

## Grade 2 - Social Studies Standards

### Standard I: Culture

- A. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. I-E
- B. **Identify ways that different cultures within the United States and the world have shaped our national heritage.** I-E,F, VIII-G
- C. Recognize the diversity of the workforce, including:
  - women
  - immigrants
  - the disabled
  - senior citizens I-A
- D. Describe contributions of significant individuals, such as artists and musicians, to the cultural heritage of the U.S. I-C,E
- E. **Identify practices and products of diverse cultures.** I-A,C,E
- F. *Using pictures of two different cultures, identify similarities and differences between the two.* (PPO I-A)
- G. *Discuss how people on different continents who practice different religions are all part of God's family.* I-I

### Standard II: History

- A. **Use a calendar to determine the day, week, month and year.** II-A
- B. List days of the week and months of the year in order. II-A
- C. **Place events in correct order on a time line.** (PPO II-C)
- D. *Demonstrate understanding of own personal history as part of a family, school, and neighborhood.* II-F, IV-A
- E. Use historical artifacts, photographs, biographies, maps, and folklore to answer questions about the past. II-A

- F. Identify the work that people performed to make a living in the past and explain how jobs are different today. II-A, I-A
- G. **Recognize the actions of individuals make a difference and give examples of some people from diverse backgrounds who have contributed to the heritage of the United States, for example:**
  - social and political leaders (George Washington, Harriet Tubman, Abraham Lincoln, Susan B. Anthony, Martin Luther King Jr.)
  - explorers, inventors and scientists (George Washington Carver, Thomas Edison, Rachel Carson and Neil Armstrong).II-E,G
- H. *Introduce a newspaper as a source of local news.* II-I

### Standard III: Geography

- A. Read and interpret a variety of maps. III-A,B,C
- B. Construct a simple map with a map title and key that explains all symbols that are used. III-C
- C. **Name, locate and label from memory the continents and oceans.** (PPO III-A)
- D. Compare basic land use in urban, suburban and rural environments. III-C
- E. *Describe how important physical system changes are to farmers during growing season.* III-F
- F. Locate and **identify physical features** (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, **on maps** and 3D models. III-E
- G. Identify **human features**, ways in which people have responded to and modified the physical environment, on a map. III-E
- H. **Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.** III-F,G,H
- J. *Locate the scale of miles on a map.* III-D

### Standard V: Government and Civics

- A. **Recognize elected leaders such as mayor, governor and president, and explain reasons for having these people in authority.** V-C,D, VIII-D
- B. Explain how a system of government provides order to a group, such as a school or community and why government is necessary, including:
  - making and enforcing laws.
  - providing leadership
  - providing services,
  - resolving disputes. V-B,C,G
- C. **Explain the importance of American landmarks and the ideals that they represent including:**
  - **the Washington Monument**
  - **the Jefferson Memorial**
  - **the Lincoln Memorial** VIII-G
- D. Explain the purpose of rules in workplace. V-C,E
- E. Predict the consequences of following rules or violating rules in different settings. V-A
- F. Explain the purposes served by a particular rule. (PPO V-C)
- G. **Explain benefits of cooperation** when working in a group setting to manage conflict, display courtesy and respect others. VIII-A,B,H,I, VII-B,F
- H. *Discuss how rules can bring about change.* VIII-C
- I. *Discuss the difference between a fact and an opinion.* VIII-E
- J. Discuss citizenship traits of honesty, respect for the rights of others, patriotism. VII-A,H

### Standard VI: Economics

- A. Explain that all resources can be used in various ways (corn can feed animals or people). VI-A

- B. **Distinguish between goods and services and explain how people are both buyers and sellers of goods and services.** VI-A
- C. Recognize that most people work in jobs in which they produce a few special goods or services. VI-A
- D. Explain why people in different parts of the world earn a living in a variety of ways. VI-A
- E. *Classify goods or services as needs or wants.* (PPO VI-A)
- F. Recognize that money is a generally accepted form of exchange for goods and services, and that different countries use different currencies. VI-H
- G. **Explain how the scarcity of resources requires people to make choices to satisfy their wants.** VI-A

## Standard IX: Social Studies Skills and Methods

- A. **Obtain information from oral, visual or print sources.** \*I-C-1
- B. Sequence information concerning an event. \*III-E-5
- C. Identify sources used to gather information, including:
  - people
  - print materials
  - electronic sources \*V-B, \*V-C
- D. **Distinguish between fact and fiction in oral, visual, and print materials.** \*III-F-3
- E. **Predict the next event in a sequence.** \*III-G-7
- F. **Communicate information orally, visually, or in writing.** \*VI-C
- G. **Identify a problem and work in groups to solve it.** \*V-A

All items with an asterisk (\*) are objectives from the Communications Arts Course of Study.

**Bolded statements are state benchmarks.**

*Italicized items are in the Diocesan Course of Study, not in state standards.*