

# Parents' Guide to Student Success in *Social Studies*

## **Second Grade**

### **Why Are Academic Standards Important?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### **Here are Some Things Your Child Will Be Working on in Second Grade**

- American Indian cultures
- Exploration and colonization of North America
- Influence of geography on early U.S. history
- Democracy and responsibilities of good citizens
- Basic economic concepts



#### **Keeping the Conversation Focused:**

When you talk to the teacher, do not worry about covering everything instead keep the conversation focused on the most important topics. In Second Grade, these include:

- History
- Geography
- Economics
- Civics & Government

### **Help Your Child Learn at Home**

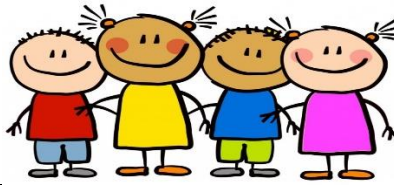
Try to create a quiet place for your child to study and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

- Read to and/or with your child daily quality text that is aligned to the curriculum topics.
- Research Early American Indian cultures to learn about their development in North America to include: locating the regions settled, how they used their environment, and how they contribute to American life
- Research European Explorers (Columbus, Cabot, Balboa, de Soto, Cartier, Hudson)
- Use a physical map to locate topographical features on a physical map of the United States
  - Major Rivers: Mississippi, Ohio, Rio Grande, Colorado, Hudson, St. Lawrence
  - Major Mountain Ranges: Appalachian, Rocky

Resource: <http://www.pta.org/parents/>

## Second Grade

### Nine Week Checkpoints for Parents and Students



<b>Helpful Websites</b>	
<a href="http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html">http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html</a> <a href="https://www.ducksters.com/history/colonial_america/">https://www.ducksters.com/history/colonial_america/</a> <a href="https://www.nationalgeographic.org/education/map-skills-elementary-students/">https://www.nationalgeographic.org/education/map-skills-elementary-students/</a>	
<b>First Nine Weeks</b>	<b>Second Nine Weeks</b>
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Locate major topographical features on a physical map of the United States</li> <li>• Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe</li> <li>• Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)</li> <li>• Describe how physical systems affect human systems</li> </ul>	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe early American Indian cultures and their development in North America (Arctic, Northwest, Southwest, Plains, Northeast, Southeast)</li> <li>• Describe how physical systems affect human systems</li> <li>• Describe European exploration in North America (Columbus, Cabot, Balboa, de Soto, Cartier, Hudson)</li> </ul>
<b>Third Nine Weeks</b>	<b>Fourth Nine Weeks</b>
<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain the factors that shaped British Colonial America (New England, Mid-Atlantic, Southern Colonies)</li> <li>• Describe how physical systems affect human systems.</li> <li>• Describe the elements of representative democracy/republic in the United States</li> <li>• Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic)</li> </ul>	<p><i>Students should know and be able to:</i></p> <ul style="list-style-type: none"> <li>• Describe the elements of representative democracy/republic in the United States</li> <li>• Explain the importance of Americans sharing certain central democratic beliefs and principals (personal, civic)</li> <li>• Define and give examples of the four types of productive resources</li> <li>• Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protections, and military) and pay for these through taxes</li> <li>• Give examples of interdependence and trade and explain the benefits of voluntary exchange.</li> <li>• Explain the concept of opportunity cost as it relates to making a saving or spending choice.</li> </ul>