

Best Standards-Based Technology Integration Practices for 21st Century Classrooms

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21st CENTURY Social Studies

Second Grade Social Studies Content Standards and Objectives

Second grade Social Studies expands the roles of citizenship. Students learn the functions of government, local folklore, symbols and traditions. The roles and responsibilities of each child as a citizen in a democratic community and nation will be emphasized. They will explore volunteer and service activities, conservation and environmental preservation. The use of conflict resolution will be reinforced. Students will continue to learn about geographic places and regions and participate in map activities. Students will learn the economic concepts of needs/wants, bartering and saving/spending. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 2	Social Studies
Standard: 1	Citizenship
SS.S.02.01	Students will <ul style="list-style-type: none">characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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Performance Descriptors (SS.PD.2.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level in citizenship justify reasons for compassion and empathy toward others and taking personal responsibility in different situations and convince others of their position. They justify the need for volunteerism and convince others to participate in a volunteer project. They summarize the need and purpose for conflict resolution and model behavior appropriate to conflict resolution in different situations.	Second grade students performing at the above mastery level in citizenship classify behaviors of compassion and empathy and model responsible behavior in different situations in the school and community. They compare volunteer projects and determine how they will participate in a volunteer service project. They practice conflict resolution and recommend solutions for areas of conflict in the school and community.	Second grade students performing at the mastery level in citizenship examine examples of compassion and empathy in daily life, model personal responsibilities in the classroom, and choose and participate in a volunteer service project. They recognize and practice conflict resolution within the school community	Second grade students performing at the partial mastery level in citizenship describe examples of compassion in daily life and demonstrate personal responsibility in the classroom. They model personal responsibility through participation in a volunteer project. They recognize and give examples of conflict resolution within the school.	Second grade students performing at the novice level in citizenship recognize examples of compassion in daily life and examples of personal responsibility in the classroom. They participate in a volunteer project. They recognize conflict resolution in a classroom situation.
Objectives	Students will			
SS.O.02.01.01	choose and participate in a project of volunteer service.			
SS.O.02.01.02	examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.			
SS.O.02.01.03	model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).			
SS.O.02.01.04	be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.			
SS.O.02.01.05	recognize and practice components of conflict resolution within the school community.			
Grade 2	Social Studies			
Standard: 2	Civics/Government			
SS.S.02.02	Students will <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 			

Performance Descriptors (SS.PD.2.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level in civics interpret rules and laws, justifying their importance based on the benefits of order and predictability. Students justify the need for local, state and national levels of government and anticipate the need for responsible authority figures.	Second grade students performing at the above mastery level in civics categorize rules and laws and assess their importance. They distinguish between the benefits of order and those of predictability. They illustrate the need for local, state and national levels of government and explain the need for responsible authority figures.	Second grade students performing at the mastery level in civics compare and contrast rules and laws, assess their importance, and justify how they provide order and predictability. They explain the need for local, state and national levels of government and recognize the need for responsible authority figures, describing their characteristics.	Second grade students performing at the partial mastery level in civics differentiate between rules and laws and recognize that they provide order and predictability. They give examples of needs at the local, state and national levels of government and identify needs for responsible authority figures.	Second grade students performing at the novice level in civics identify rules and laws. They recognize that there are three levels of government – local, state and national – and identify responsible authority figures.
Objectives	Students will			
SS.O.02.02.01	discuss and explain why different levels of government (local, state, federal) are needed.			
SS.O.02.02.02	compare and contrast rules and laws.			
SS.O.02.02.03	recognize the need for authority figures and describe the characteristics of responsible leaders.			
SS.O.02.02.04	assess the importance of laws/rules and justify how and why they can provide order and predictability.			
Grade 2	Social Studies			
Standard: 3	Economics			
SS.S.02.03	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 			

Performance Descriptors (SS.PD.2.03)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students performing at the distinguished level in economics draw conclusions from graphs, charts and tables of economic information. They defend bartering as a means of obtaining goods and services. They predict how the needs in our culture are changing. They compare and contrast occupations, assessing how they have changed. Students establish a future goal and predict how saving can help meet that goal.</p>	<p>Second grade students performing at the above mastery level in economics analyze the effects of different economic choices. They formulate and communicate ways bartering might be used today. They summarize the reasons that needs in different cultures vary. Students compare occupations today and in the past. They defend why saving money in the bank is important.</p>	<p>Second grade students performing at the mastery level in economics make economic choices, predict the consequences of those choices and examine bartering as a way to obtain goods/services comparing bartering to present ways of obtaining goods and services. They compare and contrast the needs of people in different cultures and how they meet their needs. They research various occupations and how job opportunities in the community have changed. They explain the role of banks in saving for their future. They construct and interpret graphs, charts and tables.</p>	<p>Second grade students performing at the partial mastery level in economics explain that economic choices have consequences. They give examples of bartering. They illustrate the needs in different cultures. Students describe present occupations in the community. They recognize the functions of banks. They recognize graphs, charts, and tables as ways to represent information.</p>	<p>Second grade students performing at the novice level in economics identify economic choices and define bartering. They match needs to different cultures. They list occupations in the community. Students recognize banks as places where people have their money. They recognize graphs, charts, and tables.</p>
Objectives	Students will			
SS.O.02.03.01	make economic choices and predict the consequences of those choices.			
SS.O.02.03.02	research various occupations and how job opportunities in the community have changed.			
SS.O.02.03.03	examine bartering as an alternative method of securing goods/services and needs/wants and compare to present ways of acquiring goods and services.			
SS.O.02.03.04	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.			
SS.O.02.03.05	explain the role of banks in saving for the future purchase of goods and services.			
SS.O.02.03.06	construct and interpret a variety of graph, charts, and tables.			

