



Diocese of Greensburg Curriculum Social Studies Grade 2

Unit	Standards	Content	Skills
<p>Geography</p>	<p>PA: Early Childhood: K-2 (2016) PA: Grade 2</p> <hr/> <p>Social Studies Thinking</p> <p>5. 2 – Rights and Responsibilities of Citizenship</p> <p>A. Civic Rights and Responsibilities 5.2. 2.A Identify and explain the importance of responsibilities at school, at home, and in the community.</p> <p>C. Leadership and Public Service 5.2. 2.C Identify community projects/activities that support leadership and public service.</p> <p>D. Competent and Responsible Citizens 5.2. 2.D Explain responsible community behavior.</p> <p>7.1 – Basic Geographic Literacy</p> <p>A. Geographic Tools 7.1 2.A Identify how basic geographic tools are used to organize information.</p> <p>B. Location of Places and Regions 7.1 2.B Describe regions in geographic reference using physical features.</p> <p>PA: Geography (2009) PA: Grade 2</p> <hr/> <p>Geography</p> <p>7.1: Basic Geographic Literacy</p> <p>7.1.2.A: Identify how basic geographic tools are used to organize information.</p> <p>7.1.2.B: Describe regions in geographic reference using physical features.</p>	<p><u>Map and Globe Skills</u></p> <ul style="list-style-type: none"> • Urban, suburban and rural communities • Earth's resources • Land forms and bodies of water • Environmental effects on human behavior • Compass Rose • Landmarks and Characteristics • Global community comparisons <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Locate and distinguish between the United States of America and its neighbors on a map and a globe. • Memorize the four oceans and seven continents. • Recognize and identify major landforms and bodies of water. • Research and evaluate how and why people depend on natural resources to satisfy their basic needs. • Examine and analyze ways in which people impact/protect the earth • Interpret map keys and symbols • Compare and contrast resources that are made, learned, built, or grown • Discuss and evaluate how physical systems affect people and their lives • Identify cardinal and intermediate directions. • Compare and contrast urban, suburban and rural communities. • Analyze, compare, and contrast global communities.

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	<p>7.2: Physical Characteristics of Places and Regions</p> <p>7.2.2.A: Identify the physical characteristics of places.</p> <p>7.2.2.B: Identify the basic physical processes that affect the physical characteristics regions.</p> <p>7.3: Human Characteristics of Places and Regions</p> <p>7.3.2.A: Identify the effect of local geography on the residents of the region (food, clothing, industry, trade, types of shelter, etc.).</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>History</p>	<p>PA: Early Childhood: K-2 (2016) PA: Grade 2 Social Studies Thinking 8.1 – Historical Analysis and Skills Development A. Continuity and Change over Time 8.1 2.A Read and interpret information on simple timelines.</p> <p>B. Fact/Opinion and Points of View 8.1 2.B Identify documents relating to an event. C. Research 8.1 2.C Apply sources of historical information.</p> <p>8.2 – Pennsylvania History A. Contributions of Individuals and Groups (PA) 8.2 2.A Identify historical figures in the local community B. Historical Documents, Artifacts, and Places (PA) 8.2 2.B Identify important buildings, statues, and monuments associated with the state’s history</p> <p>8.3 – United States History A. Contributions of Individuals and Groups (U.S.) 8.3 2.A Identify groups and organizations and their contributions to the United States. B. Historical Documents, Artifacts, and Places (U.S.) 8.3 2.B Identify American artifacts and their importance in American history.</p>	<p><u>Historical Figures</u></p> <ul style="list-style-type: none"> • Native Americans • Colonists • Colonies <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Compassion • Faith in God • Forgiveness • Justice • Peace 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize Native Americans as the first people who lived in North America • Explore Native American culture and its significance in American history • Recognize how the Pilgrims overcame hardship with the help of Native Americans. • Evaluate significant aspects of the lives and accomplishments of historical figures and their influences on American history and culture. • Examine one’s family history/ancestry and interpret geographic movement patterns as they relate to American culture

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	<p>B. Historical Documents, Artifacts, and Places (U.S.) 8.3 2.B Identify American artifacts and their importance in American history</p> <p>C. Impact of Continuity and Change on U.S. History 8.3 2.C Identify facts related to how different people describe the same event at different time periods.</p> <p>D. Conflict and Cooperation (U.S.) 8.3 2.D Demonstrate an understanding of how different groups describe the same event or situation.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand The study of the past is the story of communities, nations, and the world; Key people, events, and places associated with the history of the community, nation, and world. That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Government</p>	<p>PA: Early Childhood: K-2 (2016) PA: Grade 2 Social Studies Thinking 5.1 – Principles and Documents of Government A. Rule of Law 5.1 2.A Explain the purposes of rules and their consequences in the classroom and school community.</p> <p>B. Laws and Government 5.1 2.B Explain the importance of rules in the classroom and school community</p> <p>C. Principles and Ideas that Shape Government 5.1 2.C Define fairness in working with others.</p>	<p><u>Patriotism</u></p> <ul style="list-style-type: none"> • US Flag • Symbols • Pledge of Allegiance <p><u>Government</u></p> <ul style="list-style-type: none"> • Local, State and Federal government and leaders • Voting for leaders 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Explore the significance and functions of the three levels of government • Compare the roles of public official, including mayor, governor, and president • Describe how governments establish order, and manage conflict • Identify our nation's and state's symbols, buildings and monuments • Define the characteristics of good citizenship such as beliefs in justice,

