



Neenah Joint School District Objective List

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Course Title: Social Studies

Grade Level: 2

Course Number: 192

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Note: To view the related Wisconsin Performance Standard(s), suggested assessment approaches (performance assessments noted with *), or cross-content teaching activities for any objectives below, click on the appropriate check mark.

Objective Number	Objectives	Related Standards	Assessments	Cross-Content Activity
1	Explain that both a globe and a map are models of the earth and describe situations in which one can be more useful than the other (e.g. a map can be folded, but a globe shows size and location relationships more accurately).		<input checked="" type="checkbox"/>	
2	Describe different types of maps and explain that two maps showing the same land area can appear very different.		<input checked="" type="checkbox"/>	
3	Interpret legend/key symbols on a variety of maps.		<input checked="" type="checkbox"/>	
4	Discern from a map that cities, states, countries, and continents are of different sizes.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Show on a map that the city of Neenah is in the state of Wisconsin, in the country of the United States, and on the Continent of North America.		<input checked="" type="checkbox"/>	
6	On a map and on a globe, identify the cardinal directions taken in going from one place to another.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Given a map, apply the basic cardinal directions (e.g. name a state to the west of Wisconsin) to the location of various sites.		<input checked="" type="checkbox"/>	
8	Locate on a globe and world map the in-between directions (NE, SE, NW, SW).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Locate the seven continents and four oceans on a map and on a globe.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Show on a world map and a globe that the equator divides the earth into a northern and a southern hemisphere.		<input checked="" type="checkbox"/>	
11	Locate continents, islands, and lakes on a globe or world map with references to the equator (e.g., north or south of it).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12	Construct a school or neighborhood map which is properly oriented to direction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Make large-scale maps of familiar areas, classrooms, and neighborhoods.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14	Select two communities or states and compare their climates, customs, and products to our community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

15	Explain why people should know things about their community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Explain how citizens have rights as well as responsibilities.		<input checked="" type="checkbox"/>	
17	Describe the voting process as used in the classroom and in the community.		<input checked="" type="checkbox"/>	
18	Explain that in the United States, voting is a way of making decisions.		<input checked="" type="checkbox"/>	
19	Tell why each person is an important part of the community.		<input checked="" type="checkbox"/>	
20	Explain the importance of cooperation among groups within the community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Define rules and laws.		<input checked="" type="checkbox"/>	
22	Explain how rules help us to stay safe.		<input checked="" type="checkbox"/>	
23	Describe the common needs and problems that all communities have and how they work to find solutions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
24	Explain why people and groups must work together and share resources with one another.		<input checked="" type="checkbox"/>	
25	Tell about how a group leader can help others work together.		<input checked="" type="checkbox"/>	
26	Explain what a city is and why we have them.		<input checked="" type="checkbox"/>	
27	Discern from pictures which parts of a community are primarily residential and which are commercial (e.g. a picture of a strip mall would be commercial).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
28	Describe the role of the mayor and other city officials.		<input checked="" type="checkbox"/>	
29	Describe one or more types of transportation used in a community.		<input checked="" type="checkbox"/>	
30	Understand that people in a community pay taxes which help fund its programs and services.		<input checked="" type="checkbox"/>	
31	Describe the services cities provide (e.g. garbage, roads, etc.).		<input checked="" type="checkbox"/>	
32	Explain the functions of a bank, hospital, library, police department, fire department, post office, and a school within a community.		<input checked="" type="checkbox"/>	
33	Identify different resources that can be used to get information about a community (e.g. phone book, city hall, etc.).		<input checked="" type="checkbox"/>	
34	Explain how money has value because it can be used to purchase goods and services.		<input checked="" type="checkbox"/>	
35	List different ways of earning money.		<input checked="" type="checkbox"/>	
36	Explain how workers exchange their income for goods and services.		<input checked="" type="checkbox"/>	
37	Classify, from a list of jobs, those that produce goods, provide services for everyone or provide services to only certain people.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
38	Explain how peoples' earnings are related to meeting their wants and needs.		<input checked="" type="checkbox"/>	
39	Describe the role of money, banking, and savings in everyday life. Relate this to the allocation of limited resources (e.g. paying to go to a movie now means less money to save for a new bike).		<input checked="" type="checkbox"/>	
40	Describe how personal economic decisions, such as what to buy, what to recycle, or how much to donate to a charity, can have an affect on others in the community, state, country, or world.		<input checked="" type="checkbox"/>	
41	Give examples to explain how businesses and industries depend on workers with specialized skills to make production more efficient.		<input checked="" type="checkbox"/>	

42	Describe the concept of the assembly lines and of special skills of different people.		<input checked="" type="checkbox"/>	
43	Explain that communities are always changing. Discuss one's community in terms of its past, present, and future.		<input checked="" type="checkbox"/>	
44	Read and create timelines.		<input checked="" type="checkbox"/>	

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