

BEMIDJI AREA SCHOOLS
SOCIAL STUDIES LEARNER OUTCOMES
SECOND GRADE

I. U. S. HISTORY

A. Family Life Today and In The Past

Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.

The student will:

1. Compare family life in his or her community from earlier times and today.

Examples:

- Dakota and Ojibwe villages
- Minnesota frontier farms
- Suburban towns and cities in Minnesota today
- Similarities and differences in work (Inside and outside the home), dress, manners, schools, games, festivals, stories

2. Compare family life in at least three distant places and times.

Examples:

- U.S. pioneer villages
- American Indian villages
- Alaskan Igloos
- Modern day rural, suburban, and urban homes (farms, apartments, etc.)
- Similarities and differences in work (inside and outside the home), dress, manners, schools, games, festivals, stories

3. Compare technologies from earlier times and today, and identify the impact of invention on historical change.

Examples:

- Transportation methods (canoes, covered wagons, cars, planes)
- Communication methods (oral traditions, letters, cell phones, computers)

I. U. S. HISTORY

B. Famous People and Events in U. S. History

Standard: The student will recognize people and events that made significant contributions to U. S. History.

The student will:

1. Know individuals and groups associated with key turning points in U. S. History.

Examples:

- George Washington and the American Revolution
- Abraham Lincoln and the Civil War
- Lewis and Clark and the Corps of Discovery
- Susan B. Anthony and the Women's Suffrage movement
- Rosa Parks and the Civil Rights movement
- Military veterans and service to country.

I. U. S. HISTORY

C. Many Peoples and Cultures Meet in the Making of North America

Standard: The student will demonstrate knowledge of the people who settled in North America.

The student will:

1. Understand that large and diverse American Indian nations were the original inhabitants of North America.

Examples:

- Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific, Northwest, Arctic, Ojibwe, Dakota)

2. Demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.

Examples:

- Scandinavian, Spanish, Dutch, French, and English explorations
- Conflict and cooperation
- Trade
- Disease
- Leif Eriksson
- Christopher Columbus
- Powhatan, Pocahontas and John Smith
- Squanto and Pilgrims

V. GEOGRAPHY

A. Concepts of Location

Standard: The student will use directional and positional words to locate and describe people, places and things.

The student will:

1. Write his/her address including city, state, and country.

2. Describe the location of people, places and things by using positional words.
Examples:
 - Near/Far
 - Above/Below
 - Left/Right
 - Behind/In front
3. Use maps and globes to locate places referenced in stories and real life situations.
4. Explain that an address locates a specific place.
Examples:
 - Street address
 - Apartment number
 - Classroom number
5. Name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.
Examples:
 - Near/Far
 - Above/Below
 - Left/Right
 - Behind/In front
 - High/Low
 - North/South
 - East/West
6. Use the equator and poles as reference points to describe locations.
Example: Point to or mark United States, Minnesota, Europe, and Africa features on a map of the world and globe, in relation to the poles and the equator
7. Compare distances between two or more places shown on a map with simple terms, such as farther and closer.
Example: Determine which is farther from Minnesota: Texas or Alaska

VII. GOVERNMENT AND CITIZENSHIP

B. Beliefs and Principles of United States Democracy

Standard: The student will understand the role of government, rules, and law and why we have them.

The student will:

1. Give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules.

Examples: Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare

2. Explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws.

3. Know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.

Examples: Constitution is a written plan that creates, organizes, and describes what government does, classroom constitutions