 Explain the effects of **supply** and **demand** on the price of goods and services.

Social Studies Literacy Skills for the Twenty-First Century

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

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Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse **cultures** have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators

- 2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.
- 2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.
- 2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.
- 2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Measure and calculate calendar time.
- Identify cause-and-effect relationships.
- Interpret information from a variety of social studies resources.*

* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.