

2011

Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

Grade 2 Standards

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What is Social Studies?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Why Is Social Studies important?

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*

Social Studies in the Catholic School

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

Scope and Sequence

- K – Self
- 1 – Family and School
- 2 – Neighborhoods
- 3 – Communities
- 4 – United States Regions (2 trimesters) and home State Studies (1 trimester)
- 5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)
- 6 – World Civilizations
- 7 – United States History (Setting the Stage for the American Revolution to Reconstruction)
- 8 – United States History (Settlement of West to Present Day)
- 9 – World History I*
- 10 – World History II*
- 11 – United States History (Emphasis on 20th Century to Present Day)*
- 12 – Elective*

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*Secondary courses may vary as to which year a particular course is required.

Grade 2 Standards – Neighborhoods

History

- H1** Compare and contrast and predict future changes in community life over time in terms of buildings, jobs, transportation, and population.

- H2** Explain the information that historical timelines convey, and apply concept to students' own lives.

- H3** Acquire knowledge of early history of neighborhood/community/country utilizing biographies of historical American heroes/heroines.

- H4** Explain that a neighborhood includes people of diverse ethnic origins, customs, traditions, and histories.

- H5** Describe the lives of the American saints of the Catholic Church.

Geography

- G1** Demonstrate map skills by constructing simple maps of school and neighborhood using title, legend, and compass rose.

- G2** Develop map skills by indentifying and locating the equator, continents, oceans and major landforms on maps and globes. Examine and discuss maps of the local neighborhood /community indentifying bodies of water and landforms.

- G3** Compare and contrast the types of neighborhoods/communities including urban, suburban, rural, and shore communities using examples from Delaware/Maryland.

Civics

- C1** Discuss the importance of a citizen's role in the neighborhood/community.

- C2** Describe the traits of a good citizen and understand the responsibility of protecting and respecting the rights and properties of others.

- C3** Identify and discuss the origin of patriotic symbols and music.

- C4** Incorporate national and local current events in relation to curriculum concepts.

- C5** Incorporate service learning into curriculum and integrate with other subject areas as appropriate.

Economics

- E1** Trace the development of a product from a natural resource to a finished good.

- E2** Discuss how jobs provide income to purchase goods.

- E3** Explain the ways people are both producers and consumers.

- E4** Use a decision making process to explain the choices people make about spending, and saving money.

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