

SOCIAL STUDIES – GRADE 2

Grade: 2

Academic Standard: 2.1

Academic Standard Indicator: 2.1.1

Core Standard: Yes

Standard Description (Academic or Indicator): Identify when the local community was established and identify its founders and early settlers.

Suggestion for Integrating International Content: Compare past maps or globes with current ones to show global immigration patterns, from the past to the present. Have students prepare interview questions about the town's founding history and invite a local government leader or local historian to visit. Have the speaker answer the students' questions about early leaders and settlers and international influences on the local community. Students should compare those stories to current demographic trends, including international ones, and discuss how the community is the same or different over time.

Grade: 2

Academic Standard: 2.1

Academic Standard Indicator: 2.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

Suggestion for Integrating International Content: Have students compare past world maps or globes to current maps and globes and record the changes. *Extension:* Have students track their ancestors and locate their places of origin on a map, exploring how things have changed in those places of origin since their families moved to this country.

Grade: 2

Academic Standard: 2.1

Academic Standard Indicator: 2.1.4

Core Standard: Yes

Standard Description (Academic or Indicator): Identify and describe community celebrations, symbols, and traditions and explain why they are important.

Suggestion for Integrating International Content: Have students research traditional celebrations in a variety of countries.

Grade: 2

Academic Standard: 2.1

Academic Standard Indicator: 2.1.5

Core Standard: Yes

Standard Description (Academic or Indicator): Chronological Thinking, Historical Comprehension, Research: Develop a simple timeline of important events in the history of the school and/or community.

Suggestion for Integrating International Content: Have students each develop a timeline of events in his/her own life. Teacher should make available books about growing up in different countries. Then have students compare their timelines with those of the international characters in the books. *Example:* Students could compare at what age they started school versus when children from other countries begin.

Grade: 2

Academic Standard: 2.1

Academic Standard Indicator: 2.1.5

Core Standard: Yes

Standard Description (Academic or Indicator): Chronological Thinking, Historical Comprehension, Research: Develop a simple timeline of important events in the history of the school and/or community.

Suggestion for Integrating International Content: Have students investigate a Sister City in another country and make comparisons using a Venn Diagram and T-Chart. *Suggested resource:* Go to Sister Cities International at www.sister-cities.org and click on 'Sister City Directory' to identify U.S. and international Sister Cities.

Grade: 2**Academic Standard:** 2.1**Academic Standard Indicator:** 2.1.6**Core Standard:** Yes

Standard Description (Academic or Indicator): Chronological Thinking, Historical Comprehension, Research: Create and maintain a calendar of important school days, holidays and community events.

Suggestion for Integrating International

Content: Have students compare calendars and holidays in other countries and discuss the similarities and differences.

Grade: 2**Academic Standard:** 2.2**Academic Standard Indicator:** --**Core Standard:** No

Standard Description (Academic or Indicator): Students will explain why communities have government and laws, demonstrate that people in the U.S. have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

Suggestion for Integrating International

Content: Help students understand how people in the U.S. have fought for equal rights and that in much of the world, people still do not enjoy these freedoms. Use a map to locate some of these places. Have students share their feelings about this issue.

Grade: 2**Academic Standard:** 2.2**Academic Standard Indicator:** 2.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Foundations of Government: Explain that the U.S. government is founded on the belief of equal rights for citizens.

Suggestion for Integrating International

Content: Have student compare citizenship rights with those of another country, listing and contrasting citizenship rights for each nation.

Grade: 2**Academic Standard:** 2.2**Academic Standard Indicator:** 2.2.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Functions of Government: Understand and explain why it is important for a community to have responsible government.

Suggestion for Integrating International

Content: Have groups of students research and present about government functions in selected other countries. Based on what they learned and on what they think are the three to five most important things any government should do for its citizens, have students design a simple and hypothetical 'government' to run their school. The teacher might set acceptable boundaries for this 'government'.

Grade: 2**Academic Standard:** 2.2**Academic Standard Indicator:** 2.2.4**Core Standard:** Yes

Standard Description (Academic or Indicator): Roles of Citizens: Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect their difference.

Suggestion for Integrating International

Content: Have the class locate a city in the U.S. and a city (perhaps a Sister City) of comparable size and location (rural, urban, suburban) in another country. Identify the different ethnic groups of the citizenry of both cities and make a chart. Compare and contrast local traditions that each ethnic group brings to their community. **Extension:** Have the class choose one ethnic tradition from each city and recreate it for other classes and/or parents. **Suggested resource:** Go to Sister Cities International at www.sister-cities.org and click on 'Sister City Directory' to identify U.S. and international Sister Cities.