Grade 2		Social Studies		
Standard: 4		Geography		
SS.S.02.04	Students will	<ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 		
Performance Descriptors (SS.PD.2.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level in geography can locate West Virginia and bordering states by shapes and relative location on a United States map. They use a map or globe to locate designated areas of the United States and other world regions on a variety of maps and globes. They compare examples of geographic features in different world regions. They construct a class or school map to scale demonstrating knowledge of a compass rose and a map legend with a variety of map symbols. They analyze the need for basic natural resources and how this need has caused communities in the county and state to change.	Second grade students performing at the above mastery level in geography locate West Virginia by shape and relative location on a United States map. They locate other world regions and relate each location to the United States on a world map or globe. They illustrate major geographic features found on maps and globes. They construct a class or school map to scale using a compass rose and a map legend. They give examples and discuss the need for basic natural resources and examine the processes that have caused major communities in the county and state to change.	Second grade students performing at the mastery level in geography recognize West Virginia by shape and relative location and major geographic features on different maps and globes. They demonstrate knowledge of compass rose and map legend and construct a class or school map to scale. Students locate the United States and/or world regions on a map. They give examples of how people use basic natural resources and recognize the processes that have caused communities in county and state to change.	Second grade students performing at the partial mastery level in geography recognize West Virginia and the United States by their shapes. They identify the kinds of geographic features found within the state of West Virginia and the United States. They locate the compass rose and map symbols on a map and draw a simple map of their school. They give an example of how the natural resource of oil is used and identify a change in their community or state and the cause for the change.	Second grade students performing at the novice level in geography recognize West Virginia and the United States as the state and country in which they live. They list kinds of geographic features found within the state of West Virginia. They label the directions on a compass rose and identify common map symbols found on a map. They recognize a change that has occurred in the county or state.

Objectives	Students will
SS.O.02.04.01	locate the United States on a map and recognize West Virginia by the shape and relative location.
SS.O.02.04.02	demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.
SS.O.02.04.03	recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).
SS.O.02.04.04	give examples of basic natural resources and how people use these resources.
SS.O.02.04.05	recognize the processes that have caused the major communities in the county and state to change.
SS.O.02.04.06	choose a map scale to construct class and school maps.
Grade 2	Social Studies
Standard: 5	History
SS.S.02.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Performance Descriptors (SS.PD.2.05)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level in history compare and contrast material from various historic data collections methods and research locally historical significant sites and people. They research children's literature to evaluate elements of family and community life in different cultures. They interpret and appraise past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They compare and contrast various forms of media representation of current events.	Second grade students performing at the above mastery level in history appraise and critique material from various historic data collection methods and research locally historical significant sites and people. They analyze children's literature to discriminate between elements of family and community life in different cultures. They model past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They classify current events using various forms of media.	Second grade students performing at the mastery level in history draw conclusions from various historic data collection methods and give examples of locally historical significant sites and people. They use children's literature to compare and contrast elements of family and community life in different cultures. They compare and contrast past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They discuss current events using various forms of media.	Second grade students performing at the partial mastery level in history examine data from various historic collection methods and identify locally historical significant sites and people. They read and discuss children's literature to compare elements of family and community life in different cultures. They research the lives of heroic people, Native Americans, and settlers through stories, legends, art, and music to establish past contributions. They describe current events using various forms of media.	Second grade students performing at the novice level in history discuss data from various historic collection methods and view locally historical significant sites and people. They discuss selected articles from children's literature to understand elements of family and community life in different cultures. They read about and discuss past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They make sense of current events using various forms of media.

Objectives	Students will
SS.O.02.05.01	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline, chart or graph of family history through three generations.
SS.O.02.05.02	explore the history of the community and give examples of locally significant sites and people.
SS.O.02.05.03	compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
SS.O.02.05.04	discuss current events using various media (e.g., student newspaper, television, news broadcasts).
SS.O.02.05.05	read children's books, stories, legends, myths and folklore and collect data from timelines, charts and graphs to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures, (e.g., Native Americans, early settlers, cultures around the world), and draw conclusions from what they have learned.
Grade 2	Social Studies
Standard: 6	Reading
SS.S.02.06	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. Infer main ideas or purpose of content. • draw generalizations and conclusions about people and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>