

Grade 2
Foundations of Social Studies: Communities

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:

Geography influences the development of communities. To understand the connections between communities and the environment, the student will...

2-1.1 Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-1.1), students had to identify the location of his or her home, school, neighborhood, and city or town on a map. In first grade (1-1.3), students had to identify various natural resources (e.g., water, animals, plants, minerals) around the world. Later, in third grade (3-1.2), students will have to describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities, and climate regions.

It is essential for students to know:

Students need to know how to read a map legend, identify bodies of water, specific landforms, parks, symbols, and cardinal directions.

It is not essential for students to know:

Students need not know the geographic features of their state, nation, and world. It is not necessary for students to know the specific geographic features of their local community on a map; but they need to understand map features and characteristics from a representative local community. Further, students do not need to understand the many different types of maps and related map legends that can illustrate information.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:

Geography influences the development of communities. To understand the connections between communities and the environment, the student will...

2-1.2: Recognize characteristics of the local region, including its geographic features and natural resources.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-1.1), students had to identify the location of his or her home, school, neighborhood, and city or town on a map. In first grade, students had to identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols (1-1.1). Later, in third grade (3-1.1), students will have to categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources; and (3-1.3) explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

It is essential for students to know:

Students need to know the definition of natural resources, and be able to identify geographic features such as mountains, rivers, islands, and oceans. Students must be able to identify those resources that are relevant to their local region. The teacher can determine what needs to be taught based on their location.

It is not essential for students to know:

Students need not know the geographic features for the entire state of South Carolina. Students do not need to understand the diversity of natural resources across the state or nation.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:

Geography influences the development of communities. To understand the connections between communities and the environment, the student will...

2-1.3: Recognize the features of urban, suburban, and rural areas of the local region.

Taxonomy Level: Remember Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-1.3), students identified his or her personal connections to places, including home, school, neighborhood, and city or town. In first grade (1-1.2), students had to compare schools and neighborhoods that are located in different settings around the world. Later, in third grade (3-1.1), students have to categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources (3-1.2) and describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.

It is essential for students to know:

Students need to know how to identify rural features such as farmland (open space used for growing plants and raising animals); identify key elements of communities (located on the outskirts of a city, smaller population), and urban communities (larger population) and have some form of public transportation (buses, trains, or subways). They also need to be able to define the meanings and describe the critical attributes of urban, suburban, and rural areas.

It is not essential for students to know:

Students need not know the geographic features of their state, nation, and world. It is not necessary for students to know the specific geographic features of their specific local community on a map; although they will need to understand map features and characteristics from a representative local community. Further, students do not need to understand the many different types of maps and related map legends that can illustrate information.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:

Geography influences the development of communities. To understand the connections between communities and the environment, the student will...

2-1.4: Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living.

Taxonomy Level: Understand/ Conceptual Knowledge – 2/B

Previous/future knowledge:

In first grade (1-4.1), students had to illustrate different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. They also had to compare the daily lives of families together in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living (1-4.2). Later, in third grade (3-1.3), students will explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.

It is essential for students to know:

Students need to know the many ways people use land in the local community and to identify the different types of jobs that exist within the community. Students should know local examples of highways, recreation areas, forests, lakes, farmland, and other land resource examples. Students should understand how land use and jobs within their community have changed over time. For example, what used to be an open field or pasture is now a residential area, shopping center, or school.

It is not essential for students to know:

Students need not know the geographic characteristics of other regions of the country. It is also not necessary for students to understand the economic features of other communities across nation.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimensions.

Grade 2
Foundations of Social Studies: Communities

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Enduring Understanding:

Geography influences the development of communities. To understand the connections between communities and the environment, the student will . . .

2-1.5: Identify on a map or globe the location of his or her local community, state, nation, and continent.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-1.1), students had to identify the location of his or her home, school, neighborhood, and city or town on a map. In first grade (1-1.1), students had to identify a familiar area of the neighborhood or local community on a simple map, using the legend and basic map symbols.

It is essential for students to know:

Students need to be able to give a simple definition of the following terms: community (a group of people living together in one place), state (any one of the fifty states in America), nation (a community of people who share a common language, culture, ethnicity, descent, and/or history), and continent (a large land mass). Students need to know how to identify the location of their local community, state, nation, and continent on a map.

It is not essential for students to know:

Students do not need to know the location of the seven continents nor should they be able to locate major nations in relationship to the continents. They also do not need to know the names of all the nations of the world or be able to describe geographic features of the continents.

