

# **Brookline Social Studies Learning Expectations for Grade 2**

## **I. Overview: Places and Cultures**

Students will begin 2nd Grade Social Studies by exploring the basic concepts of geography, including map, globe and atlas features. Students also identify their roles and responsibilities to the communities they belong to and understand and appreciate their interdependence with others. In addition, student will become familiar with the geographies and cultures of the Hopi, Japanese, and Ghanaian people. They will use this knowledge to make comparisons between American life and the lives of others. Through research into the lives of people of distinction, students will explore the impact of life-changing events on these historical figures. They will also identify the accomplishments of these figures and their impact on our lives today.

## **II. Big Ideas**

### ***Continental Geography***

Atlases, maps and globes help us identify places and find out where they are located in relation to major land masses and bodies of water.

Mapping tools like legend/key, scale, and compass rose help us read and make meaning from maps.

### ***Civics***

We are all members of communities with roles and responsibilities.

Community membership helps to develop human identity and connects individuals to larger groups.

### ***Other Cultures (The Hopi, Ghana and Japan)***

Physical geography impacts culture, including: food, shelter, clothing, and traditions.

Cultures define life ways like clothing, food, shelter, art, and beliefs which can change over time.

People within a certain culture(s) share similarities and differences with people from other cultures.

### ***Biography: People of Distinction***

People of distinction often have had life experiences that empowered them to become agents of positive change in the world.

Examining the live of people of distinction provides us with insight into human behaviors and its potential.

## **III. Essential Questions**

### ***Continental Geography***

How are places located?

What is important for us to notice about a place?

How do maps and globes help us understand the world?

How are the major land masses and bodies of water in the world identified?

### ***Civics***

What is a community?

What is our role as community members and what responsibilities do we have toward our community?

How do community members solve problems together?

### ***Other Cultures (The Hopi, Ghana and Japan)***

What does it look like in Arizona/Japan/Ghana? How do you think living in these places impacts the people who live there?

What influences their way of life?

How do their cultures compare and contrast with each other and our own culture?

### ***Biography: People of Distinction***

What behaviors identify people of distinction?

How do people of distinction impact their times?

How do their lives and actions affect us today?

What can we learn from their lives and accomplishments?

## **IV. Content Learning Expectations By Topic**

### ***Continental Geography***

Students will:

- Describe how maps and globes depict geographical information in different ways.
- Locate continents and oceans on a world map.
- Explain the difference between a continent and a country and give examples of each.
- Use the world map to locate the places we are studying.
- Use terminology to include the cardinal directions, landforms, and bodies of water.
- Relate how geography impacts the cultures they are studying.
- Identify parts of a globe such as poles, equator, and hemispheres.
- Learn that North America is made up of three countries.
- Locate the United States, Canada, and Mexico on a map.
- Use the terminology of coasts, borders, and cardinal directions to locate and describe U.S. states.
- Use maps and globes to identify significant physical features of each of the 7 continents.

### ***Civics***

Students will:

- Document personal background knowledge of self and cultural identity, i.e. family roles, shelter, food, valued beliefs.
- Recognize the diversity of backgrounds within our class community, within the United States, and round the world.
- Classify human similarities and differences of likes, dislikes, skills, favored activities, names and experience.

- Learn that they are part of the United States; throughout the year they will deepen their understanding of core American traditions (Pledge of Allegiance,) symbols, and historical events & people.
- Appreciate and respect different opinions.
- Understand that students are citizens of their school (and the larger community) and show;
  - a) Consideration for others;
  - b) Empathy;
  - c) Courage, as distinguished from needlessly taking dangerous risks or exposing others to harm;
  - d) Self-control and patience with oneself and others;
  - e) Ability to work effectively alone and in cooperation with other.

### ***Other Cultures (The Hopi, Ghana and Japan)***

Students will:

- Research physical and human geography of cultures to be studied,( i.e. land, homes and home life, food, beliefs/values, and arts.)
- Compare and contrast their homes with the homes of the cultures studied.
- Identify materials and furnishings of modern and traditional homes for each culture studied.
- Identify traditions, customs, and roles as they relate to family life and values within each culture studied.
- Be exposed to the structure of government within each culture studied.
- Compare and contrast foods they eat with the major foods of each culture studied.
- Identify and contrast the monetary systems of each culture studied and compare it with ours.
- Explore how each culture communicates their history, values, and beliefs through written, oral, and artistic expression.
- Utilize primary and secondary sources to such as videos, artifacts, personal accounts, and nonfiction text to solidify their learning and deepen their understanding of each culture.

### ***Biography: People of Distinction***

Students will:

- Research and learn about diverse people who were people of distinction and explain the qualities that made them admirable (e.g. honesty, dependability, modesty, trustworthiness, courage).
- Compare the lives of people of distinction and recognize the ways in which they are similar to and different from each other and us.
- Organize the biographical information chronologically as a timeline.
- Identify turning points in the lives of people of distinction
- Discuss "what if" possibilities in relation to the turning points in the lives of people of distinction.

## **V. Skill Learning Expectations by Domain**

## **A. Study Skills by Category**

### ***Investigation Skills***

Students will:

- Describe similarities and differences among sources on the same topic.
- Collect information from surveys, interviews, and technology to enhance understanding and depth of knowledge about topic.

### ***Organization Skills***

Students will:

- Interpret and create maps, graphs, charts, diagrams, and surveys.
- Categorize information.
- Select and analyze facts and ideas from primary sources.

### ***Comprehension Skills***

Students will:

- Make informed predictions.
- Summarize the important facts and main ideas.

### ***Presentation Skills***

Students will:

- Create or perform a skit (e.g., historical re-creation, historical narrative, original writing).
- Give an oral presentation and respond to questions by the audience.

## **B. Thinking Skills by Category**

### ***Historical Thinking Skills***

Students will:

- Reflect on the impact of traditional values on modern life.
- Appreciate the relevance of historical context in which events took place and decisions were made.

### ***Analytical Thinking Skills***

Students will:

- Evaluate how different variables impact people's lives and the decisions they make.
- Analyze maps of places we study to determine geographic characteristics and make connections between those characteristics and the way people live.

### ***Organizational Thinking Skills***

Students will:

- Synthesize the information they learn about people and cultures to create final products such as reports, posters, presentations and timelines.
- Generate questions for further inquiry.

### ***Critical Thinking Skills***

Students will:

- Brainstorm possible solutions and outcomes to problems facing individuals and culture
- Identify diverse perspectives between and within cultures.