

# Course Syllabus

## Social Studies, Grade 2

Social Studies Preview, Review  
Guardian Angels School

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Students in the second grade are ready to learn more about the world they live in by studying the local community, both past and present. United States history includes Colonial America, folk stories/songs, and national holidays and symbols. The study of geography introduces the relationship between the physical environment and human activities, while continuing to develop map and globe skills. Students expand their understanding of economic concepts on money, goods and services, and trade. Students' historical analysis skills should include data interpretation, timelines, and holidays around the world.

### Civics and Government

The Civics and Government unit combines United States democratic principles, structure and historical documents with governmental systems found throughout the world.

- The learner will be able to understand that people in positions of authority have limits placed on their authority.
- The learner will be able to understand the difference between making a law, carrying out a law, and determining if a law has been broken.
- The learner will be able to understand that laws must be obeyed.
- The learner will be able to name ways he/she can work with others to promote the principles and values of American democracy.
- The learner will be able to identify examples of increased rights and responsibilities for American citizens.
- The learner will be able to understand that the world is divided into various nations that interact with one another.

- The learner will be able to define a nation as an entity with its own territory, people, laws, and government.
- The learner will be able to distinguish between elected and appointed positions.
- The learner will be able to recognize an American identity of shared values, principles, and/or beliefs in historical symbols.
- The learner will be able to recognize an American identity of shared values, principles, and/or beliefs in holidays celebrated.
- The learner will be able to name significant functions of government.

### Cultural Perspective

The Cultural Perspective unit includes communities, diversity, fine arts, humanities, folklore, holidays, media, and religious and social issues.

- The learner will be able to identify a multi-generation family.
- The learner will be able to compare families in present day to those in the past.
- The learner will be able to name physical characteristics of his/her local community.
- The learner will be able to know the history of his/her local community.
- The learner will be able to identify the contributions of significant people in his/her local community.
- The learner will be able to understand the daily life of early Native American communities.
- The learner will be able to understand the daily life of early colonial communities.
- The learner will be able to understand the daily life of early pioneer farmers.
- The learner will be able to identify folk stories and/or songs that are a part of U.S. cultural history.

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- The learner will be able to associate a group of people (e.g., war veterans) with a holiday (e.g., Veteran's Day).
- The learner will be able to demonstrate knowledge of holidays in countries around the world.
- The learner will be able to understand the history of people from a variety of cultures.

### Early Common Era (300 - 1500)

- The learner will be able to demonstrate knowledge of the exploration route Christopher Columbus took and the effect of his travels.

### Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to distinguish between goods and services.
- The learner will be able to define consumers as people who use goods and services.
- The learner will be able to define producers as people who make goods or provide services.
- The learner will be able to describe the difference between using cash, a check, or a credit card to purchase goods or services.
- The learner will be able to describe the interdependence between consumers and producers.
- The learner will be able to understand that bartering is trading goods and services for other goods and services without using money.
- The learner will be able to understand that an exchange is trading goods and services for other goods and services or for money.
- The learner will be able to identify methods for earning money.

- The learner will be able to compare methods of increasing the value of money, such as savings accounts or investments.
- The learner will be able to compare and contrast money and barter economies.

### Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to recognize geographical terms dealing with location, such as neighborhood.
- The learner will be able to classify regions according to their physical characteristics.
- The learner will be able to identify how he/she uses the Earth's physical resources in daily life.
- The learner will be able to understand how to conserve the Earth's physical resources.
- The learner will be able to understand how to replenish the Earth's physical resources.
- The learner will be able to identify continents on a map.
- The learner will be able to identify the United States on a globe.
- The learner will be able to use cardinal directions.
- The learner will be able to associate a given map scale to its corresponding map.
- The learner will be able to identify his/her state given a map and/or globe of the United States.
- The learner will be able to understand how natural hazards affect human activities and settlement patterns.
- The learner will be able to name ways in which people have altered the physical environment.
- The learner will be able to understand how weather affects human activities and settlement patterns.

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- The learner will be able to understand the physical characteristics of places, such as land, water, and/or weather.

### Historical Perspective

The Historical Perspective unit includes data interpretation, awareness and analysis skills, and the concepts of time, change, and continuity.

- The learner will be able to understand vocabulary related to time, such as "long ago" or "tomorrow".
- The learner will be able to recognize continuity in his/her own life.
- The learner will be able to recognize change in his/her own life.
- The learner will be able to understand components of past historical eras.
- The learner will be able to make inferences from pictures of historical events.
- The learner will be able to construct a timeline.
- The learner will be able to develop their own family timeline.
- The learner will be able to read a bar graph.
- The learner will be able to interpret information presented on a bar graph.
- The learner will be able to compare information presented on a bar graph.

### Technological Developments

The Technological Developments unit includes historical achievements in the areas of communication, math, science, transportation, and technological inventions.

- The learner will be able to understand the different types of transportation used throughout history.
- The learner will be able to comprehend the impact of long-distance communication on history.

- The learner will be able to analyze how individuals throughout history have used technology to meet their needs.

### United States History

The United States History unit includes events and issues pertaining to the founding, development, and expansion of our nation from its inception to present day.

- The learner will be able to know his/her state symbol.
- The learner will be able to identify monuments, such as buildings and statues, in his/her state.
- The learner will be able to identify historical figures.
- The learner will be able to use public figures, such as Presidents, to sequence historical era.
- The learner will be able to identify patriotic symbols.
- The learner will be able to recite the patriotic songs and/or poems.
- The learner will be able to identify the significance of the national anthem.
- The learner will be able to identify the significance of the Statue of Liberty.
- The learner will be able to identify major American monuments, such as building and statues.
- The learner will be able to understand that the original colonists traveled to America by ship.
- The learner will be able to identify a picture of a major United States historical event.
- The learner will be able to identify examples of historical events found in legends or other stories.
- The learner will be able to identify early inhabitants of America.
- The learner will be able to understand the importance of the buffalo to Plains Native Americans.