Social Studies Literacy Skills for the Twenty-First Century:

- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the locations and conditions of places.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding:

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will...

2-2.1 Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.

Taxonomy Level: Remembering/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-2.3), students had to identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers. In first grade (1-2.1), students had to explain the making and enforcing of laws as a basic function of government. (1-2.3); illustrate ways that government affects the lives of individuals and families, including taxation that provides services such as public education and health, roads, and security (1-2.4); and they also had to summarize the possible consequences of an absence of government. Later, in third grade (3-3.5), students will outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and Supreme Court), and the basic powers of each branch.

It is essential for students to know:

Students should know examples of local laws that are part of the local government structure. They need to know examples of people who create and enforce the laws such as the mayor, city council, and the police. Students should know examples related to school rules, traffic laws, and basic criminal laws.

It is not essential for students to know:

Students need not know the details of criminal enforcement, such as sentencing guidelines for particular crimes that have been committed. Students do not need to understand the procedures for passing laws or the names of specific community law enforcement individuals.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding:

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will...

2-2.2 Recognize different types of laws and those people who have the power and authority to enforce them.

Taxonomy Level: Remembering/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-2.3), students had to identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers. In first grade (1-2.2), students had to summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. Later, in third grade (3-3.5), students will have to outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and Supreme Court), and the basic powers of each branch.

It is essential for students to know:

Students need to know examples of local laws that are part of the local government structure. They need to know examples of people who create and enforce rules and laws such as the mayor, city council, and the police, as well as principals and teachers. Students should know examples of school rules, traffic laws, and basis criminal laws.

It is not essential for students to know:

Students need not know the details of criminal enforcement, including things like sentencing guidelines for particular crimes that have been committed. Students do not need to understand the procedures for passing laws or the names of specific community law enforcement individuals.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding:

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will . . .

2-2.3 Identify the roles of leaders and officials in government, including law enforcement and public safety officials.

Taxonomy Level: Remembering/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-2.2), students had to summarize the roles of authority figures in a child’s life, including those of parents and teachers. In first grade (1-2.2), students had to summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. Later, in third grade (3-3.5), students will have to outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and Supreme Court), and the basic powers of each branch.

It is essential for students to know:

Students need to know the roles of local public officials such as the mayor, city council, police officers, and judges. Students should understand how these local officials assist with the affairs of local government, especially in the creation and enforcement of laws and which contribute to keeping the community safe.

It is not essential for students to know:

Students need not know specific personal histories or background information of local leaders. They do not need to understand how these individuals came to these positions or whether they are appointed or elected positions.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

Grade 2
Foundations of Social Studies: Communities

Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

Enduring Understanding:

Knowledge of the structure and functions of government enables participation in the democratic process. To participate effectively in civic life, the student will...

2-2.4 Explain the role of elected leaders, including mayor, governor, and president.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten (K-2.2), students had to summarize the roles of authority figures in a child's life, including those of parents and teachers. In first grade (1-2.2), students had to summarize the concept of authority and give examples of people in authority, including school officials, public safety officers, and government officials. Later, in third grade (3-3.5), students will have to outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and Supreme Court), and the basic powers of each branch.

It is essential for students to know:

Students need to know the roles of local public officials such as the mayor, city council, police officers, and judges. Students should understand how these local officials assist with the affairs of local government, especially in the creation and enforcement of laws which contribute to keeping the community safe.

It is not essential for students to know:

Students need not know specific personal histories or background information of local leaders. They do not need to understand how these individuals came to these positions or whether they are appointed or elected positions.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify political, social, and economic institutions that affect the student, the school, and the community.
- Practice responsible citizenship within his or her school, community, and state.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify

Summarize
Infer
Compare
Explain
or any verb from the **Remember** cognitive process dimension.

GRADE 2
Foundations of Social Studies: Communities

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding:

People's choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will...

2-3.1 Summarize the role of community workers who provide goods and services.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten (K-4.3), students had to recognize ways community businesses have provided goods and services for families in the past and do so in the present. In first grade (1-4.3), students had to identify ways families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

It is essential for students to know:

Students must know some of the people in their community who provide goods and services such as construction workers (build houses), mail carriers (deliver mail), waitresses/waiters (serve patrons in restaurants), teachers (educate children), firefighters (put out fires), doctors/nurses (take care of the sick), and farmers (grow crops).

It is not essential for students to know:

Students do not have to illustrate changes in supply or demand.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimension.

Grade 2
Foundations of Social Studies: Communities

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding:

People’s choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will...

