

Jackson Area Catholic Schools
Social Studies Academic Standards
for
Second Grade

History

- H2 Living and Working Together in Communities:** Use historical thinking to understand the past.
- 2-H2.0.1 The student will demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
 - 2-H2.0.2 The student will explain why descriptions of the same event in the local community can be different.
 - 2-H2.0.3 The student will use an example to describe the role of the individual in creating history.
 - 2-H2.0.4 The student will describe changes in the local community over time (e.g., types of business, architecture and landscape, jobs transportation, population).
 - 2-H2.0.5 The student will identify a problem in a community's past and describe how it was resolved.
 - 2-H2.0.6 The student will construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).
 - 2-H2.0.7 The student will compare and contrast major characteristics of selected holiday and religious customs (e.g., symbols, and songs focusing on harvest, Christmas, New Year, Easter, independence, saints and heroes) celebrated in diverse cultures within the United States.
 - 2-H2.0.8 The student will recognize American historical figures (e.g., Christopher Columbus, Abraham Lincoln, George Washington, Martin Luther King, Johnny Appleseed, Helen Keller).
 - 2-H2.0.9 The student will develop multicultural awareness.

Geography

G1 The World in Spatial Terms: Use geographic representation to acquire, process, and report information from a spatial perspective.

2-G1.0.1 The student will construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

2-G1.0.2 The student will use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

G2 Places and Regions: Understand how regions are created from common physical and human characteristics.

2-G2.0.1 The student will compare the physical and human characteristics of the local community with those of another community.

2-G2.0.2 The student will describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

G4 Human Systems: Understand how human activities help shape the Earth's surface.

2-G4.0.1 The student will describe land use in the community (e.g., where people live, where services are provided, where products are made).

2-G4.0.2 The student will describe the means people create for moving people, goods, and ideas within the local community.

2-G4.0.3 The student will use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

G5 Environment and Society: Understand the effects of human-environment interactions.

2-G5.0.1 The student will suggest ways people can responsibly interact with the environment in the local community.

2-G5.0.2 The student will describe positive and negative consequences of changing the physical environment of the local community.

Civics and Government

- C1 Purpose of Government:** Explain why people create governments.
- 2-C1.0.1 The student will explain why people form governments.
 - 2-C1.0.2 The student will distinguish between government action and private action.
- C2 Values and Principles of American Democracy:** Understand values and principles of American constitutional democracy.
- 2-C2.0.1 The student will explain how local governments balance individual rights with the common good to solve local community problems.
 - 2-C2.0.2 The student will describe how the Pledge of Allegiance reflects the core democratic value of patriotism.
- C3 Structure and Functions of Government:** Describe the structure of government in the United States and how it functions to serve citizens.
- 2-C3.0.1 The student will give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
 - 2-C3.0.2 The student will use examples to describe how local government affects the lives of its citizens.
 - 2-C3.0.3 The student will identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).
- C5 Roles of the Citizen in American Democracy:** Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
- 2-C5.0.1 The student will identify ways citizens participate in community decisions.
 - 2-C5.0.2 The student will distinguish between personal and civic responsibilities and explain why they are important in community life.
 - 2-C5.0.3 The student will design and participate in community improvement projects that help or inform others.

Economics

E1 Market Economy: Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 2-E1.0.1 The student will identify the opportunity cost involved in a consumer/family decision and understand the concept of saving and budgeting.
- 2-E1.0.2 The student will identify businesses in the local community.
- 2-E3.0.3 The student will describe how businesses in the local community meet economic wants of consumers.
- 2-E3.0.4 The student will describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2-E3.0.5 The student will use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

Public Discourse, Decision Making, and Citizen Involvement

P3.1 Identifying and Analyzing Public Issues: Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 2-P3.1.1 The student will identify public issues in the local community that influence the daily lives of its citizens.
- 2-P3.1.2 The student will use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2-P3.1.3 The student will give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

P3.3 Persuasive Communication About a Public Issue: Communicate a reasoned position on a public issue.

- 2-P3.3.1 The student will compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

P4.2 Citizen Involvement: Act constructively to further the public good.

2-P4.2.1 The student will develop and implement an action plan to address or inform others about a public issue.

2-P4.2.2 The student will participate in projects to help or inform others.