

# Course Syllabus

## Social Studies, Social Studies Grade 2

Morgan County Curriculum 4.1 Elementary., Final  
Morgan County School District

### Government and Civics

- 1.1.1 Supporting  
The learner will be able to identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide like police and fire protection roads and snow removal, garbage pick-up and identify how they pay for these services taxes).
- 1.1.2 Supporting  
The learner will be able to identify and explain the purpose of rules within rules like schools, clubs, and teams and compare rules with laws.
- 1.2.1 Supporting  
The learner will be able to describe how their local government is structured (like the mayor, city council, judge-executive, fiscal court, local courts).
- 1.3.1 Supporting  
The learner will be able to define basic democratic ideas like liberty, justice, equality, rights, and responsibility and explain why they are important today.
- 1.3.2 Supporting  
The learner will be able to identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

### Cultures and Societies

- 2.1.1 Supporting  
The learner will be able to describe cultural elements like beliefs, traditions, languages, skills, literature and the arts.
- 2.2.1 Supporting  
The learner will be able to identify social institutions like government, economy, education, religion, and family and explain how they help the community.

- 2.3.1 Supporting  
The learner will be able to describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.
- 2.3.2 Supporting  
The learner will be able to identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

### Economics

- 3.1.1 Supporting  
The learner will be able to define basic economic terms related to scarcity like opportunity cost, wants and needs, limited productive resources-natural, human, capital and explain that scarcity requires people to make economic choices and incur opportunity cost.
- 3.2.1 Supporting  
The learner will be able to identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.
- 3.3.1 Supporting  
The learner will be able to define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).
- 3.3.2 Supporting  
The learner will be able to explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).
- 3.4.1 Supporting  
The learner will be able to define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).

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- 3.4.2 Supporting  
The learner will be able to describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.

- 3.4.3 Supporting  
The learner will be able to define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.

### Geography

- 4.1.1 Supporting  
The learner will be able to use geographic tools like maps, globes, mental maps, charts, graphs, to locate and describe familiar places at home, school and the community.
- 4.1.2 Supporting  
The learner will be able to use geographic tools to identify major landforms (e.g., continents, mountain ranges) bodies of water (e.g., oceans) and natural resources on Earth's surface and use relative location.
- 4.1.3 Supporting  
The learner will be able to describe how different factors like rivers and mountain influence where activities are located in the community.
- 4.2.1 Supporting  
The learner will be able to describe places on Earth's surface by their physical characteristics like climate, landforms and bodies of water.
- 4.3.1 Supporting  
The learner will be able to describe patterns of human settlement in places and regions on the Earth's surface.
- 4.3.2 Supporting  
The learner will be able to describe how technology helps us move, settle and interact in the modern world.
- 4.4.2 Supporting  
The learner will be able to describe ways people adapt to/modify the physical environment to meet their basic needs of food, shelter and clothing.

- 4.4.2 Supporting  
The learner will be able to describe how the physical environment can both promote and restrict human activities.

### Historical Perspective

- 5.1.1 Supporting  
The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.
- 5.2.1 Supporting  
The learner will be able to identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.
- 5.2.3 Supporting  
The learner will be able to describe change over time in communication, technology, transportation and education in the community.