

## Course/Grade Level: Second Grade Social Studies Curriculum

**Focus:** Students will compare and contrast society, past and present, in terms of civics, economics, geography, and Kansas History.

*Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.*

### **SS.2.1 Students will analyze citizenship in today's society.**

Students will . . .

- SS.2.1.1 recite that rules provide order and safety and benefit all school and *community* members. (C2B111)
- SS.2.1.2 identify and define the characteristics of a good *citizen* (e.g., honesty, courage, patriotism, tolerance, respect). (C2B211)
- SS.2.1.3 ★ define that the United States *Constitution* is a written plan for the rules of *government* (define that the Constitution lists rules of the government compared to the rules for the family, classroom, or school). (C2B311)  
Instructional Example: Show a replica of the United States Constitution. Pose questions for discussion: Why would a group of people create such a document? Can rules ever be changed? Are the "rules" in the Constitution for some or everyone?
- SS.2.1.4 distinguish between *rights* and *privileges* and describe how they change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom). (C2B411)  
Instructional Examples:
- Use a two-column organizer to list rights (speaking, going to school, safety) and privileges (to have extended recess time, seeing a movie, class party, staying up late). Discuss how privileges are earned.
  - Create a personal timeline of the rights and privileges that each is hoping will be awarded over time: staying up late, walking to a friend's house alone, driving, etc. Discuss how rights and privileges are related to age and maturity.
- SS.2.1.5 ★ demonstrate leadership in the classroom. (C2B511)

## SS.2.2 Students will analyze commerce in today's society.

Students will . . .

- SS.2.2.1 ★ distinguish between *goods* and *services*, and provide examples how each satisfies people's *wants* and *needs*. (E2B111)  
Instructional Example: Look at a group of pictures and sort them into goods and services. For each picture identify if it satisfies a want or a need.
- SS.2.2.2 define and identify examples of *producers* and *consumers*. (E2B112)
- SS.2.2.3 ★ identify the *opportunity cost* of a choice (the next best alternative not chosen). (E2B113)  
Instructional Example: Fill a choice tray with small items such as gum, candy, toys, etc. Have students choose two favorite items. Tell students they may only keep one of the two items. The item returned is the opportunity cost.
- SS.2.2.4 ★ describe the concept of exchange (trade with barter or money) and the use of money to purchase *goods* and *services*. (E2B211)  
Instructional Example: Show two pictures to the class: trade using the barter system and trade using money. Discuss the difference between barter and money. Role-play both types of trade.
- SS.2.2.5 ★ explain the advantage of choosing to save or spend money that is earned or received. (E2B311)
- SS.2.2.6 ★ define a *budget* as a plan for *spending* and *saving income*. (E2B313)  
Instructional Example: Using a table, make a simple classroom budget with income, and spending items (lunch, school supplies, etc.) For example: income \$5.00; spending items: pencil \$0.50, glue \$1.00.
- SS.2.2.7 ★ explain that a decision-making process can help people make *spending* and *saving* decisions. (E2B512)  
Instructional Examples:
- Allow students to make a list of everything they would buy if they have unlimited money. Compile their choices into a class list and discuss why you would need to save in order to purchase them.
  - make a list of goods or services that students can buy with prices (make the best items cost more than the students can earn at one time). Allow students to earn play money in the classroom. Discuss with students that they can buy lesser items right away or save up their earnings to get the better items.

**SS.2.3 Students will use and create maps to locate, and present information about places, and environments. They will also analyze how physical and human systems change and influence locations over time.**

Students will...

- SS.2.3.1 ★ create and use maps to represent and locate familiar *places* within cities and Kansas including title, symbols, *legend*, *compass rose*, cardinal directions, and grid system. (G2B111)
- SS.2.3.2 ★ identify and correctly use terms: North, South, East, West. (G2B112)
- SS.2.3.3 ★ locate major geographic features (Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington D.C.). (G2B113)
- SS.2.3.4 ★ identify physical and human changes that have taken place over time in the local *region* (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses). (G2B211)
- Instructional Examples:
- Use photographs and/or maps to compare differences within a city and/or state over time: city boundaries, buildings, roads.
  - Invite a guest speaker who is familiar with the community to talk about changes.
  - Discuss ongoing changes in the community: new houses, roads, improvements, etc. Discuss how they change the land.
- SS.2.3.5 ★ identify the past and present settlement or development patterns of his/her *community* or local area. (G2B411)
- Instructional Examples:
- Brainstorm reasons why places are located where they are: airports outside city limits, hotels in downtown area, park locations, grocery stores, stoplights, etc.
  - Interview grandparents to find out why families settled in Kansas and what they did.
- SS.2.3.6 ★ describe how *physical systems* influence people and their activities. (G2B511)
- Instructional Example: Research how physical systems influence farming: cattle grazing in Flint Hills, crop damage due to bad weather, successful wheat production due to rich soil and winter moisture.

**SS.2.4 Students will analyze daily life in the past and present as well as innovations and contributions that influence life today.**

Students will . . .

- SS.2.4.1 ★ compare and contrast various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars). (H2B111)
- SS.2.4.2 ★ compare and contrast the ways people communicate with each other past and present. (H2B112)
- SS.2.4.3 ★ identify important innovations made in the past that influence today (e.g., Wright Brothers – airplane; Henry Ford – automobile; Ancient China – irrigation, paper; Inca – highways to connect cities). (H2B113)  
Instructional Example: Describe how an important innovation from the past affects our lives today.
- SS.2.4.4 ★ describe the impact of contributions made by leaders past and present. (H2B114)
- SS.2.4.5 ★ compare and contrast daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas. (H2B211)
- SS.2.4.6 ★ define *immigration* and give past and present examples from Kansas. (H2B212)  
Instructional Example: Construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrants to Kansas.
- SS.2.4.7 ★ define history as the story of the past. (H2B213)
- SS.2.4.8 ★ create and use timelines. (H2B411)  
Instructional Example: Create and use personal and historic timelines. Make a timeline using students as the points on the timeline. Give each small group of students a historical fact, and have them put themselves in order on the timeline.
- SS.2.4.9 ★ use information to understand cause and effect. (H2B413)  
Instructional Example: Select contributions made by past and present leaders and have students describe what was the cause of the contribution and what was the effect of the contribution.