

Elementary Social Studies Scope and Sequence: Grade 2

Unit 1: Civics

Students will analyze the importance of the common good in decision making by:

- defining the common good.
- explaining the importance of promoting the common good.
- recognizing that people are sometimes not treated fairly for reasons beyond their control.
- explaining how multiple perspectives sometimes makes it difficult to agree upon what is the common good.
- researching examples of leaders making decisions for the common good.

Students will understand democratic ideals by:

- comparing how various systems of government have resolved conflict in the past and today.
- explaining what makes the United States a democratic republic.
- identifying the communities in which students belong that are democratic and those that are not.
- identifying the local, state, and federal levels of government.
- researching examples of democratic leaders addressing the wants and needs of the people they serve.

Students will analyze responsible civic engagement by:

- identifying civic engagement activities on the local, state and national level.
- explaining how participating in civic activities engages citizens with their communities.
- exploring voting as a part of civic life that Americans use to participate in government and select people in power.
- investigating communication tools that Americans use to have their voices and ideas heard by those in government.
- researching examples of civic engagement through historic figures and ordinary citizens.

Unit 2: Geography

Students will be able to explain how location makes their county and state unique by:

- locating Carroll County and Maryland using cardinal directions on maps, globes, GPS, and Google Earth.
- describing the relative location of Carroll County and Maryland by identifying the equator and north and south poles.
- identifying continents and oceans near and far from Carroll County and Maryland on maps and globe.
- locating key physical features and human-made features in Carroll County and the state of Maryland using maps and other geographic tools.
- describing where places are located in Carroll County and the state of Maryland on a map using relative distance and direction, such as near-far, above-below and cardinal directions.
- analyzing Carroll County and the state of Maryland using bird's eye view that includes important landmarks in the county and the state.

Students will analyze the human and environmental interactions in their school community by:

- contrasting how regions across Maryland modify their environment to meet changing needs for shelter.
- describing why and how people in Carroll County and Maryland protect the environment.
- explaining how people adapt to changes in the environment.

Unit 3: Economics

Students will analyze the choices producers make by:

- distinguishing between natural, capital and human resources.
- explaining how producers use natural, capital, and human resources.
- comparing the key economic questions of what to produce, how to produce, and for whom to produce.
- differentiating between goods and services.
- connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community.
- identifying the government as a producer who uses tax money to provide goods and services.
- assessing how technology and transportation changed how goods and services are produced and exchanged (assembly line, robots, containerization, international supply chain).

Students will analyze the choices consumers make by:

- determining how consumers acquire goods and services.
- understanding that scarcity requires consumers to make choices about what they consume.
- explaining how consumers use natural, capital, and human resources.
- identifying how consumers make decisions based on the costs and benefits of goods and services.
- assessing how incentives influence consumers.
- identifying opportunity cost and trade-offs as the result of choices made by consumers.

Students will assess effective personal financial decision making by:

- identifying how people earn money.
- describing the costs and benefits of saving.
- explaining the meaning and purpose of taxes.
- explaining how scarcity, wants, and needs influence family decisions.
- developing age-appropriate financial goals and a spending and saving plan including income and expenses.

Unit 4: History

Students will analyze continuity and change over time in Carroll County and Maryland by:

- analyzing photographs, images, and text from the past.
- comparing images and text descriptions of the past with today.
- explaining how life today is similar and different than in the past using evidence from a variety of sources.
- creating timelines of key events from earlier time periods.
- analyzing events from the past using evidence that includes the voice of the people involved in the event.
- explaining why multiple perspectives emerge from people who experience a common event.

- analyzing the role that time, place, and surrounding events have on influencing how people interpret the present and past.