

GRADE 2

PEOPLE WHO MAKE A DIFFERENCE

Children in the second grade are ready to learn about contemporary and historical figures that have and continue to make a difference in their lives.

Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with social studies include more than reading and writing.

OUR PARENTS, GRANDPARENTS, AND FAMILY MEMBERS

Understanding and appreciating the life stories of parents, grandparents, family members, and ancestors will help children develop a beginning sense of history that is personally rooted and thus interesting to them. Class discussions can center on the many places, groups, and nations represented among classmates. A globe and/or world map can be used to locate places of family origin. Members of children's families can be invited to tell about the experiences of their families.

PEOPLE WHO SUPPLY OUR NEEDS

This study develops an appreciation of the many people who work to supply student's daily needs. Students should consider the interdependence of consumers and producers and of processors and distributors in bringing products to market. Students should develop an understanding of their roles as consumers. In visits to their local market, children should observe and identify the variety of foods that workers in these markets make available to buyers on a daily basis. Questions of where these foods come from, who produces them, and how they reach these markets give focus to this study. Children can observe the many links among their homes, the markets that supply their food, the places where people work to produce their food, and the transportation systems that move products from producer to consumer.

PEOPLE FROM MANY CULTURES, NOW AND LONG AGO

Through reading and listening to biographies, children can learn about the lives of those from many cultures. They should conclude from their studies that historical and contemporary figures make a difference in student's lives. Students will study the necessity of rules and laws, and their application within the family, classroom, and community. Students will understand the role government plays in the creation and enactment of laws. As they study current events, students will become aware of the ways other groups and nations interact. Students will develop an appreciation of living in a democratic society.

GEOGRAPHIC AWARENESS

Maps and charts should be introduced to help children gain geographical awareness. In developing these geography skills, children should differentiate between various maps and a globe, understand and use cardinal directions, identify and distinguish between physical geographic features in the natural landscape and on maps, and read and interpret map symbols with the use of a legend.

GRADE LEVEL: GRADE 2

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RI.KI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.KI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.KI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.CS.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

WRITING

WR.TT.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

WR.TT.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

WR.TT.3 Write 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.

WR.PD.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

WR.PD.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

<p>RI.IK.7 Explain how reasons support specific points the author makes in a text.</p> <p>RI.IK.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.IK.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.RR.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>WR.RB.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about Tribal Nations.</p> <p>WR.RB.8 Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about Tribal Nations.</p>
<p>IEFA: ESSENTIAL UNDERSTANDINGS</p>	<p>GRADES K-2: FOCUS AREAS (MULTICULTURAL/ GLOBAL)</p>
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> • Identification of students’ own cultural backgrounds and exposure to cultures different from their own. • Awareness, appreciation, and respect for differences and similarities. among Montana Indian Tribal Nations, and other diverse cultural groups in American and world societies. • Identification and location of Montana Indian Tribal Nations.
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> • Students as unique individuals; acceptance and respect for the differences shaping individual identities of other students. • Familiarity with a diverse range of individual perspectives while recognizing human universals. • How individual Native Americans are similar to and different from each other.
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how Tribal Nations govern and manage their affairs. Additionally, each Tribal Nation has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> • Traditions that are still practiced by Indian people in Montana today, as well as traditions still practiced by other cultural groups. • Origin stories and other traditional stories of American Indian Tribal Nations.

<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the Tribal Nations for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ul style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian Tribal Nations had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> • Reservations as communities.
<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • N/A
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • Stories of subjective experiences by Montana American Indians. • Exposure to and understanding another point of view or way of thinking.
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian Tribal Nations have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each Tribal Nation.</p>	<ul style="list-style-type: none"> • N/A

ESSENTIAL QUESTIONS – GRADE 2

- How do I describe my family’s traditions and histories?
- How does our community provide goods and services to our homes?
- What do I understand about other people’s cultures?
- How can learning about our community enrich our life (city, state, country)?

TOPICS AND KEY CONCEPTS – GRADE 2

TOPICS

- Honoring family members or people of importance
- Develop appreciation for people who supply our needs
- Learning about people from many cultures from now and long ago
- Geographic awareness

KEY CONCEPTS

Culture

- Recognize and respect other people's traditions and points of view throughout the Missoula community.

Time, Continuity, and Change

- Differentiate between things that happened long ago and things that happened yesterday.

People, Places, and Environments

- Demonstrate basic map skills.

Power, Authority, and Governance

- Understand the levels and reasons for governments.
- Know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

Production, Distribution, and Consumption

- Study how people organize the production, distribution, and consumption of goods and services.

Civic Ideals and Practices

- Understand the importance of personal responsibility in a democratic society.