

## Second Grade Social Studies

**Civics**- The student uses a working knowledge and understand of the governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American People, the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

1.1.1 (K) recognizes that rules provide order and safety and benefit all school and *community* members.

**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

1.3.1 \*(K) recognizes that the United States *Constitution* is a written plan for the rules of *government* (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school).

**Benchmark 4:** The student identifies and examines the right, privileges, and responsibilities in becoming an active civic participant.

1.4.1 (A) discusses how *rights* and *privileges* 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).

**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

1.5.1\* demonstrates leadership in the classroom.

**Economics**-The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world

**Benchmark 1:** The student understands how limited resources require choices

2.1. 1.\*(A) knows the difference between *goods* and *services*, and provides examples how each satisfies people's *wants* and *needs*.

2.1.3\*(A) - (\$) identifies the *opportunity cost* of a choice (e.g., next best alternative not chosen).

Benchmark 2: The student understands how the market economy works in the United States

2.2.1 \*(K) - (\$) understands the concept of exchange and the use of money to purchase *goods* and *services* (e.g., *trade* with *barter* or money).

Benchmark 3: The student analyzes how different incentives, economic systems, and their institutions, and local, national, and international, interdependence affect people

2.3.1 \*(K) - (\$) explains the advantage of choosing to save or spend money that is earned or received.

2.3.2. \*(K) - (\$) defines a *budget* as a plan for *spending* and saving *income*

Benchmark 5: The student makes effective decisions as a consumer, producer, saver, and citizen

2.5.2. \*(K) - (\$) knows that a decision-making process can help people make *spending* and saving decisions.

**Geography**-The student uses a working knowledge and understanding of the spatial organization of the Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, United States, and in our world

Benchmark 1: The students uses maps, graphic representation, tools, and technologies to locate, use and present information about people, places, and environments.

3.1. 1. \*(A) makes and uses maps to represent and locate familiar *places* within cities and Kansas (e.g., title, symbols, *legend*, *compass rose*, cardinal directions, grid system).

3.1.2. \*(K) identifies and correctly uses terms: North, South, East, West.

3.1.3. \*(K) locates major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).

Benchmark 2: Places and Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.

3.2.1 \*(K) identifies 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).

Benchmark 4: The student understands how economic, political, cultural, and social processes, interact to shape patterns of human populations, interdependence, cooperation, and conflict.

3.4.1 \*(K) identifies the past and present settlement or development patterns of his/her *community* or local area.

Benchmark 5: The student understands the effect of interactions between human and physical systems

3.5.1 \*(K) describe how *physical systems* influence people and their activities.

**History**-The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Benchmark 1: the student understands the significance of important individuals and major developments in history

4.1.1.\*(A) compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).

4.1.2\*(A) compares and contrasts the ways people communicate with each other past and present.

4.1.3\*(A) identifies 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).

4.1.4\*(K) recognizes the impact of contributions made by leaders past and present.

Benchmark 2: The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

4.2.1\*(A) compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

4.2.2\*(A) defines *immigration* and gives past and present examples from Kansas.

4.2.3\*(K) defines history as the story of the past.

Benchmark 3: The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

4.3.2. (A) locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill).

Benchmark 4: The student engages in historical thinking skills.

4.4.1.\*(A) creates and uses timelines.

4.4.3\*(A) uses information to understand cause and effect.