



# ADW GRADE 2 SOCIAL STUDIES STANDARDS & INSTRUCTION GUIDE **2021**

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**Neighborhood:** In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will use Catholic social teachings to explain and demonstrate their responsibilities based on the Catholic faith.



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History (H)	Standard	Core Concepts and Examples	Terms and Historic References
<b>SS.2.H.1</b>	Listen to historical stories and compare daily life in the past and present.	<ul style="list-style-type: none"><li>Compare and contrast how different neighborhoods have changed over time.</li></ul>	<ul style="list-style-type: none"><li></li></ul>
<b>SS.2.H.2</b>	Describe changes over the course of time using maps and other artifacts.	<ul style="list-style-type: none"><li>Use maps, photographs, or stories to examine changes in architecture, business, industry, farming, transportation, work, or use of leisure time.</li></ul>	<ul style="list-style-type: none"><li>Pictures from school library/media center</li><li>Parish historical documents</li></ul>
<b>SS.2.H.3</b>	Identify individuals who had an impact on the local or regional community.	<ul style="list-style-type: none"><li>Some communities, parks, and schools are named for important individuals.</li></ul>	<ul style="list-style-type: none"><li>Ask questions of a guest speaker in the classroom</li></ul>
<b>SS.2.H.4</b>	Explain the meaning of community celebrations and traditions.	<ul style="list-style-type: none"><li>Compare and contrast perspectives from multiple sources regarding the same event.</li></ul>	<ul style="list-style-type: none"><li>Example: Holiday displays in your neighborhood</li></ul>
<b>SS.2.H.5</b>	Develop a simple timeline of important events in each student's life.	<ul style="list-style-type: none"><li>Develop a personal timeline in each students' life</li></ul>	<ul style="list-style-type: none"><li>Timeline</li></ul>
<b>SS.2.H.6</b>	Create and maintain a calendar of important school days, holidays and community events.	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li></li></ul>



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<b>SS.2.H.7</b>	Develop historical inquiry and research skills.	<ul style="list-style-type: none"><li>• Identify, obtain, and cite appropriate primary and secondary sources for research.</li><li>• Read about and summarize historical community events using libraries and a variety of information resources.</li></ul>	<ul style="list-style-type: none"><li>• Identifying titles and authors of texts where students located information</li></ul>
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## Catholic Connections

- How the Mass has changed and stayed the same through the years?
- Who are some important people from the Bible?
- Who are some saints and other influential people from the Catholic Church?



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Civics and Government (CG)	Standard	Core Concepts and Examples	Terms and Historic References
SS.2.CG.1	Discuss the rights and responsibilities of citizens in the school and the community.	<ul style="list-style-type: none"><li>Students have the right to feel and be safe at school, but they have the responsibility to follow school safety rules.</li></ul>	<ul style="list-style-type: none"><li>Respect (FDNE 2.10.04)</li></ul>
SS.2.CG.2	Explain why it is necessary for the community to have government.	<ul style="list-style-type: none"><li>Without government, people who are strong might take advantage of people who are weak. Government provides order, protects rights, and helps people feel secure.</li></ul>	<ul style="list-style-type: none"><li></li></ul>
SS.2.CG.3	Identify community leaders, such as the city council or town board.	<ul style="list-style-type: none"><li>Describe the contributions of local government leaders and current leaders of their school and community, such as county executives, county council or mayor, and city council.</li></ul>	
SS.2.CG.4	Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.	<ul style="list-style-type: none"><li>Identify leadership positions and organizations in the community and explain how they can be helpful in maintaining safety and order.</li></ul>	<ul style="list-style-type: none"><li>Good Choices (FDNE 2.05.04)</li></ul>
SS.2.CG.5	Explain the roles people in the community have in making and changing laws.	<ul style="list-style-type: none"><li>People in the community vote in elections, run for office, attend community meetings, and voice their opinions.</li></ul>	<ul style="list-style-type: none"><li>Voting, obeying laws, justice, equality</li></ul>



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<b>SS.2.CG.6</b>	Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions	<ul style="list-style-type: none"><li>• Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.</li></ul>	<ul style="list-style-type: none"><li>• Examples: colors of the U.S. Flag represent, symbolism of the bald eagle, the origination of tribal songs, how cultural songs and symbols unify communities</li></ul>
<b>SS.2.CG.7</b>	Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.	<ul style="list-style-type: none"><li>• Recognize and describe how making choices affects self, family, school, and community</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

## Catholic Connections

- How can children be good citizens?
- How should we treat people who are different from us?
- What is meant by common good? How is being quiet in class while a teacher gives directions helping the common good?



