

## **Grade 2 – Social Studies**

### **Standard 1: History**

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

#### **Historical Knowledge**

##### **2.1.1**

Listen to historical stories and compare daily life in the past and present.

##### **2.1.2**

Identify changes that have occurred in the local or regional community.

##### **2.1.3**

Identify individuals who had an impact on the local or regional community.

##### **2.1.4**

Explain the meaning of community celebrations and traditions.

#### **Chronological Thinking, Comprehension**

##### **2.1.5**

Develop a simple timeline of important events in each student's life.

### **Standard 2: Civics and Government**

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

#### **Foundations of Government**

##### **2.2.1**

Discuss the rights and responsibilities of citizens in the school and the community.

#### **Functions of Government**

##### **2.2.2**

Explain why it is necessary for the community to have government.

##### **2.2.3**

Identify community leaders, such as the city council or town board.

#### **Roles of Citizens**

##### **2.2.4**

Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.

##### **2.2.5**

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Explain the roles people in the community have in making and changing laws.

### **Standard 3: Geography**

Students will locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between their community and other places.

#### **The World in Spatial Terms**

##### **2.3.1**

Use cardinal and intermediate directions to locate places on maps and places in the classroom, school, and community.

##### **2.3.2**

Identify the absolute and relative locations of places in the school and community setting using a simple grid map.

##### **2.3.3**

Locate the local community and the United States on maps and globes.

#### **Places and Regions**

##### **2.3.4**

Identify places that are nearby or related to the local community.

#### **Physical Systems**

##### **2.3.5**

Identify map symbols for land and water forms and give examples of these physical features in the local community.

#### **Human Systems**

##### **2.3.6**

Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.

#### **Environment and Society**

##### **2.3.7**

Use a variety of information resources to identify ways that the physical environment influences human activities in the community.

### **Standard 4: Economics**

Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

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### 2.4.1

Define the three types of productive resources (human resources, natural resources, capital resources) and identify productive resources used to produce goods and services in the community.

### 2.4.2

Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.

### 2.4.3

Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.

### 2.4.4

Research goods and services produced in the local community and describe how people may be both producers and consumers.

### 2.4.5

Explain that because of scarcity, people must make choices and incur opportunity costs.

### 2.4.6

Define specialization and identify specialized jobs in the school and community.

### 2.4.7

Explain why people trade for goods and services and explain how money makes trade easier.

## Standard 5: Individuals, Society, and Culture

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

### 2.5.1

Identify some of the responsibilities that individuals have to themselves and others.

### 2.5.2

Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.

### 2.5.3

Compare the ways people learn traditions in different cultures.

### 2.5.4

Explain how changes in technology have influenced various traditions.

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### **2.5.5**

Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.