



Indiana Academic Standards Correlation Guide Grade 2

Indiana Department of Education

College and Career Readiness

GRADE 2 – 2007 STANDARDS

The Local and Regional Community

Students in Grade 2 will examine local and regional communities in the present and past and how these communities meet people's needs. They will describe their basic rights and responsibilities as citizens.

The Indiana's K – 8 academic standards for 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 in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 — History

Students will 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.

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 individual actions that contribute to the good of the community and nation.

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 the physical and environmental characteristics of their community.

Standard 4 — Economics

Students will 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.

GRADE 2 – 2014 STANDARDS

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 land forms 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. They should have the opportunity to use a variety of means for gathering and organizing information.

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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.

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.

GRADE 2 CORRELATION

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<p style="text-align: center;">Standard 1: History</p> <p style="text-align: center;"><i>Students will 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.</i></p>	<p style="text-align: center;">STANDARD 1: HISTORY</p> <p style="text-align: center;"><i>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</i></p>
<p>Historical Knowledge</p> <p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. (Individuals, Society and Culture) Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture) Example: Local and regional festivals, city flags and seals, and community mottos</p> <p>Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and community events.</p> <p>2.1.7 Read about and summarize historical community events using libraries and a variety of information resources*. Example: Write paragraphs or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p> <ul style="list-style-type: none"> information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations 	<p>Historical Knowledge</p> <p>2.1.1 Identify when the local community was established and identify its founders and early settlers.</p> <p>2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. Example: Changes in architecture, business/industry, transportation, community buildings, work and use of leisure time</p> <p>2.1.3 Identify individuals who had a positive impact on the local community.</p> <p>2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. Example: Local and regional festivals, city flags and seals, and community mottos</p> <p>Chronological Thinking, Historical Comprehension, Research</p> <p>2.1.5 Develop a simple timeline of important events in the history of the school and/or school community.</p> <p>2.1.6 Create and maintain a calendar of important school days, holidays and community events.</p> <p>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). Example: Write or draw illustrations about the history of the school using photographs, archives, museums and oral histories of people in the community.</p>

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<p align="center">Standard 2: Civics and Government</p> <p align="center"><i>Students will 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.</i></p>	<p align="center">STANDARD 2: Civics and Government</p> <p align="center"><i>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.</i></p>
<p>Foundations of Government</p> <p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*. (Individuals, Society and Culture)</p> <p>Example: People have the right to own property and the right of free speech.</p> <ul style="list-style-type: none"> • citizen: someone with rights and responsibilities in a particular community, city, state or country <p>Functions of Government</p> <p>2.2.2 Understand and explain why it is important for a community to have responsible government.</p> <p>Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p> <p>2.2.3 Identify community leaders, such as the mayor and city council.</p> <p>Roles of Citizens</p> <p>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. (Individuals, Society and Culture)</p> <p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <p>2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.</p> <p>Example: The Pledge of Allegiance is a promise to be loyal to our republic*. Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</p> <p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p> <ul style="list-style-type: none"> • republic: a government ruled by representatives chosen by the people 	<p>Foundations of Government</p> <p>2.2.1 Explain that the United States government is founded on the belief of equal rights for its citizens*.</p> <p>Example: People have the right to own property and the right of free speech.</p> <ul style="list-style-type: none"> • citizen: someone with rights and responsibilities in a particular community, city, state or country <p>Functions of Government</p> <p>2.2.2 Understand and explain why it is important for a community to have responsible government.</p> <p>Example: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe.</p> <p>2.2.3 Identify community leaders, such as the mayor and city council.</p> <p>Roles of Citizens</p> <p>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.</p> <p>2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.</p> <ul style="list-style-type: none"> • citizen: someone with rights and responsibilities in a particular community, city, state or country <p>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.</p> <p>Example: Other ways citizens can affirm their citizenship include voting, serving in the military and volunteering to help solve community problems.</p> <p>2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p>

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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 the physical and environmental characteristics of their community.

The World in Spatial Terms

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

2.3.2 Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.

- **cardinal directions:** north, south, east and west
- **intermediate directions:** northeast, southeast, northwest and southwest

Places and Regions

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

Example: Lakes and rivers may affect the types of work and transportation done in a community. People in small communities may have to travel to larger communities to grocery shop, for school or for recreational activities.

Physical Systems

2.3.4 On a map, identify physical features of the local community.

Example: Use maps and atlases to identify local bodies of water, crops and green spaces.

Human Systems

2.3.5 Identify and describe cultural or human features on a map using map symbols. (Individuals, Society and Culture)

Example: Local roads, highways, buildings, towns and parks

2.3.6 Describe simple demographics of the school.

Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups

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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.

The World in Spatial Terms

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<p>Environment and Society</p> <p>2.3.7 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes.</p>	<p>Environment and Society</p> <p>2.3.8 Identify ways that recreational opportunities influence human activity in the community. Example: Identify parks, lakes, swimming pools, rivers and mountains that are used for recreational purposes</p>
<p align="center">Standard 4: Economics</p> <p><i>Students will 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.</i></p>	<p align="center">STANDARD 4: Economics</p> <p><i>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.</i></p>
<p>2.4.1 Define the three types of productive resources (human resources*, natural resources* and capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>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.</p> <p>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.</p> <p>2.4.4 Research goods and services produced in the local community and describe how people can be both producers* and consumers*.</p> <p>2.4.5 Explain that because of scarcity*, people must make choices and incur opportunity costs*.</p>	<p>2.4.1 Define the three types of productive resources (human resources, natural resources and capital resources)</p> <ul style="list-style-type: none"> • 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. <p>2.4.2 Identify productive resources used to produce goods and services in the community.</p> <ul style="list-style-type: none"> • Productive Resources: human resources, natural resources, and capital resources used to produce goods and services <p>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.</p> <p>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.</p> <p>2.4.5 Research goods and services produced in the local community and describe how people can be both producers and consumers.</p> <p>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. 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.</p>

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2.4.6 Define specialization* and identify specialized jobs in the school and community.
Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs

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

2.4.8 Explain that income that people do not spend on goods and services is called savings.

- human resource: any human effort used in production
- natural resources: resources that occur in nature that are used in production
- capital resources: goods, such as tools, buildings and equipment, used in production
- 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
- price: payment in money* for goods, services, or resources
- money: paper and coins that people use to buy things (definition expanded in Grade 3)
- producers: people who use productive resources to provide goods or services
- consumers: people who use goods or services
- scarcity: the idea that resources are limited in relation to people's wants
- opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose
- specialization: the performance of specific tasks or jobs
- trade: the buying and selling of goods and services

GRADE 2 – 2014 STANDARDS

2.4.7 Define specialization and identify specialized jobs in the school and community.
Example: Teachers, school nurses and firefighters specialize in particular kinds of jobs

- **Specialization:** the performance of specific tasks or jobs

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

- **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

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

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