INDIANA DEPARTMENT of EDUCATION

2023 INDIANA ACADEMIC STANDARDS

SOCIAL STUDIES

GRADE 2



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Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 2 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, 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. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards..

Content-Specific Considerations

The Indiana Academic Standards for Grade 2 Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain indicate

what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 2 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an "E." The learning outcome statement for each domain immediately precedes each set of standards.

History	
Learning Outcome: 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.	
2.H.1	Identify when the local community was established, and identify its founders and early settlers. (E)
2.H.2	Identify continuity and change between past and present community life using primary sources. • **Examples:** changes in architecture, business/industry, transportation, community buildings, work, use of leisure time.
2.H.3	Identify actions and individuals who had a positive impact on the local community.
2.H.4	Identify and describe community celebrations, symbols, and traditions, and explain why they are important. • **Examples:** local and regional festivals, city flags and seals, community mottos.
2.H.5	Develop a timeline of important events in the history of the school and/or school community. (E)
2.H.6	Create and maintain a calendar of important school days, holidays, and community events.
2.H.7	Read about and summarize historical community events using a variety of resources (e.g., the library, digital media, print media, electronic media, and community resources). (E) • **Examples:** Write or illustrate the history of the school using photographs, archives, and oral histories of people in the community.
Civics and Government	
Learning Outcome: 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.	
2.C.1	Explain that the United States government is founded on the belief of equal rights for its citizens. (E) • **Examples:** People have the right to own property and the right of free speech.
2.C.2	Understand and explain why it is important for a community to have a responsible government. (E) • **Examples:** Government provides order, protects individual rights, and property, provides services such as mail delivery, and helps people feel safe.

2.C.3	Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E)
2.C.4	Identify people who are good citizens and describe the character traits that make them admirable.
2.C.5	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. ● **Examples:** Other ways citizens can affirm their citizenship include voting, serving in the military, and volunteering to help solve community problems.
Geography	
Learning Outcome: 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 country/world.	
2.G.1	Use a compass to identify cardinal and intermediate directions and locate places on maps and in the classroom, school, and community.
2.G.2	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. (E)
2.G.3	Compare neighborhoods in your community/region, and explain how physical features of the community affect people living there. (E) ● **Examples:** Lakes and rivers may affect the types of work and transportation done in a community.
2.G.4	Compare neighborhoods in your community/region with those in other parts of the world.
2.G.5	On a map, identify physical features of the local community, and how seasons may or may not impact those features. ● **Examples:** Use maps and atlases to identify local bodies of water, crops, and green spaces (identify how these features are affected by seasons).
2.G.6	Identify and describe cultural or human features on a map using map symbols. ● **Examples:** local roads, highways, buildings, towns, parks, schools, fire stations, police stations, agriculture.

Economics	
Learning Outcome: 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.E.1	Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. (E)
2.E.2	Research goods and services produced in the local community, and describe how people can be both producers and consumers.
2.E.3	Define opportunity cost and explain that because resources are limited in relation to people's wants (e.g., scarcity), people must make choices as to how to use resources. (E)
2.E.4	Explain why people trade for goods and services, and explain how money makes trade easier.
2.E.5	Explain the concept of savings and why this is important for individuals and for our economy.