

Social Studies

Syllabus: Grade 2

Description

This course is designed to help 2nd graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards

Standards 10-12: Economic Standards

Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

Social Studies Resources & Materials

Book: We Live Together – McGrawHill

Class Rules:

1. Arrive on time, prepared, and ready to learn
2. Respect yourself and others
3. Make friends and be thoughtful
4. Take turns speaking and listening
5. Say Please and Thank you
6. Try your best!

Computation of Letter Grade:

| | | |
|----------|-------|---|
| 90%-100% | ----- | A |
| 80%-89% | ----- | B |
| 70%-79% | ----- | C |
| 65%-69% | ----- | D |
| 0%-64% | ----- | F |

Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

Methods of Evaluation

Quarterly grade for Grade 1 to 8 is based on:

- A. 85% = Class Average
- * Class Average = 70% Test + 30% Other Components such as quizzes, group works, classwork, homework, self-assessments, experiments/demonstrations/research/projec
- B. 15% = Quarter Exam

Grade 2

First Quarter

- Use basic map characteristics (i.e., compass rose, scales, legends, titles) to describe the location of places in their state (e.g., streams, reefs, roads, hills). **(Geography)**
- Read maps and globes and follow narrative accounts using them (e.g., trip itinerary showing stops in different parts of Palau). **(Geography)**
- Identify the beginning, middle, and end of historical stories, myths, and narratives of their community. **(History)**
- Give examples of people in their school or community who were good leaders, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, unselfishness, helpfulness). **(Civics & Government)**
- Give examples of how the school is structured (e.g., principal, teachers, students, parents) and how it functions to serve the needs of students and the community. **(Civics & Government)**
- Identify and categorize different jobs people do in the community as providing a good or service. **(Economics)**
- Describe how people work to earn income in order to satisfy their needs and wants. **(Economics)**

Second Quarter

- Use basic map characteristics (i.e., compass rose, scales, legends, titles) to describe the location of places in their state (e.g., streams, reefs, roads, hills). **(Geography)**
- Read maps and globes and follow narrative accounts using them (e.g., trip itinerary showing stops in different parts of Palau). **(Geography)**
- Identify the beginning, middle, and end of historical stories, myths, and narratives of their community. **(History)**
- Distinguish between past, present, and future time. **(History)**
- Give examples of ways communities organize and work together in order to meet shared goals that could not have been accomplished through individual effort (e.g., construct community centers, organize community events). **(Civics & Government)**
- Give examples of responsibilities in the school or community (e.g., obeying parents/teachers, completing homework/chores) and the benefits of fulfilling those responsibilities (e.g., praise/approval from parents/teachers, increased confidence/self-esteem). **(Civics & Government)**
- Identify and categorize different jobs people do in the community as providing a good or service. **(Economics)**
- Identify examples of productive resources that provide goods or services in their community (natural: water, plants, fish; human: teacher, policeman; capital: steel, rubber). **(Economics)**

Third Quarter

- Identify the natural features (e.g., hills, rivers, mangrove swamps, ocean) of their local community. *(Geography)*
- Describe how the Earth-Sun relationships affect our daily lives (e.g., difference in temperature during morning, afternoon, and evening hours; length of days and nights). *(Geography)*
- Distinguish between past, present, and future time. *(History)*
- Identify past and present changes within their school and village community. *(History)*
- Recognize the important contributions of a past leader in their community and identify the dates of their key accomplishments. *(History)*
- Identify the need for fairness and justice in rules by individuals and people of authority in their school and local community. *(Civics & Government)*
- Give examples of how the school is structured (e.g., principal, teachers, students, parents) and how it functions to serve the needs of students and the community. *(Civics & Government)*
- Know why people trade goods and services (e.g., in order to get things they want or need, so that they will be better off). *(Economics)*
- Describe how people work to earn income in order to satisfy their needs and wants. *(Economics)*

Fourth Quarter

- Identify ways in which the movement of people has affected the cultural diversity of their community (e.g., different ethnic groups, languages, religions, foods, relatives moving off island) and the reasons for the migration (e.g., better jobs, education, security). *(Geography)*
- Describe how areas in their community have changed over time (e.g., changes in the size and style of homes, in plant and animal life, in how people earn their living). *(Geography)*
- Identify historical artifacts (e.g., WWII ruins, stone monoliths, sites of former villages) in their school and community. *(History)*
- Identify examples of productive resources that provide goods or services in their community (natural: water, plants, fish; human: teacher, policeman; capital: steel, rubber). *(Economics)*
- Identify the goods and services provided by the government (e.g., schools, parks, hospitals, police, fire protection, postal service, roads, water). *(Economics)*
- Give examples of people in their school or community who were good leaders, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, unselfishness, helpfulness). *(Civics & Government)*
- Discuss classroom problems with other students and the teacher and suggest fair solutions (e.g. compromise, agreement, etc.). *(Civics & Government)*