



Indiana Department of Education

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Dr. Katie Jenner, Secretary of Education

# Indiana Academic Standards Resource Guide

## Social Studies

### 2<sup>nd</sup> Grade

Created October 2021

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# APPENDIX A – TEACHER RESOURCE GUIDE

## 2<sup>nd</sup> Grade Social Studies

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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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**Standard 1: History:** 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.

**2.1.1:** Identify when the local community was established and identify its founders and early settlers.

### Resources

[Past and Present Indiana](#)

[My Counties Fun Facts](#)

[Community Facts](#)

**2.1.2** Identify continuity and change between past and present community life using primary sources

**Examples:** Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time

**Resources**  
[Indiana Architecture](#)  
[Changes in Transportation](#)

2.1.3 Identify actions and individuals who had a positive impact on the local community.

**Examples:** War veterans, community leaders, and volunteers

2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important.

**Examples:** Local and regional festivals, city flags and seals, and community mottos

**Resources**  
[My Counties Fun Facts](#)  
[Community Facts](#)  
[County Flags](#)

**Chronological Thinking, Historical Comprehension, and Research**

2.1.5 Develop a timeline of important events in the history of the school and/or school community.

**Resources**  
[Creating a Timeline](#)

2.1.6 Create and maintain a calendar of important school days, holidays and community events.

**Resources**  
[Passage of Time](#)  
[Calendars \(Video\)](#)

2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).

**Examples:** Write or illustrate the history of the school using photographs, archives, museums and oral histories of people in the community.

**Resources**  
[History of Time](#)

**Standard 2 Civics and Government:** 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.

2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens.

**Examples:** People have the right to own property and the right of free speech.

**Resources**

[Bill of Rights](#)

[Declaration of Independence](#)

**2.2.2** Understand and explain why it is important for a community to have a responsible government.

**Examples:** Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe.

**Resources**

[The Purpose of Government for Kids \(Video\)](#)

**2.2.3** Identify community leaders such as the mayor and city council.

**Resources**

[AIM Indiana](#)

**2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

**Resources**

[Culture](#)

**2.2.5** Identify people who are good citizens and describe the character traits that make them admirable.

**Resources**

[Citizenship Defined](#)

[What's A Good Citizen Lesson](#)

[What Makes A Good Citizen \(Video\)](#)

**2.2.6** Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.

**Examples:** Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.

**Resources**

[Pledge of Allegiance Explained](#)

[Origins of the Pledge](#)

**2.2.7** Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

### **Resources**

[Explaining Laws and Consequences](#)

[What is a Law](#)

[Conflict Resolution \(Brain Pop Video\)](#)

**Standard 3: Geography:** 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 world/country.

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

### **Resources**

[Cardinal Directions](#)

[Cardinal Directions \(Video\)](#)

- 2.3.2 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.

### **Resources**

[Continents Video](#)

[Hemispheres](#)

[Oceans Video](#)

[Maps](#)

[World Map and Globe Lesson](#)

- 2.3.3 Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there.

**Examples:** Lakes and rivers may affect the types of work and transportation done in a community. People in distant communities may have to travel to larger communities to shop, to attend school, or to take part in recreational activities.

### **Resources**

[Neighborhood Lesson Plans](#)

- 2.3.4 Compare neighborhoods in your community/region with those in other parts of the world.

### **Resources**

[Neighborhood Lesson Plans](#)

[Neighborhoods](#)

- 2.3.5 On a map, identify physical features of the local community and relate how seasons may or may not impact those features.

**Examples:** Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons).

**Resources**

[Physical Geography Map of Indiana](#)

[Maps of Indiana](#)

**2.3.6** Identify and describe cultural or human features on a map using map symbols.

**Examples:** Local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.

**Resources**

[Maps of Indiana](#)

[School Districts of Indiana Map](#)

[Maps of Parks in Indiana](#)

**2.3.7** Gather data about the demographics of the school.

**Examples:** Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups.

**Resources**

[Ethnic Groups in Indiana](#)

[Demographics for Indiana Schools](#)

**2.3.8** Identify ways that recreational opportunities influence human activity in the community/region.

**Examples:** Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

**Resources**

[Recreational Activities for Kids](#)

**Standard 4: Economics:** 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.

**2.4.1** Define the three types of productive resources (human resources, natural resources and capital resources).

**Resources**

[3 Kinds of Resources \(Video\)](#)

[3 Types of Resources Worksheet](#)

2.4.2 Identify productive resources used to produce goods and services in the community.

**Resources**

[Goods and Services](#)

[Social Studies for Kids Goods and Services](#)

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

**Resources**

[Helpers in Our Community Lesson Plan](#)

[School Project on Providers of Goods and Services](#)

2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.

**Resources**

[Goods and Services \(Video\)](#)

[Price for Average Goods in the United States](#)

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

**Resources**

[Indiana Economy](#)

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

**Resources**

[Opportunity Cost Defined](#)

[Opportunity Cost Video](#)

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

**Examples:** Teachers, school nurses and firefighters specialize in particular kinds of jobs

**Resources**

[Career Exploration for Kids](#)

[Profession Facts for Kids](#)

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

**Resources**

[Money Lesson Plans](#)

[Economics for Kids: Needs and Wants \(Video\)](#)

[Bartering](#)

2.4.9 Explain the concept of savings and why this is important for individuals and for our economy.

## **Resources**

[The Reasons Why You Should Save](#)