Differentiated Instruction- Special Needs

Accommodations: Have students write to a penpal of the international city chosen by the class, in which they describe their own town/city and ask questions about the international city. **Suggested resource:** <http://www.epals.com/>.

Differentiated Instruction- Highly Able

Accommodations: Have students create an international marketplace for students of other classes and/or parents, similar to Disney's Epcot experience. Visitors will go from country to country and get a faux passport stamped. At each country's booth, students will be prepared to answer questions, provide a one-minute overview of what is unique about their country, and stamp each visitor's passport.

Grade: 2

Academic Standard: 2.2

Academic Standard Indicator: 2.2.4

Core Standard: Yes

Standard Description (Academic or Indicator): Roles of Citizens: Describe how people of different ages, cultural backgrounds, and traditions contribute to the community. and how all citizens can respect these differences.

Suggestion for Integrating International

Content: Through a community building activity, integrate the ideas of citizenship and respecting differences amongst people.

Grade: 2

Academic Standard: 2.2

Academic Standard Indicator: 2.2.4

Core Standard: Yes

Standard Description (Academic or Indicator): Roles of Citizens: Describe how different people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect their difference.

Suggestion for Integrating International

Content: Have students discuss and compare the different roles that international people or citizens with an international heritage play in the community. They should identify ethnic community centers, restaurants, etc. Students can look at the United Nations Norman Rockwell Mosaic containing the Golden Rule. Help them understand that this represents people around the world. Then have students make their own mosaic that represents diverse, important people in their school and community.

Suggested resource:

<http://www.un.org/cyberschoolbus/untour/subnor.htm>

Grade: 2

Academic Standard: 2.3.

Academic Standard Indicator: 2.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): The World in Spatial Terms: Use a compass rose to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school, and community.

Suggestion for Integrating International

Content: Using a giant floor map of world countries, have students locate selected countries. Then have students use the compass rose to locate countries to the north, south, east, and west of each selected country.

Grade: 2

Academic Standard: 2.3

Academic Standard Indicator: 2.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Compare neighborhoods in your community and explain how physical features of the community affect people living there.

Suggestion for Integrating International

Content: Identify some part of the world with a very different geography from the students' community. Have students compare this place with their local community and draw conclusions about how geography influences activities and lifestyles.

Grade: 2

Academic Standard: 2.3

Academic Standard Indicator: 2.3.3

Core Standard: Yes

Standard Description (Academic or Indicator): Places and Regions: Compare

neighborhoods in your community and explain how physical features of the community affect people living there.

Suggestion for Integrating International

Content: Have students compare the demographics of their school versus a school in another country. They should then determine the similarities and differences.

Grade: 2

Academic Standard: 2.3

Academic Standard Indicator: 2.3.4

Core Standard: Yes

Standard Description (Academic or Indicator): Physical Systems: On a map, identify physical features of the local community.

Suggestion for Integrating International

Content: Have students expand on basic information available on maps, globes, and other tools to locate and identify physical features of world locations.

Grade: 2

Academic Standard: 2.4

Academic Standard Indicator: 2.4.2

Core Standard: Yes

Standard Description (Academic or Indicator): Identify community workers who provide goods and services for the rest of the community, and explain how their jobs benefit people in the community.

Suggestion for Integrating International

Content: Have students compare the workers in their community with those of another community in another country. Explain how community workers are important in each community across the globe.

Grade: 2

Academic Standard: 2.4

Academic Standard Indicator: 2.4.4

Core Standard: Yes

Standard Description (Academic or Indicator): Research goods and services

produced in the local community and describe how people can be both producers and consumers.

Suggestion for Integrating International

Content: Have students discuss in detail the limitations of goods and services in other countries compared to the U.S. Have them brainstorm what helps people make money and purchase things. Then have students examine charts that show imports and exports in America and other countries.

Grade: 2

Academic Standard: 2.4

Academic Standard Indicator: 2.4.7

Core Standard: Yes

Standard Description (Academic or Indicator): Explain why people trade for goods and services and explain how money makes trade easier.

Suggestion for Integrating International

Content: Have students discuss international trade, taking into consideration where we get international goods. They should analyze the similarities and differences of goods and services available in other countries compared to the U.S.
