Indiana Social Studies

Grade 2

History H

Students differentiate between events that happened in the past 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.

1 Identify when the local community was established, and identify its founders and early settlers. (E) 2.H.1

2 Identify the impact the past has on the present way of life in the community using primary sources. 2.H.2

3 Identify actions and individuals who had a positive impact on the local community. 2.H.3

4 Identify and describe community celebrations, symbols, and traditions, and explain why they are important. 2.H.4

5 Develop a timeline of important events in the history of the school and/or school community. (E) 2.H.5

6 Create and maintain a calendar of important school days, holidays, and community events. 2.H.6

7 Read about and summarize historical community events using a variety of resources (e.g., the library, digital media, print media). (E) 2.H.7

Civics and Government C

Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

1 Explain that the United States government is founded on the belief of equal rights for its citizens. (E) 2.C.1

2 Explain why it is important for a community to have a responsible government. (E) 2.C.2

3 Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) 2.C.3

4 Identify people who are good citizens and describe the character traits that make them admirable. 2.C.4

5 Discuss and explain the meaning of the Pledge of Allegiance and explore ways citizens affirm their citizenship, including voting, volunteering, or participating in community activities. 2.C.5

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Geography G

Students locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the country or world.

1 Use a compass to identify cardinal and intermediate directions and locate places on maps and in the classroom, school, and community. 2.G.1

2 Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe. (E) 2.G.2

3 Compare neighborhoods in the local community or region, and explain how physical features of the community affect people living there. (E) 2.G.3

4 Compare neighborhoods in the local community or region with those in other parts of the world. 2.G.4

5 On a map, identify physical features of the local community, and how seasons may or may not impact those features. 2.G.5

6 Identify and describe cultural or man-made features on a map using map symbols. 2.G.6

Economics E

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

1 Explain the price of and the product received from goods and services and the impact on consumers. (E) 2.E.1

2 Research goods and services produced in the local community, and describe how people can be both producers and consumers. 2.E.2

3 Define opportunity cost and explain that because resources are limited in relation to people's wants (e.g., scarcity), people must make choices as to how to use resources. (E) 2.E.3

4 Explain why people trade for goods and services, and explain how money makes trade easier. 2.E.4

5 Explain the concept of savings and why this is important for individuals and for the economy. 2.E.5