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Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards Social Studies: Grade 2



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Introduction

The Indiana Academic Standards for grade 2 social studies are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need in order to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support in order to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. We wish to specially acknowledge the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.



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Social Studies: Grade 2 / The Local and Regional Community

Through active learning experiences, students in the second grade are able to apply thinking and decision-making skills within the context of their school and neighborhood. Students examine events and changes that might take place in the future. Students identify local landforms and bodies of water. They explore geographic relationships by making simple maps of the school and neighborhood. Students demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services. Students also identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. They should have opportunities to engage in problem solving and participate in the development of classroom rules. Students use a variety of means for gathering and organizing information.

Indiana's academic standards for grade 2 social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in grade 2 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Please Note: *Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.*

History

Standard 1: 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.

Historical Knowledge

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

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*

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

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*

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.*

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

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.*

Civics and Government

Standard 2: 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.

Foundations of Government

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.

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.

2.2.3

Identify community leaders such as the mayor and city council.

Roles of Citizens

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.

2.2.5

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

2.2.6

Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison



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	<p><i>(Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.</i></p> <ul style="list-style-type: none">• Examples: <i>Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</i>
2.2.7	<p><i>Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</i></p>

Geography

Standard 3: 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.

The World in Spatial Terms

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| 2.3.1 | <i>Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</i> |
| 2.3.2 | <i>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.</i> |

Places and Regions

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| 2.3.3 | <p><i>Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there.</i></p> <ul style="list-style-type: none"> ● Examples: <i>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.</i> |
| 2.3.4 | <i>Compare neighborhoods in your community/region with those in other parts of the world.</i> |

Physical Systems

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| 2.3.5 | <i>On a map, identify physical features of the local community and relate how seasons may or may not impact those features.</i> |
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	<ul style="list-style-type: none"> Examples: Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons).
Human Systems	
2.3.6	<p>Identify and describe cultural or human features on a map using map symbols.</p> <ul style="list-style-type: none"> Examples: Local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.
2.3.7	<p>Gather data about the demographics of the school.</p> <ul style="list-style-type: none"> Examples: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups.
Environment and Society	
2.3.8	<p>Identify ways that recreational opportunities influence human activity in the community/region.</p> <ul style="list-style-type: none"> Examples: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.

Economics	
Standard 4: 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	<i>Define the three types of productive resources (human resources, natural resources and capital resources).</i>
2.4.2	<i>Identify productive resources used to produce goods and services in the community.</i>
2.4.3	<i>Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</i>
2.4.4	<i>Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</i>
2.4.5	<i>Research goods and services produced in the local community and describe how people can be both producers and consumers.</i>
2.4.6	<i>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.</i>
2.4.7	<i>Define specialization and identify specialized jobs in the school and community.</i> <ul style="list-style-type: none"> ● Examples: Teachers, school nurses and firefighters specialize in particular kinds of jobs
2.4.8	<i>Explain why people trade for goods* and services* and explain how money makes trade easier.</i>



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2.4.9

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



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Terminology is listed in the order it appears in standards.

citizen: someone with rights and responsibilities in a particular community, city, state or country

cardinal directions: north, south, east and west

intermediate directions: northeast, southeast, northwest, and southwest

human resources (labor) describe the human work effort, both physical and mental, expended in production

natural resources (often called land resources) refer to resources such as coal, water, trees, and land itself

capital resources are the man-made physical resources (such as buildings, tools, machines, and equipment) used in production

productive Resources: human resources, natural resources, and capital resources used to produce goods and services

opportunity costs: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, a city is deciding between building a hospital or a parking garage on some vacant land. If they choose the hospital, the opportunity cost is the next best option (a parking garage) that might have been done with that same land instead.

specialization: the performance of specific tasks or jobs

goods: tangible objects, such as food or toys, that can satisfy people's wants

services: actions that someone does for someone else, such as dental care or trash removal