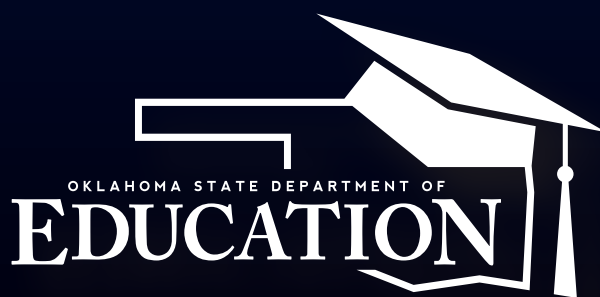




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 4

Grade 2 SOCIAL STUDIES *Our Democratic Heritage*

Second grade students conclude their introduction to the United States in the citizenship strand through the study of the foundation of the American republic. The historic strand introduces selected Americans who have been important in securing and ensuring their rights. The geography strand develops the students' understanding of the nation's physical and political features. The economic strand continues a more advanced understanding of economic concepts.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 2 content standards and methods of instructional delivery.

PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING

Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.

A. Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi-paragraph text (e.g., primary or secondary sources) as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historic events or social studies concepts.

B. Craft and Structure

4. Determine the meaning of words and phrases in a social studies text.
5. Know and use various text features (e.g., maps, graphs, charts captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe in primary and secondary informational texts.

C. Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

Process and Literacy

Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.

A. Text Types and Purposes

1. Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order (e.g., cause and effect relationships), and provide a sense of closure.

B. Production and Distribution of Writing

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

C. Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., primary and secondary sources on a single topic).
8. Recall information from experiences or gather information from provided sources to answer a question.

Process and Literacy

Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.

A. Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about Grade 2 Our Democratic Heritage topics and texts with peers and adults in small and larger groups.
2. Recount or describe key ideas or details from a social studies text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a social studies topic or issue.

B. Presentation of Knowledge and Ideas

4. Tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking audibly in coherent sentences.
5. Create audio recordings of social studies stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CONTENT SKILLS**Citizenship Literacy**

Content Standard 1: The student will explain the importance of the basic principles that provide the foundation of the American system of government.

1. Summarize the five key individual rights and liberties protected by the *First Amendment* to the *United States Constitution*. (CCRIT 2)
2. Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.
3. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and the Liberty Bell.
4. Participate in patriotic traditions including the recitation of *The Pledge of Allegiance* and singing of *The Star Spangled Banner*, and demonstrate proper flag etiquette and appropriate behavior during both.
5. Describe relationships between people and events of the past which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

Economics Literacy

Content Standard 2: The student will understand basic economic concepts in the American economy.

1. Describes ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards, and provide examples of interdependence through trade/barter and purchase.
2. Describe the connection between taxes and community services including schools, sanitation and water, fire and police protection, libraries, and roads. (CCRIT 3)

Geography Literacy

Content Standard 3: The student will examine how humans modify their environment.

1. Construct basic maps using legends, scale, and intermediate directions including the introduction of latitude and longitude and the division of the Earth into four hemispheres.
2. Identify basic natural landforms and bodies of water and man-made environments including examples found in the community and the United States: plains, mountains, peninsulas, and islands; rivers, lakes, oceans, seas, gulfs, bays, and harbors; and highways, cities, airports, and railroads.
3. Locate on a physical map of the United States the major natural features including the Mississippi River, Colorado River, Rio Grande, Great Lakes, Rocky and Appalachian Mountain Ranges, the Great Plains, the Atlantic and Pacific Oceans, and the Gulf of Mexico.
4. Locate on a political map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington, D.C., New York City, Los Angeles, and Chicago.

History Literacy

Content Standard 4: The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.

1. Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, and Senator Daniel Inouye. (CCW 7)
2. Analyze the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.
3. Commemorate months designated to the contributions the American nation of significant groups to the history of including National Hispanic History Month, Native American Heritage Month, Black History Month, Women's History Month, and Asian-Pacific American Heritage Month.
4. Understand chronological sequencing and the connection between historic events and individuals through the creation of basic timelines. (CCRIT 3)