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	<p>D. Documents and Ideals that Shape Pennsylvania and U.S. Government 5.1 2.D Explain why school rules are written and posted. E. Individual Rights 5.1 2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation.</p> <p>F. Symbols 5.1 2.F Identify state symbols.</p> <p>5. 2 – Rights and Responsibilities of Citizenship A. Civic Rights and Responsibilities 5.2 2.A Identify and explain the importance of responsibilities at school, at home, and in the community.</p> <p>B. Conflict and Resolution 5.2 2.B Identify a problem and a probable solution.</p> <p>C. Leadership and Public Service 5.2. 2.C Identify community projects/activities that support leadership and public service.</p> <p>D. Competent and Responsible Citizens 5.2. 2.D Explain responsible community behavior.</p> <p>5.3 – How Government Works A. Branches of Government 5.3 2.A Identify the role government plays in the community. (e.g., education, transportation)</p> <p>B. Structure, Organization, and Operation of Governments 5.3 2.B Identify local government leaders</p> <p>C. Government Services 5.3 2.C Identify other types of service provided by local government.</p> <p>D. Leadership and Political Elections 5.3 2.D Identify positions of authority at school.</p> <p>F. Conflict and the Court System 5.3 2.F Identify and explain behaviors for responsible</p>	<ul style="list-style-type: none"> • Landmarks and characteristics • Rules and laws <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Compassion • Faith in God • Forgiveness • Justice • Peace • Respect for Life • Service • Simplicity • Truth 	<p>truth, equality, and responsibility for the common good</p> <ul style="list-style-type: none"> • Examine the ways that our public officials are selected including elections and appointments to office • Evaluate how rules and laws help to establish order and safety in our town.

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	<p>school citizens and possible consequences for inappropriate actions.</p> <p>I. Taxes 5.3 2.1 Define taxes and why they are paid.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand Rules and laws can serve to support order and protect individual rights; Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state; The basic elements of government in the United States: executive, legislative, and judicial authority; The ways in which governments meet the needs and wants of citizens.</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Economics</p>	<p>PA: Early Childhood: K-2 (2016) PA: Grade 2 Social Studies Thinking 6.1 – Scarcity and Choice A. Scarcity and Choice 6.1 2.A Identify scarcity of resources within the school community</p> <p>B. Limited Resources 6.1 2.B Identify community wants and needs.</p> <p>C. Opportunity Costs 6.1 2.C Explain how choice has consequences. 6.2 – Markets and Economic Systems</p>	<p><u>Producers and Consumers</u></p> <ul style="list-style-type: none"> • Goods and services • Wants and needs • Trading with other countries • Goods from farms and factories to marketplace • Workers' contributions <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Comprehend that people work to make money and to help others. • Explain the choices that people make about earning, saving and spending money. • Distinguish between producers and consumers. • Demonstrate how countries are linked by trade and transportation. • Examine contributions of community workers. • Analyze how various occupations contribute to a marketplace.

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	<p>A. Goods and Services 6.2 2.A Identify goods, services, consumers, and producers in the local community.</p> <p>C. Advertising and Media 6.2 2.C Define personal choice as related to buying an item.</p> <p>D. Price Determination 6.2 2.D Explain how demand for a consumer good impacts price.</p> <p>F. Private Economic Institutions 6.2 2.F Describe the role of financial institutions as related to consumers' financial needs 6.4 – Economic Independence</p> <p>A. Specialization 6.4 2.A Identify local examples of specialization of work</p> <p>C. Multinational and Non Governmental Organizations 6.4 2.C Identify products that come from many different countries. 6.5 – Income, Profit, and Wealth</p> <p>A. Factors Influencing Wages 6.5 2.A Explain how money earned by individuals is used to meet needs and wants.</p> <p>D. Profits and Losses 6.5 2.D Describe money-saving behaviors.</p> <p>E. Distribution of Wealth 6.5 2.E Describe the qualities that may be necessary to complete a task.</p> <p>G. Costs and Benefits of Savings 6.5 2.G Identify how saving for a purchase occurs over time.</p> <p>H. Interest Rates 6.5 2.H Describe why people save money in the local bank.</p>	<ul style="list-style-type: none"> • Compassion • Justice • Service 	<ul style="list-style-type: none"> • Differentiate between the interactions of community workers and residents. • Differentiate between needs and want as they relate to economics. • Distinguish between goods and services and the occupations that produce them.

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	<p>NCSS: Social Studies 2010 NCSS: Elementary PRODUCTION, DISTRIBUTION, AND CONSUMPTION Knowledge Learners will understand The difference between needs and wants; How economic incentives affect people's behavior;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Culture and Holidays</p>	<p>PA: Learning Standards for Early Childhood K-2 (2016) PA: Grade 2</p> <hr/> <p>Language and Literacy Development 1.3 Reading Literature</p> <p>H. Integration of Knowledge and Ideas – Text Analysis 1.3 2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>Social Studies Thinking 8.4 – World History</p> <p>A. Contributions of Individuals and Groups (World) 8.4 2.A Explain why cultures have commemorations and remembrances</p> <p>C. Impact of Continuity and Change on World History 8.4 2.C Identify how cultures have commemorations and remembrances.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p>	<p><u>Cultural Holidays</u></p> <ul style="list-style-type: none"> • Customs • Traditions <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Compassion • Faith in God • Peace • Respect for Life • Simplicity • Truth 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ways that the celebrations of holidays contribute to and enhance our American culture • Examine how customs and traditions contribute to our national identity

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	<p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		