2-3.2 Explain how people’s choices about what to buy will determine what goods and services are produced.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten (K-4.4), students had to recognize that families of the past made choices to fulfill their wants and needs as do families today. In first grade (1-4.4), students explained the concept of scarcity and the way it forces individuals and families to make choices about which goods and services they can obtain.

It is essential for students to know:

Students must understand the relationship between what people buy and what is produced by businesses. Students should understand the market concept of “consumer sovereignty” or the consumer as the king of the marketplace, and the impact of consumer choices on the final production of goods and services. Students should recognize the determinants, or factors, of demand that influence changes in consumer decisions to purchase goods and services.

It is not essential for students to know:

Students do not need to know the meaning of scarcity, opportunity cost, and the determinants of supply that would cause supply to change in the market. Students do not have to understand a graphical analysis of supply and demand or be able to illustrate changes in supply or demand.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

- Interpret
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- Classify

Summarize
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Compare
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or any verb from the **Remember** cognitive process dimension.

GRADE 2
Foundations of Social Studies: Communities

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding:

People's choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will...

2-3.3 Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.

Taxonomy Level: Understand /Conceptual Knowledge – 2/B

Previous/future knowledge:

In Kindergarten (K-4.3), students had to recognize the ways that community businesses have provided goods and services for families in the past and in the present. In first grade (1-4.3), students had to identify the ways that families and communities in America and around the world cooperate and compromise with one another in order to obtain goods and services to meet their needs and wants.

It is essential for students to know:

It is important for students to know that goods and services can be obtained in ways other than production such as bartering (exchange of goods or services for other goods or services without using money) and purchase (to acquire goods or services through the exchange of money). Students need to know the definition of bartering, the advantages and disadvantages of bartering, and different means of trading and producing goods and services. Students should also understand the main function and benefits of money as a medium of exchange.

It is not essential for students to know:

Students need not know the additional functions of money or the official definition of the money supply. While students do not need to understand the historical evolution of money, examples of forms of money throughout history (shells, indigo, tobacco, etc.) would be useful examples for students. Students do not need to understand any of these issues relative to supply, demand, equilibrium pricing and/ or monetary policy.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer
- Compare
- Explain

or any verb from the **Remember** cognitive process dimension.

GRADE 2
Foundations of Social Studies: Communities

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding:

People’s choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will...

2-3.4 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In Kindergarten (K-4.3), students had to recognize the ways that community businesses have provided goods and services for families in the past and in the present. In high school students will have a more-in-depth discussion of the nature and role of competition in a market economy, including how efficient markets allocate goods and services, and the factors of production in a market-based economy (ECON-2.2).

It is essential for students to know:

Students need to know the role of trade in market transactions. Students should have an understanding of the definition of markets and examples of markets in the local community. Students must also recognize the role of buyers and sellers in determining the price and the amount of goods sold in the market. They must also understand the importance of buyers in determining the types of goods and services that are available in the market.

It is not essential for students to know:

Students do not need to know profit motive, the impact of shortages and surpluses, the determinants of supply and demand, or a geographical analysis of market forces.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

GRADE 2
Foundations of Social Studies: Communities

Standard 2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

Enduring Understanding:

People’s choices affect the types of goods and services that are produced as well as the price of those goods and services. To understand the role that choice plays in the American economy, the student will...

2-3.5 Explain the effects of supply and demand on the price of goods and services.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge:

This is the first time that students will be introduced to the concepts of supply and demand.

It is essential for students to know:

Students need to know the definitions of supply and demand. Students need to know why prices go up and down in their community market place. Students must understand the meaning of natural (land, animals, air, plants, water), human (family members, store clerks, friends, bus drivers, ministers), and capital (factories, machines, vehicles) resources. They need to be able to identify examples of each concept and understand how these resources are used in the production of goods and services.

It is not essential for students to know:

Students do not need to know factors that cause supply and demand curves to shift and issues relating to equilibrium price and quantity. Students do not need to understand the details of the circular flow model of economic activities. Students do not need to know the importance of productive resources in international trade.

Social Studies Literacy Skills for the Twenty-First Century:

- Identify cause-and-effect relationships.
- Understand that people make choices based on the scarcity of resources.
- Explain the importance of jobs in the fulfillment of personal and social goals.

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Understand

- Interpret
- Exemplify
- Classify
- Summarize
- Infer

Compare
Explain
or any verb from the **Remember** cognitive process dimension.

GRADE 2
Foundations of Social Studies: Communities

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse cultures have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will...

