

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 2 Social Studies
GRADE LEVEL: Grade 2
PREREQUISITES: None

COURSE DESCRIPTION: Urbandale Community School District's second grade social studies program will focus on creating lifelong learners by studying communities, including maps and globes, cultures and traditions, change over time, and economic wants and needs. Students will also explore concepts of citizenship. Students will be exposed to multiple learning opportunities throughout the social studies curriculum.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 2 Social Studies program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Recognize the changing nature of society.
Explore and describe individual traits of all people.
Examine the relationship of the individual to the components of society and culture.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Explore how economic conditions impact people's lives.
Recognize the basic nature of economics is an exchange of resources.
Explain how governments throughout the world influence economic behavior.
Identify people in all parts of the world trade with one another.
Indicate how changes in technology impact individuals, the economy and society.
Describe the economic concept of needs and wants.

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: Explore how human factors and the distribution of resources affect the development of communities and the movement of populations.
Explain how geographic processes and human actions modify the environment and how the environment affects humans.



Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmarks: Identify how people construct knowledge of the past from multiple and various types of resources.

Describe how and why people create and participate in governance.

Discover culture and how cultural diffusion affects the development and maintenance of societies.

Recognize individuals and groups within a society may promote change or the status quo.

Discuss how economic needs and wants affect individual and group decisions.

Demonstrate cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

Benchmarks: Identify the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.

Describe how government affects citizens and how citizens affect government.

Recognize the United States has a role in current world affairs.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmarks: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Employ the full range of research-based comprehension strategies when reading informational text.

Write informative/explanatory/narrative texts as a social scientist.



**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 2 Social Studies
GRADE LEVEL: Grade 2
PREREQUISITES: None

**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 2 SOCIAL STUDIES**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Recognize the changing nature of society.

Indicators: Explain reasons why people and institutions change over time.
Compare and contrast past, present and future.
Recognize that people in different times and places view the world differently.

Benchmark: Explore and describe individual traits of all people.

Indicators: Indicate how people are alike and different in many ways.
Examine how individuals respond to events differently.

Benchmark: Examine the relationship of the individual to the components of society and culture.

Indicators: Identify different rules and patterns of acceptable behavior among various groups.
Recognize people can belong to some groups because they are born into them and some because they join them.
Explain how a community is a group to which a person may belong.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Explore how economic conditions impact people's lives.

Indicators: Indicate that people are both consumers and producers.
Distinguish a cost is what you give up when you decide to do something, and a benefit is something that satisfies your wants.
Identify choices people must make about using goods and services to satisfy wants, since people cannot have everything they want.

Benchmark: Recognize the basic nature of economics is an exchange of resources.



Indicators: Examine the role of money in everyday life.
Explain price as the amount of money people pay for a good or service.
Indicate an exchange is when people trade goods and services for other goods and services or for money.
Describe how money is a good that can be used to buy all other goods and services.
Distinguish how natural resources are from nature; humans make capital resources and human resources (labor) are the efforts of people who produce goods and services.

Benchmark: Explain how governments throughout the world influence economic behavior.

Indicators: Infer governments provide some goods and services.
Explore the purpose of taxes.
Examine the concept of capitalism.

Benchmark: Identify people in all parts of the world trade with one another.

Indicators: Recognize the basic concept of trading.
Explore how different currencies are used throughout the world.

Benchmark: Indicate how changes in technology impact individuals, the economy and society.

Indicators: Identify how the types of jobs and goods and services change over time.
Recognize people are always inventing new ways to solve problems and accomplish work.

Benchmark: Describe the economic concept of needs and wants.

Indicators: Explain the difference between needs and wants.
Know the importance of needs and wants.
Compare and contrast the roles of consumers and producers.
Recognize people make choices because they cannot have everything they want.
Develop short-term and long-term financial goals.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Explore how human factors and the distribution of resources affect the development of communities and the movement of populations.

Indicators: Identify why people choose to settle in different places.
Recognize the role that resources play in human's daily lives.



Benchmark: Explain how geographic processes and human actions modify the environment and how the environment affects humans.

Indicators: Indicate ways in which people depend on the physical environment.
Explain how humans impact the environment in positive and negative ways.
Recognize how the environment impacts humans in positive and negative ways.
Explain how areas of a community have changed over time.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmark: Identify how people construct knowledge of the past from multiple and various types of resources.

Indicators: Compare past, present, and future time in relation to historical events.
Use primary sources such as artifacts, photographs, and documents are used to learn about the past.
Construct timelines.
Recognize people in different times and places view the world differently.

Benchmark: Describe how and why people create and participate in governance.

Indicators: Identify the need for government and how our government came to be.
Indicate factors that contribute to disputes or cooperation in groups and nations.

Benchmark: Discover culture and how cultural diffusion affects the development and maintenance of societies.

Indicators: Explore cultural influences on society and government.
Identify reasons groups of people moved into and within the United States long ago and today.
Recognize the different roles of majority and minority groups in society.

Benchmark: Recognize individuals and groups within a society may promote change or the status quo.

Indicators: Describe the roles of historic and ordinary Americans have played in changing society and government.
Explain how changes in values, beliefs, and attitudes have resulted in technological and scientific knowledge.
Recognize changes in society may or may not be beneficial.

Benchmark: Discuss how economic needs and wants affect individual and group decisions.



Indicators: Explain the differences between needs and wants.
Identify the need for public and private goods and services and the workers who provide them.
Explore the development of technological innovations and their economic effects.

Benchmark: Demonstrate cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Explain the difference between fact and opinion.
Recognize historical decisions can help inform current public issues.

Standard V. Apply knowledge of democratic principles and various political system through life long civic action.

Benchmark: Identify the basic concepts of government and democracy and that the Constitution defines the rights and responsibilities of citizens.

Indicators: Explore what the U.S. Constitution is and why it is important.
Indicate the purpose of rules.
Explain the concept of fairness.
Compare and contrast rights and responsibilities.

Benchmark: Describe how government affects citizens and how citizens affect government.

Indicators: Describe the purpose of government.
Analyze the characteristics of a good leader.
Develop respect for other's points of view.

Benchmark: Recognize the United States has a role in current world affairs.

Indicators: Explain the world is divided into nations.
Recognize how the nations of the world interact with one another.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Indicators: Explain the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Benchmark: Employ the full range of research-based comprehension strategies when reading informational text.



Indicators: Demonstrate making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

Benchmark: Write informative/explanatory/opinion texts as a social scientist.

Indicators: Create informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Develop narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

