

Revised 2007

**BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Second Grade**

Grade 2 Overview: PEOPLE AND COMMUNITY

In the second grade children are ready to learn about people who make a difference in their own lives and people who have made a difference in the past. People who make a difference in a child's world are, first, those who care for him or her; second, those who supply the goods and services necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community. In addition, children will also learn about local Montana Indian communities.

Information provided on Montana Indians should be authentically presented. Museums are a rich source of publications, pictures and artifacts. Throughout these studies children will have a continuing opportunity to enjoy the literature that brings to life the people of an earlier time. The literacy selections, though not written specifically about their community, should illustrate how people lived in the past and thus convey the way of life of those earlier times.

In second grade, the curriculum will focus on communities and how they impact our lives. Students will be able to answer these key questions by the end of the school year:

What makes a community and how do they solve problems?

Why are rules necessary?

What jobs do people have in the community?

What goods and services do communities provide and how are they distributed?

Who are the influential people in the history of our community and surrounding reservations?

What is the significance of our communities' local landmarks? (Pompey's Pillar, Chief Plenty Coups Park, Pictograph Caves, Little Big Horn Battlefield)

What are some of the patriotic symbols of the United States? (American flag, bald eagle, Statue of Liberty)

What are the name and locations of the continents?

Where are the equator and the North and South Poles located?

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive, 13
guided processing, developing strategies

Essential: Tested

Apply: Student demonstrates an understanding with low support from teacher, on-going self extended learning, student may be tested

**BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Second Grade**

LEARNING OBJECTIVES

I. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

- 1. _____ Identify various jobs in the community. (I, D, E)**
- 2. _____ Practice basic group decision making strategies. (e.g. class elections, playground and classroom rules) (I, D, E)**

II. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

- 3. _____ Explain that communities and reservations may be composed of diverse people. (I, D, E)**

III. Students apply geographic knowledge and skills (e.g., locations, place, human/environment interactions, movement, and regions).

- 4. _____ Identify and compare the characteristics of rural and urban communities. (I, D, E)**
- 5. _____ Describe how local landmarks are significant to our community including Pompey's Pillar, Chief Plenty Coups Park, Pictograph Cave, Little Big Horn Battlefield. (I, D, E)**
- 6. _____ Identify and locate the seven continents on a map and globe. (I, D, E)**
- 7. _____ Locate the poles and the equator on a map and globe. (I, D, E)**
- 8. _____ Construct and interpret simple maps. (I, D, E)**

IV. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

- 9. _____ Identify and explain the patriotic symbols: American flag, bald eagle, Statue of Liberty.**
- 10. _____ Compare varying and differing accounts of events. (Battle of the Little Bighorn, Pompey's Pillar) (I, D, E)**

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive,
guided processing, developing strategies

14

Essential: Tested

Apply: Student demonstrates an understanding with low
support from teacher, on-going self extended
learning, student may be tested

**BILLINGS PUBLIC SCHOOLS
SOCIAL STUDIES
Learning Objectives
Second Grade**

V. Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

- 11. _____ Describe the difference between goods and services. (I, D, E)**
- 12. _____ Understand how goods are made and brought to us. (I, D, E)**
- 13. _____ Compare food gathering and production among groups in the past. (I, D, E)**

VI. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

- _____ 14. Explain that history is the story of the past and of the people who came before us. (I, D, E)**
- _____ 15. Identify the historical influential people of our community and Surrounding reservations. (Such as: Frederick Billings, P.B Moss, Chief Plenty Coup, Robert Yellowtail, Chief Dull Knife, Little Wolf, John Wooden Legs.) (I, D, E)**
- _____ 16. Identify own ethnic heritage(s). (I, D, E)**

Introduce: Teacher (high support)
Modeling to children

Develop: Teacher / Student work together, interactive, 15
guided processing, developing strategies

Essential: Tested

Apply: Student demonstrates an understanding with low
support from teacher, on-going self extended
learning, student may be tested