



## **Second Grade**

### *Social Studies Standards for the Archdiocese of Detroit*

#### **History**

<b>H1</b>	<b>Living and Working Together in Communities</b>
	<i>Use historical thinking to understand the past</i>
2 – H1.0.1	Demonstrate chronological thinking by distinguishing between years and decades using a timeline of local community events.
2 – H1.0.2	Explain why descriptions of the same event in the local community can be different.
2 – H1.0.3	Use an example to describe the role of the individual or culture in creating history.
2 – H1.0.4	Describe changes in the local community over time (e.g., types of businesses, churches, architecture and landscape, jobs, transportation, population).
2 – H1.0.5	Identify a problem in a community's past and describe how it was resolved.
2 – H1.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, newspapers, and photographs).

#### **Geography**

<b>G1</b>	<b>The World in Spatial Terms</b>
	<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i>
2 – G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of a 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.
2 – G1.0.3	Identify and use cardinal directions (north, south, east, and west) to find locations in the immediate environment and on a map.
<b>G2</b>	<b>Places and Regions</b>
	<i>Understand how regions are created from common physical and human characteristics.</i>
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).
2 – G2.0.3	Compare and contrast characteristics of regions (e.g. weather, houses, transportation).
<b>G4</b>	<b>Human Systems</b>
	<i>Understand how human activities help shape the Earth's surface.</i>
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.
2 – G4.0.4	Identify ways we, as God's stewards of the earth, can protect His creation.
<b>G5</b>	<b>Environment and Society</b>
	<i>Understand the effects of human-environment interactions.</i>
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.
<b><i>Civics and Government</i></b>	
<b>C1</b>	<b>Purposes of Government</b>
	<i>Explain why people create governments.</i>
2 – C1.0.1	Explain why people form governments.
2 – C1.0.2	Distinguish between government action and private action. (e.g. creating public law vs. household, school rules)
<b>C2</b>	<b>Values and Principles of American Democracy</b>
	<i>Understand values and principles of American constitutional democracy.</i>
2 – C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.
2 – C2.0.2	Understand how the Pledge of Allegiance reflects the core democratic value of patriotism.
<b>C3</b>	<b>Structure and Functions of Government</b>
	<i>Describe the structure of government in the United States and how it functions to serve citizens.</i>
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).
2 – C3.0.4	Introduce the three branches of government.
2 – C3.0.5	Identify the President's role as a public official.
<b>C5</b>	<b>Roles of the Citizen in American Democracy</b>
	<i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i>
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 and Christian service projects that help or inform others.
<b><i>Geography</i></b>	
<b>E1</b>	<b>Market Economy</b>
	<i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i>
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 and needs 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 and needs.
2 – E1.0.6	Describe how money impacts trade.
2 – E1.0.7	Explore ways to earn money.
<b><i>Public Discourse, Decision Making, and Citizen Involvement</i></b>	
<b>P1</b>	<b>Identifying and Analyzing Public Issues</b>
	<i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i>
2 – P1.0.1	Identify public issues in the local community that influence the daily lives of its citizens.

2 – P1.0.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
2 – P1.0.3	Give examples of how conflicts over core democratic values or Catholic values lead people to differ on resolutions to a public policy issue in the local community.
2 – P1.0.4	Utilize Catholic values in conflict resolution and problem solving.
<b>P2</b>	<b>Persuasive Communication About a Public Issue</b>
	<i>Communicate a reasoned position on a public issue.</i>
2 – P2.0.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
<b>P3</b>	<b>Citizen Involvement</b>
	<i>Act constructively to further the public good.</i>
2 – P3.0.1	Develop and implement an action plan to address or inform others about a public issue.
2 – P3.0.2	Participate in service projects that will help and inform others.
2 – P3.0.3	Identify and model the use of good manners.