

Campbell County Schools  
Social Studies Standards 2014/2015

## **Second Grade**

### **Life in the United States**

**Course Description:** *Second grade students will learn about government and civics, economics, geography, and history by studying more about who they are as Americans. The chief purpose of this course is to help students understand their identity as American citizens and how our nation operates. They will examine the geography of the United States and its national symbols and landmarks. Students will explore the structure and purpose of government at the local, state, and national levels, and the responsibilities, rights, and privileges of the citizens of the United States. Second grade students will acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.*

### **Culture**

2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.

2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.

2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.

2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.

2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.

2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.

### **Economics**

2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States.

2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.

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2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.

2.10 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.

2.11 Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.

2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services.

### **Geography**

2.13 Compare how maps and globes depict geographical information in different ways.

2.14 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.

2.15 Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.

2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.

2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States

- Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C.
- Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans
- Rivers: Colorado, Cumberland, Mississippi, Tennessee and Ohio
- Mountain Ranges: Alaska Range, Appalachian, Rockies

2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.

2.19 Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.

2.20 Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.

### **Government & Civics**

2.21 Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of 1812.

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2.22 Identify the location and summarize the significance of well-known sites and landmarks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.

2.23 Compare the branches of Tennessee's government to the national government.

2.24 With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.

2.25 Create a graphic organizer to explain the three branches of government and the basic role of each.

2.26 Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.

2.27 Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.

2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.

2.29 Identify the rights and responsibilities of citizens of the United States.

2.30 Examine the amendments written to protect all citizens' right to vote.

2.31 Compare the ways one becomes a citizen (by birth or naturalization).

### **History**

2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers, Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.

2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.

2.34 Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.

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**2.35** Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.

**2.36** Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.

**2.37** Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.

**2.38** Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.

**2.39** Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.

**2.40** Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.

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**PROCESS STANDARDS**

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**To be used with ALL grades**

**Acquiring Information:** Acquiring Information involves locating, gathering, observing, comprehending, organizing, and processing information from a variety of primary and secondary sources. These sources include printed materials, maps, graphic representations, and artifacts, physical and human environmental elements, media and technology sources.

"Acquiring Information" emphasizes the learners' use of a broad base of strategies to

- Read to gain literal meaning
- use chapter and section headings, and topic sentences to select main ideas
- detect cause and effect relationships
- distinguish between fact and opinion to recognize propaganda
- recognize author bias
- use picture clues and picture captions to aid comprehension
- read from a variety of sources
- use maps, graphs, globes, media and technology sources
- discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies.

**Analysis of Data and Problem Solving:** Problem solving involves the comprehension, analysis, and interpretations of data leading to the development of a solution or conclusion. Students will develop problem-solving skills through comprehension, analysis, interpretations, synthesis, summary, and evaluation.

"Problem Solving and Analysis of Data" emphasizes the learners' use of a broad base of strategies to:

- identify relevant factual material
- classify information by source, chronology, and importance
- critically examine data from a variety of sources
- detect bias in data presented in a variety of forms
- compare and contrast data
- note cause/effect relationship and draw inferences from a variety of data
- predict likely outcomes and recognize cases in which more than one interpretation of data is valid
- reinterpret data to develop alternative outcomes and their likely effects on subsequent events/issues
- use available data to devise new situation and outcomes
- demonstrate an understanding of the data through written, visual, or oral methods
- extract significant ideas from supporting details,
- combine critical concepts in a statement of conclusion based on information
- determine whether information is pertinent to the topic
- test the validity of the information using such criteria as source, objectivity, technical correctness, and currency

**Communication:** Communication is the conveyance of ideas, value judgments, beliefs, and emotions through individual expression, group dialogue, cultural

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communities, and global networks by oral, written, symbolic, visual, and technological means.

"Communication" emphasizes the learners' use of a broad base of strategies to:

- transmit ideas through speeches
- demonstrate conflicting ideas through debate
- summarize judgments through essays
- demonstrate ideas through dramatizations
- transmit ideas through discussions
- demonstrate emotions through the creation of visuals
- demonstrate beliefs through multimedia projects
- recognize beliefs through simulation and role play.

**Historical Awareness:** Historical Awareness, integral to all of the Social Studies disciplines, includes an understanding of chronological placement, historical trends, and historical decision-making. Students will be able to comprehend the significance of historical data using a variety of analytical skills. Such understanding enables students to prioritize events, identify bias, recognize perspectives, interpret trends, and predict outcomes.

"Historical Awareness" emphasizes the learners' use of a broad base of strategies to:

- read critically a variety of materials including textbooks, historical documents, newspapers, magazines, and other reference sources
- prepare and analyze maps, charts, and graphs
- construct and analyze timelines
- utilize community resources such as field trips, guest speakers, and museums
- incorporate the use of technological resources
- utilize primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artwork