

In second grade, students continue the integrative approach to social studies through the context of the local community. This is the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.

## History

In second grade, students further develop abilities to think like a historian by using the tools of the discipline. Students use a timeline of local community events to demonstrate chronological thinking. Using examples from the past, students start to understand the significant role of the individual in shaping history. The content expectations also introduce students to the concept of perspective by asking students to explain why people can describe the same event differently. Additionally, the expectations expand students' ability to think historically as they explore changes over time as well as localized events. In preparing students to evaluate decisions from the past in later grades, the expectations ask students to examine how a local community problem in the past was addressed. Students demonstrate their understanding of history by constructing a historical narrative of the local community, which serves as a building block for more sophisticated analyses and writing in subsequent grades.

## Geography

In developing geographic understandings, students draw upon prior knowledge of spatial awareness, place, human systems, and human-environment interactions from earlier grades to create more complex understandings using the context of the local community. Geographic representations (maps) of areas outside their immediate environment introduce students to the use of symbols, labels, and legends to denote human and natural features. Students use maps to describe the spatial organization of their local community, applying relative location and using distance, direction, and scale. In addition to learning more elaborate distinctions between human and physical characteristics by studying the local community, students compare these characteristics to those of another community. They use these attributes to further their understanding of region by exploring how their local community is part of larger regions such as county, state, and country. Students expand upon the concept of human systems and human-environment interactions by examining local land use, as well as the positive and negative consequences of changing the physical environment. As a starting point for understanding the global economy in later grades, the second grade expectations introduce students to the geographic theme of movement as they explore how people, goods, and ideas move within the local community. These foundations prepare students for a more elaborate understanding of geography, as they examine their state, country, and world in subsequent grades.

## Civics and Government

In second grade, students explore government in the United States. Building upon earlier understandings of the purposes for rules in the classroom, second grade students explore the reasons why people form governments. Students begin to understand the distinction between government action and private action, which sets the foundation for understanding the powers and limits of governmental authority in later grades. Students also examine situations in which the local government seeks to balance individual rights with the common good in solving community problems. They describe how the Pledge of Allegiance reflects the core democratic value of patriotism. Using examples of how the local government makes, enforces, and interprets the laws, students begin to explore formal structures of government and how government influences the lives of citizens. These understandings provide foundations for the study of state and national government in later grades.

In second grade, students are introduced to the role of government in the economy as they learn about the role of taxes and fees in paying for government services. The expectations help to prepare students for responsible citizenship by exploring how citizens participate in community decisions and by examining why both personal and civic responsibility are important aspects of community life. Students apply this knowledge by designing and participating in community improvement projects.

## Economics

Second grade students build upon basic economic concepts they have applied to personal experiences in previous grades. They continue to work with the concepts of scarcity and choice and learn to identify opportunity cost in consumer decisions. Significantly, the expectations broaden the context of study of communities. Using the lens of the local community, students identify different types of businesses and make connections between local businesses and the economic wants of people or other businesses. Students are introduced to the concepts of natural, human, and capital resources using local community examples. In doing so, they begin to recognize examples of economic specialization and its relationship to trade.

## Public Discourse, Decision Making, and Citizen Involvement

Students develop a more sophisticated understanding of public issues, and the importance of citizen action in a democratic republic. Second grade students begin to recognize that conflicts among core democratic values often lead people to want different resolutions to a public policy issue in the local community. They identify public issues in the local community, analyze data about these community issues, and evaluate alternative resolutions. They use core democratic values to demonstrate why people may differ on the resolution of a community issue as they continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

**HISTORY****H2 Living and Working Together in Communities**

*Use historical thinking to understand the past.*

- 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2 – H2.0.3 Use an example to describe the role of the individual in creating history.
- 2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2 – H2.0.6 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).

**GEOGRAPHY****G1 The World in Spatial Terms**

*Use geographic representations to acquire, process, and report information from a spatial perspective.*

- 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 – G1.0.2 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 Compare the physical and human characteristics of the local community with those of another community.
- 2 – G2.0.2 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 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 – G4.0.3 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 Suggest ways people can responsibly interact with the environment in the local community.
- 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

**CIVICS AND GOVERNMENT****C1 Purposes of Government**

*Explain why people create governments.*

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 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 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 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 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.
- 2 – C3.0.3 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 Identify ways citizens participate in community decisions.
- 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 – C5.0.3 Design and participate in community improvement projects that help or inform others. (See P4.2.2)

**ECONOMICS****E1 Market Economy**

*Use fundamental principles and concepts of economics to understand economic activity in a market economy.*

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 Identify businesses in the local community.
- 2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.
- 2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 – E1.0.5 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, P4)****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 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 – P3.1.2 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 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 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 Develop and implement an action plan to address or inform others about a public issue.
- 2 – P4.2.2 Participate in projects to help or inform others.