

**Jemez Valley Public Schools**  
**SECOND GRADE SOCIAL STUDIES • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
<b>Strand 1: History</b> Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico.			
Identify various groups living in the United States.  Identify the city, or town, state country and continent where student lives.  Demonstrate the use of timelines to show various events and their relationships to one another.  Correctly sequence historical events (year long)  Identify and describe various cultures in the community.	Identify who used to live in your local community and their influence on the community. □□Discuss the concept of culture	Describe and compare similarities of the history of peoples in North America through literature (e.g., story telling, fables, folktales, fairy tales).  Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., George Washington, Ben Franklin)  Describe how historical people, groups, and events have influenced the local community  Describe the cultural diversity of individuals and groups and their contributions to United States history (e.g., Cesar Chavez, Rosa Parks, National Association for Advancement of Colored People (NAACP), tribal leaders, American Indian Movement(AIM).	

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<b>Strand II: Geography</b> Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.			
Use a variety of maps to locate specific places and regions  Identify major landforms, bodies of water, and other places of significance in selected countries, continents, and oceans.	Describe how characteristics of culture affect behaviors and life styles.	Identify examples of weather during the four seasons.  Define the term "climate".  Describe how climate, natural resources, and natural hazards affect activities and settlement patterns.  Explain how people depend on the environment and its resources to satisfy their basic needs.	Identify ways in which people depend on natural and man-made environments including natural resources to meet basic needs.  Describe ways that people and groups can conserve and replenish natural resources.  Describe the physical processes that affect the Earth's features (e.g., weather, erosion).  Identify characteristics of physical systems(e.g., water cycle).

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Strand III: Civics and Government Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.			
Understand characteristics of "good citizenship" is exemplified by historical and ordinary people.  Explain the responsibilities of being a member of various groups  Identify local governing officials and explain how their roles reflect their community.  Describe the concept of "public good" and identify local examples of systems that support the "public good".	Understand the purposes of government at the state and national level.  Describe and compare class rules made by direct democracy (entire class votes on rules) and by representative democracy (class elects a smaller group to make the rules).	Demonstrate understanding of the icons, symbols, songs, and traditions at the local, state, national and tribal levels that express ideals and a sense of community across time.	
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Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand IV: Economics Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.			
	Identify economic decisions made by individuals and households and explain how resources re distributed. <input type="checkbox"/> <input type="checkbox"/> Understand the roles of producers and consumers in the production of goods and services. Explain the role of the worker in the local economy.	Understand that money is the generally accepted medium of exchange in most societies and that different countries use different currencies.	