



# BROWNELL TALBOT

## Second Grade Prioritized Social Studies Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Lower School unit concepts (i.e. geography, citizenship, government, community, cultural diversity, and Nebraska history) connect to each of the NCSS themes and spiral from year to year, increasing in complexity and application of understanding through a variety of projects.

### CULTURE

- Understand “culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Understand concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
- Ask and find answers to questions related to culture in the contexts of school, community, state, and region

### TIME, CONTINUITY, & CHANGE

- Understand key concepts such as: past, present, future, similarity, difference, and change
- Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts
- Understand key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world
- Ask and find answers to questions related to the past in school, community, state and regional contexts
- Use a variety of sources to learn about the past; Identify examples of both continuity and change, as depicted in stories, photographs, and documents

### PEOPLE, PLACES, & ENVIRONMENTS

- Understand concepts such as: location, direction, distance, and scale
- Understand physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment
- Understand factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live
- Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living
- Understand benefits and problems resulting from the discovery and use of resources
- Understand tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments
- Ask and find answers to geographic questions related to the school, community, state, region, and world
- Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies

### INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand concepts such as, growth, change, learning, self, family, and groups
- Understand individuals have characteristics that are both distinct from and similar to those of others
- Understand individuals change over time

## **INDIVIDUALS, GROUPS, & INSTITUTIONS**

- Understand concepts such as: community, culture, role, competition, cooperation, rules, and norms
- Understand characteristics that distinguish individuals
- Understand that individuals, groups, and institutions share common elements and also have unique characteristics
- Understand the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives
- Ask and find answers to questions about individual, group, and institutional influences
- Describe interactions between and among individuals, groups, and institutions
- Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good

## **POWER, AUTHORITY, & GOVERNANCE**

- Understand rules and laws can serve to support order and protect individual rights

## **PRODUCTION, DISTRIBUTION, & CONSUMPTION**

- Understand the difference between needs and wants
- Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community
- Analyze the differences between wants and needs

## **GLOBAL CONNECTIONS**

- Understand global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel)
- Ask and find answers to questions about the connections we have to other people and places around the globe

## **CIVIC IDEALS & PRACTICES**

- Drawing illustrations of examples of participation supportive of civic ideals and practices
- Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond
- Identify and exercise the rights and responsibilities of citizens