

SS.ES2.1.A –G Benchmarks:

New Hampton Community School District

Social Studies Standards and Benchmarks - SS

Second Grade

SS.ES2.1. Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

The student will be able to:

1. Explore similarities and differences in groups. (GE)
2. Give examples of how cultural experiences are viewed in various ways. (GE)
3. Identify ways (stories, folktales, music and art) in which people express their culture. (CS)
4. Identify how all people meet their basic needs. (CE)
5. Experience diversity by using literature about other cultures. (MCGF)
6. Develop an awareness of how work relates to the needs and functions of society. (NCDG)
7. Develop an awareness of the impact of our ancestors and their cultures on Iowa in the past and present (MCGF)

Assessed by: Student Performance/Product, Drawings, and Teacher Observation

SS.ES2.2. Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.ES2.2. A – G Benchmarks:

The student will be able to:

1. Identify and use various materials to learn about the past (photos, maps, texts). (CS)
2. Use correctly vocabulary associated with time such as past, present, future, long ago and identify examples of change. (CS)

3. Compare and contrast different stories about past events, people, and places. (HOTS)
4. Develop an awareness of different occupations and changes in male/female roles. (MCGF)
5. Understand that each career has skills, abilities, and interests. (ES)
6. Demonstrate healthy ways to deal with conflict, stress, and emotions in self and others. (NCDG)
7. Understand how cultural influences, beliefs and traditions create diversity. (GE,MCGF)

Assessed by: Student Performance, Drawings, Tests, and Teacher Observation

SS.ES2.3. People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.ES2.3. A – G Benchmarks:

The student will be able to:

1. Describe how geography and resources affect how people live and their needs. (GE)
2. Use maps of local, regional, and global settings to show skill in relative location and direction. (LS)
3. Describe how people create neighborhoods and communities that reflect their culture, values, wants and needs. (CS) (MCGF)
4. Understand how some elements of simple systems work together. (ES)
5. Identify and evaluate existing uses of resources and land in community and region. (CS) (HOTS)
6. Demonstrate effective skills for interacting with others. (NCDG)
7. Use the BIG SIX (information-problem solving for information problems in Social Studies.) (HOTS) (GE)

Assessed by: Student Performance, Tests, and Teacher Observation

SS.ES2.4. Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.ES2.4. A-F Benchmarks:

The student will be able to:

1. Describe personal changes over time. (physical, mental, and social) (CS)
2. Describe personal connections to community and nation. (CS) (GE)
3. Work independently and cooperatively in a group to accomplish a goal. (HOTS) (ES)
4. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices. (CS)
5. Describe positive characteristics about self as viewed by self and others. (NCDG)
6. Know personal interests and abilities. (ES)

Assessed by: Student Performance / Projects and Teacher Observation

SS.ES2.5. Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.ES2.5 A-F Benchmarks

The student will be able to:

1. Identify groups that shape an individual's role such as student, family member, peer group, culture, etc. (CS, MCGF)
2. List examples of how rules control a person's behavior. (HOTS)
3. Illustrate examples of a person's beliefs. (MCGF, GE)
4. Identify various institutions in society. (CS, GE)
5. Demonstrate positive skills that help working relationships and productivity in a group. (NCDG)
6. Know appropriate behavior for different settings. (ES)

Assessed by: Pictures, Student Performance / Product, and Teacher Observation

SS.ES2.6. Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.ES2.6 A-F Benchmarks:

The student will be able to:

1. Recognize and utilize information from a variety of materials found in society. (TECH, CE, CS, MCGF)
2. Explain the purpose of government. (CS, HOTS)
3. Distinguish among local, state, and national government and identify leaders at these levels such as mayor, governor, president.(CS, GE)
4. Identify rights and duties of a citizen in relationship to a classroom, family, community, and the world. (CS, HOTS)
5. Make good decisions about daily activities and to solve problems. (ES)
6. Describe how decisions can affect self and others. (NCDG)

Assessed by: Reports, Student Performance/Product, and Teacher Observation

SS.ES2.7. Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.ES2.7 A-F Benchmarks:

The student will be able to:

1. Identify a person's wants and needs. (CE)
2. Give examples of groups that produce goods and services. (MCGF, CE)
3. Describe how service workers, producers, and consumers depend upon each other. (HOTS)
4. Identify the ideas of price, supply and demand. (CS, GE)
5. Use effective strategies to interact with others. (ES)
6. Identify economic related career opportunities. (MCGF, NCDG)

Assessed by: Student Performance/Product and Teacher Observation

SS.ES2.8. Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.ES2.8 A-E Benchmarks:

The student will be able to:

1. Identify examples of how technology and science have changed people's lives over time. (TECH) (CS)
2. List attitudes, values, and beliefs that have changed as a result of science and technology. (CS, TECH)
3. Describe ways that science and technology can promote the common good. (HOTS, CS, GE)
4. Understand that decisions and proposals are most readily accepted when supported by good reasons. (ES)
5. Describe the effects that societal, economic, and technological change have on occupations. (NCDG)

Assessed by: Graphic organizers, Pictures, Student Performance/Product, and Teacher Observation

SS.ES2.9. Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.ES2.9 A-F Benchmarks:

The student will be able to:

1. Identify ways in which an individual's life quality is affected by people from different nations. (GE,CS)
2. Explore ways that art, music, games, and literature increase global understanding. (GE, MCGF)
3. Identify some areas of concern world-wide like pollution, endangered species, oil consumption, etc. (GE, CS, HOTS)
4. Relate how changes in technology affect the world. (CS, HOTS)
5. Understand that parts of a system affect one another, and that a system may not work if one of the parts is not working. (ES)
6. Demonstrate an awareness of different cultures, lifestyles, attitudes and abilities. (NCDG)

Assessed by: Student Performance/Product and Teacher Observation

SS.ES2.10. Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship through the development of civic attitudes and values. (ES) (NCDG)

SS.ES2.10 A-F Benchmarks:

The student will be able to:

1. Identify rights and responsibilities of citizens. (CS)
2. Discuss and practice qualities of citizenship in a democratic republic. (HOTS)
3. Understands established rules, regulations, and policies and reasons for following them. (ES)
4. Demonstrate effective ways to interact with others. (NCDG)
5. Demonstrate the cognitive understanding and application of the six pillars of Character Counts. (CE, GE, ES)
6. Plan, implement, and reflect on a service project in the community. (CS, GE, ES,)

Assessed by: Teacher Observation, Daily Work, Role Playing, Student Reflection

SS.ES2.11. Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES)

SS.ES2.11 A-D Benchmarks:

The student will be able to:

1. Engage in creative thinking to solve problems. (HOTS, ES)
2. Utilize self-regulation techniques in their daily lives. (HOTS, NCDG)
3. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being open-minded, restraining impulsivity, and being sensitive to others' feelings and level knowledge. (HOTS)
4. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Student Performance/Product and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources:

(List all materials and resources. Be specific.)

Textbook: Making A Difference, Harcourt Brace Publishing Co., 2000

Textbook Supplementary Materials

Maps and Globe Materials: Nystrom Student Atlases, Globes, Various Maps (Neighborhood, Community, United States, World)

Videos: (The following are titles of videos to go with Unit 1. Others will be added as the units are developed.)

Prejudice Community: Rules and Laws

Keeping Your Community Clean Community: People Share a Place

Services Community Helpers

Family Teamwork All About Neighborhoods

Your Town: Communication Cities: What Are They

Your Town: Transportation Business

Your Town: Public Works

Trade books: (Partial List)

Mrs. Katz and Tush Across the Blue Mountains

Around Town All the Places to Love

Marge's Diner Milk: From Cow to Carton

Ox-Cart Man Legend of the Indian Paintbrush

A New Coat for Anna Johnny Appleseed

We Keep a Store A Chair for My Mother

A Weed Is a Flower: Biography Ruth Law Thrills a Nation

Squanto and Thanksgiving Smoky Night

Chicken Sunday A Very Important Day

When I Was Young in the Mountains Keeping Quilt

Human Resources:

PIE Community Workers Parents

Field Trips:

First Citizens' National Bank (Service)

"Walk on Main" (looking at goods and services)

Floyd County Museum (pioneers)

Grout Museum and Russell Lampson House

Partner in Education Activities/Projects

Our partners will be involved in connecting the pillars of character education to ways of using them in our families, neighborhoods, and community.

Computer programs: (as a forum for student expression)

CD-ROM--Exploring Where and Why (NYSTROM)

Internet Websites: <http://www.hbschool.com>

Possible Projects at the Second Grade Level

to facilitate Service Learning

Students will have the opportunity to look for a service project in the community that could be performed by the whole class or individuals in the class.

In the event that a need is not made known to the students, these are other possible service learning projects for second grade students.

*pick up litter in the community wherever a need

*rake leaves/pick up sticks

* visit care centers, Heritage Home, Comprehensive Systems (sing, perform plays, read to residents, play BINGO)

*help with projects at the “nature center”

*make holiday/get well cards for patients at the hospital