2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge:

In first grade (1-4.1), students illustrated different elements of community life, including typical jobs; the interdependence of family, school, and the community; and the common methods of transportation and communication. In third grade (3-2.1), students will compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.

It is essential for students to know:

Students need to know the distinct characteristics of a cultural region, some of the natural features of that cultural region in the United States, and the meaning of cultural diversity. Students should know examples of these characteristics and features such as language, beliefs, customs, art, and literature. Students should understand that these features vary from region to region across the United States.

It is not essential for students to know:

Students need not know specific language, beliefs, customs, art, and literature of people in regions outside of the United States. Students do not have to compare specific, diverse cultural characteristics of regions across the United States.

Social Studies Literacy Skills for the 21st Century:

- Interpret information from a variety of social studies resources.
- Find and describe the location and condition of places.
- Use visual elements as aids to understand where, when, why, and how.

Assessment Guidelines:

Appropriate classroom assessments could require students to be able to:

Remember: Recognize, Recall

GRADE 2
Foundations of Social Studies: Communities

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse cultures have contributed to our nation’s heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will...

2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.

Taxonomy Level: Understand/Conceptual Knowledge – 2/B

Previous/future knowledge: In Kindergarten (K-4.1), students compared the daily lives of children and their families in the past and in the present. In first grade (1-4.2), students compared the daily lives of families in America and across the world, including the roles of family members; typical food, clothing, and shelter; and the ways that families earn a living.

It is essential for students to know: Students need to know how family traditions and customs are passed down from generation to generation (i.e. religious beliefs, holidays, special occasions). Students should know how to create a timeline of family events (birthdates, personal events, etc.) and how to use graphic organizers to compare cultural regions of the United States (i.e. language, education, and religion).

It is not essential for students to know: Students need not know how to make comparisons of traditions, customs and cultures of nations beyond the United States. Students do not need to compare regional features beyond culture and tradition or features related to geography, political, resources, and trade.

Social Studies Literacy Skills for the 21st Century:

- Distinguish between past, present, and future time.
- Measure and calculate calendar time.
- Identify cause-and-effect relationships.

Assessment Guidelines:

Appropriate classroom assessments could require students to be able to:

Understand

Interpret

Exemplify

Classify

Summarize

Infer

Compare

Explain

or any verb from the **Remember** cognitive process dimensions.

GRADE 2
Foundations of Social Studies: Communities

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse cultures have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will...

2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the students' first introduction to the study of cultural contributions made by Native American tribal groups, African Americans, and immigrant groups. In third grade (3-2.5), students will explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.

It is essential for students to know: Students need to recognize the cultural contributions of Native Americans, African Americans, and immigrant groups (such as fine art work, jewelry, food, language, and clothing). Students should be able to define and identify significant contributions made by each of these groups throughout United States history.

It is not essential for students to know: Students need not know how to make comparisons of traditions, customs, and cultures of other nations beyond the United States. Students do not need to compare regional features beyond culture and tradition or features related to geography, political, resources, and trade.

Social Studies Literacy Skills for the 21st Century:

- Interpret information from a variety of social studies resources.*

Assessment Guidelines:

Appropriate classroom assessments **could** require students to be able to:

Remember: Recognize, Recall

GRADE 2
Foundations of Social Studies: Communities

Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Enduring Understanding

Diverse cultures have contributed to our nation's heritage. To understand cultural differences and appreciate diverse ideals and values within his or her community, the student will...

2-4.4 Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African American folktales.

Taxonomy Level: Remember/Factual Knowledge – 1/A

Previous/future knowledge: This is the first time students use songs and stories to learn about regional folk figures (i.e. Johnny Appleseed), Native American legends (i.e. Hiawatha), and African American folktales (i.e. John Henry). In later grades, students will learn about other key historical figures who have contributed to the cultural history of the United States.

It is essential for students to know: Students need to know that different regions of the country and different cultural groups throughout the country have different folk heroes and folktales (a story, tale, or legend forming part of an oral tradition, and circulated by word of mouth). The teacher should be providing examples of these differences through songs and stories to help students understand that these have all contributed to our nation's heritage. It is also essential to understand the basis for folklore (unwritten stories, proverbs, riddles, and songs of a culture), which incorporates both fictional and non-fictional elements.

It is not essential for students to know: Students need not give detailed biographical information for these characters or individuals.

Social Studies Literacy Skills for the 21st Century:

- Interpret information from a variety of social studies resources.

Assessment Guidelines:

Appropriate classroom assessments could require students to be able to:

Remember: Recognize, Recall