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Geography (G)	Standard	Core Concepts and Examples	Terms and Historic References
<b>SS.2.G.1</b>	Use cardinal and intermediate directions to locate places on maps and places in the classroom, school, and community.	<ul style="list-style-type: none"><li>• Make a compass rose on the classroom floor with masking tape and use it to locate things in the classroom.</li></ul>	<ul style="list-style-type: none"><li>• Cardinal</li><li>• Intermediate directions</li></ul>
<b>SS.2.G.2</b>	Identify the absolute and relative locations of places in the school and community setting using a simple grid map.	<ul style="list-style-type: none"><li>• The street address of the school is a type of absolute location. Its relative locator might be described as “across the road from the fire station,” or “near the river.”</li></ul>	<ul style="list-style-type: none"><li>• Absolute location</li><li>• Relative location</li></ul>
<b>SS.2.G.3</b>	Locate the local community and the United States on maps and globes.	<ul style="list-style-type: none"><li>• Identify places that are nearby or related to the local community.</li><li>• The southeast section of the District of Columbia is near Prince George’s County, Maryland.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<b>SS.2.G.4</b>	Identify map symbols for land and water forms and give examples of these physical features in the local community.	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Map symbols</li><li>• Legend</li><li>• Title</li></ul>
<b>SS.2.G.5</b>	Identify map symbols of cultural or human features and give examples from the local region.	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Legend</li></ul>



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<b>SS.2.G.6</b>	Use a variety of information resources to identify ways that the physical environment influence human activities in the community.	<ul style="list-style-type: none"><li>• Picture books, magazines, and Internet maps can be used to show availability of fertility of soils, hilly or flat land, and types of climate.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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## Catholic Connections

- If you were to draw a map of the inside of Catholic churches, what would they have in common?



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<b>Economics (E)</b>	<b>Standard</b>	<b>Core Concepts and Examples</b>	<b>Terms and Historic References</b>
<b>SS.2.E.1</b>	Define the three types of productive resources and identify productive resources used to produce goods and services in the community.	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Productive resources: human resources, natural resources, and capital resources</li></ul>
<b>SS.2.E.2</b>	Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.	<ul style="list-style-type: none"><li>• Define specialization and identify specialized jobs in the school and community.</li></ul>	<ul style="list-style-type: none"><li>• Goods</li><li>• Services</li><li>• Specialization</li></ul>
<b>SS.2.E.3</b>	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.	<ul style="list-style-type: none"><li>• Make transactions using currency emphasizing its use as a medium of exchange.</li></ul>	<ul style="list-style-type: none"><li>• via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)</li></ul>
<b>SS.2.E.4</b>	Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.	<ul style="list-style-type: none"><li>• Explain the role of goods and services and supply and demand in a community.</li><li>• Research goods and services produced in the local community and describe how people may be both producers and consumers.</li></ul>	<ul style="list-style-type: none"><li>• Producer</li><li>• Consumer</li></ul>
<b>SS.2.E.5</b>	Identify resources that are limited and not always available to people's	<ul style="list-style-type: none"><li>• Explain that income that people do not spend on goods and services is called savings.</li></ul>	<ul style="list-style-type: none"><li>• Tradeoff</li><li>• Savings</li></ul>





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	wants, people must make decisions to select alternative choices.		
<b>SS.2.E.6</b>	Explain why people trade for goods and services and explain how money makes trade easier.		<ul style="list-style-type: none"><li>• Trade</li><li>• We share with others who may have needs</li></ul>

### Catholic Connections

- The Church uses the phrase: "preferential option for the poor." What does this mean?
- What is almsgiving/tithing?



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Individuals, Society, and Culture (ISC)	Standard	Core Concepts and Examples	Terms and Historic References
<b>SS.2.ISC.1</b>	Identify some of the responsibilities that individuals have to themselves and others.	<ul style="list-style-type: none"><li>• Students have responsibilities as learners, such as completing work, trying to improve, and helping others to learn.</li></ul>	<ul style="list-style-type: none"><li>• Responsibility</li></ul>
<b>SS.2.ISC.2</b>	Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<b>SS.2.ISC.3</b>	Compare the ways people learn traditions in different cultures.	<ul style="list-style-type: none"><li>• A child in Japan might attend a special class to learn the tea ceremony. Another child might learn a tradition from a family member.</li></ul>	<ul style="list-style-type: none"><li>• Tradition</li></ul>
<b>SS.2.ISC.4</b>	Explain how changes in technology have influenced various traditions.	<ul style="list-style-type: none"><li>• In the past, people entertained themselves and others with storytelling. Today, people entertain themselves by watching television and discussing with others what they have seen.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
<b>SS.2.ISC.5</b>	Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>