

Social Studies Curriculum

Second Grade “People Who Make a Difference”

Students in second grade explore the lives of actual people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child’s world are: first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community. Students will continue to expand their map skills and understand how physical, natural, and cultural processes influence where people live. Additionally, students will understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Identify United States symbols and their significance and discuss historical events that surround them (e.g., Liberty Bell, Monuments: Lincoln, Washington, Jefferson).	<ul style="list-style-type: none"> After studying symbols, create a card game where students have to match symbols, names, and significance. Students can create these on index cards and play concentration with one another. 	

<p>2. Recognize the actions of individuals who have contributed to the heritage of the United States by identifying works of social and political leaders (e.g., George Washington, Harriet Tubman, Abraham Lincoln, Susan B. Anthony, Martin Luther King Jr. and Caesar Chavez).</p>	<ul style="list-style-type: none"> • Have students research and report on a social or political leader. Students must tell how this person made a difference in other's lives. Do this in conjunction with "People in Societies" (Standard 2) concepts. 	
<p>3. Describe and compare similarities and differences of the various Native American tribes through literature and customs.</p>	<ul style="list-style-type: none"> • Make a chart of various Native American tribes comparing shelter, food, clothing, and environment. 	
<p>4. Describe how historical people, groups and events, influenced the local community.</p>	<ul style="list-style-type: none"> • Assign students different individuals and/or events and have them list how they/it influenced New Mexico or list what might be different without them. 	
<p>5. Name explorers, inventors and scientists and discuss their contributions (e.g., George Washington Carver, Thomas Edison, Rachel Carson, Neil Armstrong).</p>	<ul style="list-style-type: none"> • Have students research various explorers, inventors, and scientists; then have students create mini-commercials telling of their contributions. 	
<p>6. Describe the interaction between Native Americans and European explorers.</p>	<ul style="list-style-type: none"> • Write a story about a Pilgrim who celebrated the first Thanksgiving. Illustrate the story. 	
<p>7. Recognize that American colonists and Native Americans lived in the area of the 13 colonies.</p>	<ul style="list-style-type: none"> • Provide students with a map of the 13 colonies and have students label tribes living in the area during that time. 	
<p>8. Describe how new forms of transportation, communication and technology impacted the United States.</p>	<ul style="list-style-type: none"> • Break class into three groups and have them create posters labeled "Past, Present, and Future." Students illustrate the posters with the various forms of transportation, communication, and technology. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Identify and share with the class how they make a contribution to their families and neighborhood.	<ul style="list-style-type: none"> • Make a “t-chart” labeled “Family and Neighborhood.” Have students list contributions they make in each category and highlight those in common. 	
2. Compare and contrast similarities and differences in the groups we are a part of (e.g., family, school, friends, church, sports teams) that address human needs and concerns.	<ul style="list-style-type: none"> • Draw a picture with student in center, then make a border with all the other groups/roles that make up their lives. 	
3. Explore current events in the light of Catholic Social Teaching.	<ul style="list-style-type: none"> • Create a poster or collage with newspaper articles. In the middle of the poster in large letters post “WWJD.” Discuss. 	
4. Understand the importance of individual actions and character and explain how heroes and saints from long ago and the recent past made/make a difference in others’ lives (e.g., biographies of George Washington Carver, Marie Curie, Louis Pasteur, Albert Einstein, Indira Gandhi, Abraham Lincoln, Jackie Robinson, Mother Teresa, and many saints.)	<ul style="list-style-type: none"> • Have students research and report on individuals. Students must tell how this person made a difference in others’ lives. In October research could concentrate on saints. 	
5. Describe the cultural diversity of individuals and groups and their contributions (e.g., George Washington,	<ul style="list-style-type: none"> • After researching various historical individuals have students share their reports. On butcher paper list individuals and their 	

Ben Franklin, George Washington Carver, Rosa Parks, Cesear Chavez).	nationality. Have students write down the contributions made under each name and as a class discuss the importance of each and how we need all.	
6. Describe how characteristics of culture affect behaviors and lifestyles.	<ul style="list-style-type: none"> • Read story with obvious cultural differences than those in your classroom. Discuss stories, then brainstorm how characters in the story were similar or different than your students. 	
<p>7. Understand that being a good Catholic and citizen involves acting in certain ways:</p> <ul style="list-style-type: none"> • Helping people in need (family to global). • Respecting people who are different. • Recognizing that some work is volunteer or service related. • Participating in service projects. • Sharing, caring and helping attitudes towards classmates and teachers. • Demonstrating respect for the rights, opinions, ideas, and property of others. • Sharing how they make a contribution to their family. 	<ul style="list-style-type: none"> • Show responsibility by taking their turn in classroom tasks. • Treat one another with respect in the classroom and on the playground. • In beginning of year have students brainstorm jobs needed in the classroom and create job list. Rotate jobs through year. 	

Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Distinguish between urban, suburban and rural areas.	<ul style="list-style-type: none"> • Make a three column chart with the titles “urban, suburban, and rural.” List three factors of each. Illustrate. 	
2. Identify and define city, state, country, continent and hemisphere.	<ul style="list-style-type: none"> • Have various maps available – World, United States, and New Mexico. Identify our location starting with the world map and progressing to country, state, and city. 	
3. Distinguish between basic United States regions.	<ul style="list-style-type: none"> • Provide a United States regional map to students and have them color code it with the various regions. Discuss and distinguish between features. 	
4. Read and use maps and globes.	<ul style="list-style-type: none"> • Self-explanatory. 	
5. Use intermediate directions.	<ul style="list-style-type: none"> • Label room with intermediate directions, play “Simon Says” and have students move in that particular direction. 	
6. Locate on a globe (equator, poles, hemispheres, axis, etc.).	<ul style="list-style-type: none"> • Use globe to show and locate places. Then have world map worksheet for students to color code features. 	
7. Use a variety of maps to locate specific places and regions.	<ul style="list-style-type: none"> • Have a world, United States, state, and city map displayed. Asking the question, “which map should we use?” have students find a variety of places, regions, landmarks, etc. 	
8. Interpret symbols on simple maps using a map key.	<ul style="list-style-type: none"> • Make a simple map with a title and key. 	
9. Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.	<ul style="list-style-type: none"> • Have students create a journal with the concept that they are explorers. Each day give a different climate, natural resource, or hazard that they may encounter. Students must write how they would adapt. After several journal entries relate this to settlement patterns. 	

10. Explain how people depend on the environment and its resources to satisfy their basic needs.	<ul style="list-style-type: none"> • Connect with above concept. 	
11. Explain how people change the land.	<ul style="list-style-type: none"> • Take a field trip outside your school building. Have students list as many ways they can see of how people have changed their environment. 	
12. Name and label the seven continents and five oceans.	<ul style="list-style-type: none"> • Provide students with a map and word bank and have them label each continent and ocean. For a challenge have students label without word bank. 	
13. Name and define various landforms (e.g., valley, mountain, island, peninsula, plain).	<ul style="list-style-type: none"> • Create a mini booklet (can do this by folding paper) and have students draw, label, and define various landforms. 	
14. Compare and contrast weather and climate.	<ul style="list-style-type: none"> • Create a chart tracking the weather (temperature and precipitation) for one week/month. Compare chart with definition of New Mexico's climate. Is it the same? If possible repeat at various times of the year. 	
15. Describe the physical processes that affect the Earth's features (e.g., weather, erosion).	<ul style="list-style-type: none"> • Perform a demonstration of the effect of moving water on soil/sand; or take a field trip outside and have students find as many examples as they can of the effect of weather or erosion. Discuss the effect of what they saw on a larger scale and its affect on the Earth's features. 	
16. Identify characteristics of physical systems (e.g., water cycle).	<ul style="list-style-type: none"> • Provide students with a diagram of the water cycle and have them label each step. Then have students illustrate their own cycle and identify steps to a partner. 	
17. Describe ways that people and groups can conserve and replenish natural resources.	<ul style="list-style-type: none"> • Have recycle bins in your room. • Brainstorm other ways you, your family, and school can work to conserve resources. Make posters persuading people to conserve. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Identify economic decisions made by individuals and households and explain how resources are distributed.	<ul style="list-style-type: none"> • Have students write a list of wants and number the top three. Then have students write a list of their needs and number the top three. Compare. Try making a list from their parents' point of view and/or school's point of view. 	
2. Discuss how scarcity and limited income require people to make choices.	<ul style="list-style-type: none"> • Tell each student they have \$100 to spend then give them a list of items to buy. Discuss choices. Tie in to above outcome and compare wants and needs. 	
3. Distinguish between goods and services.	<ul style="list-style-type: none"> • After discussing terms and differences between the two, give students post its and have them write examples of each (one per post it). Then have students place post its on butcher paper with titles "goods" and "services." Discuss. 	
4. Compare and contrast the differences between natural, capital and human resources.	<ul style="list-style-type: none"> • Make a three column chart and list characteristics of each. 	
5. Discuss how people can be both producers and consumers.	<ul style="list-style-type: none"> • Give students the following sentence – <ul style="list-style-type: none"> ○ A (clothing designer) has to buy (fabric/cloth) in order to produce 	

	<p>clothing; therefore the (designer) is both a producer and consumer. Discuss how they are both, then have students create their own sentence.</p>	
6. Explain and demonstrate financial literacy about the role of money in everyday life.	<ul style="list-style-type: none"> • Read <i>Tight Time</i> by Barbara Shook Hazen. Discuss choices that were made. 	
7. Explain how money is used to buy things and that money is different in different countries.	<ul style="list-style-type: none"> • Give students five minutes to list as many things as they can see in the classroom that were purchased. Discuss. Show pictures or use manipulatives of several coins/dollars labeling their values. Discuss if Mexico or Canada has the same currency. 	
8. Explain the role of a worker in a local economy.	<ul style="list-style-type: none"> • Assign each student a worker role. Have them act it out in charades. Follow up with discussion of the importance of each. 	
9. Understand that taxes help pay for government services.	<ul style="list-style-type: none"> • List some examples of government services that help communities. Ask students who pays the workers for these services. Discuss what would happen if we didn't have these services; connect to the need for taxes. 	

Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
1. Become aware of the purpose of government.	<ul style="list-style-type: none"> • Make a word web with the word “government” as your central topic. Fill in the web with importance services provided by the government. 	
2. Describe and compare class rules made by direct democracy (entire class votes on the rules) and by representative democracy (class elects a smaller group to make the rules).	<ul style="list-style-type: none"> • In beginning of the year hold a class meeting and make rules that will apply through the year. Then select a small group and have them review rules and decide which ones to keep, throw out, or make new ones – rest of class watches, but may not participate. Regroup; discuss positive and negative of both ways. Compare to ways rules are made in family, school, etc. 	
3. Explain why people in authority are needed.	<ul style="list-style-type: none"> • Brainstorm and list people in authority and have student give reasons why they are needed. 	
4. Identify local governing officials and explain how their roles reflect their community.	<ul style="list-style-type: none"> • Using internet look up senators, governor, mayor, and other officials. Find out about them and the role they play. 	
5. Describe the concept of “public good” and identify people and services that support the system of “public good” (i.e., police, firefighters, hospitals, etc.).	<ul style="list-style-type: none"> • Around the room hang butcher paper with terms police, firefighters, and hospitals. Have a + and – column on all. Have students use post-its to write how these services/people enrich our lives (+) and what would happen if we didn’t have them (-). 	
6. Identify the three levels of government (Local, State, National).	<ul style="list-style-type: none"> • Draw a tree with a trunk, branches, and leaves. Label trunk-national; branches-state; and leaves-local. Discuss how they all are related and dependent on each other. 	
7. Discuss the three branches of National	<ul style="list-style-type: none"> • Draw three interconnecting circles with the 	

Government represented by the President, Congress, and Supreme Court.	words President, Congress, and Supreme Court above circle. Fill in each circle with basic job description and discuss how they work together.	
8. Explain how a system of government provides order to a group such as a school or community and why government is necessary (i.e., making/enforcing laws, providing leadership and services, resolving disputes).	<ul style="list-style-type: none"> Pick three-four rules of the school and discuss what would happen if there were no rules; then relate this discussion to encompass a broader concept. 	
9. Discuss and describe the rights and responsibilities of being a good Catholic and citizen. (See Standard 2).	<ul style="list-style-type: none"> Make a three column chart with headings home, school, and community. Then brainstorm responsibilities a second grader has in each area. Discuss if being a Catholic requires more from them. 	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade 2

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
1. Compare fact and opinion.	<ul style="list-style-type: none"> Give students two “paddles” or cards with terms fact and opinion. Give several 	

	examples of each category and have students hold up paddle/card that applies.	
2. Construct tally marks and pictographs.	<ul style="list-style-type: none"> • Have a written survey such as favorite pet on individual slips of paper and have students fill out. As you count surveys, have students tally results then follow up by making a pictograph. 	
3. Develop an understanding of a “point of view.”	<ul style="list-style-type: none"> • Make a board listing ten very different items, (can be pictures or actual items). Give students ten seconds to look at then remove. Don’t tell students what you are doing. Have students write down what they remember. Compare. Discuss idea they all saw same things but remember different items. Why? Compare to point of view of events that happen on the playground, in families, and finally in history. 	
4. Resolve a conflict.	<ul style="list-style-type: none"> • Play act a disagreement with teacher as mediator. Practice several times, then allow student to be mediator. 	
5. Identify cause and effect.	<ul style="list-style-type: none"> • Make a “t-chart” labeled cause and effect. Give examples for students to fill in. 	
6. Use a grid.	<ul style="list-style-type: none"> • Begin by playing BINGO – explain how this qualifies as a grid. Go on to different worksheets, and end with students making a simple grid for other students to find objects. 	
7. Sequence historical events.	<ul style="list-style-type: none"> • Have students construct a timeline of either their life or a given period in history. Students can illustrate or label events. 	
8. Obtain and use information from oral, visual, print and electronic sources from both primary and secondary sources.	<ul style="list-style-type: none"> • Have students interview a grandparent about an event that they witnessed in their life. Then look up the event in a book or on line and compare. 	