

Social Studies
Grade-Level Expectations: Grade 2

Geography

The World in Spatial Terms

1. Interpret a diagram (G-1A-E1)
2. Describe basic characteristics of maps and globes (G-1A-E1)
3. Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2)
4. Identify geographical features in the local region (G-1A-E2)
5. Construct a bar graph to represent given geographical information (G-1A-E3)
6. Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3)

Places and Regions

7. Describe how location, weather, and physical environment affect where and how people live (G-1B-E1)
8. Identify examples of various landforms (e.g., continents, islands) (G-1B-E1)
9. Identify the human characteristics of the local community (G-1B-E2)
10. Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time (G-1B-E3)

Physical and Human Systems

11. Describe how climate affects the vegetation in the community (G-1C-E1)
12. Identify the types of settlement and patterns of land use in the local community (G-1C-E2)
13. Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3)
14. Identify ways of making a living within the community (G-1C-E5)

Environment and Society

15. Explain ways in which people in the local community depend on the physical environment to satisfy basic needs (G-1D-E1)

Civics

Structure and Purposes of Government

16. Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1)
17. Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2)
18. Describe major responsibilities of local government (C-1A-E4)
19. Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5)
20. Explain how government officials at the local level are elected (C-1A-E6)
21. Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7)

Foundations of the American Political System

22. Explain how citizens help leaders in a community solve problems (C-1B-E2)

Roles of the Citizen

23. Define the meaning of the term *community citizen* (C-1D-E1)

Social Studies
Grade-Level Expectations: Grade 2

24. Identify examples of responsible citizenship in the school and community settings (C-1D-E2)
25. Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3)
26. Describe actions individuals or groups may take to improve their community (C-1D-E4)
27. Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4)
28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)

Economics

Fundamental Economic Concepts

29. Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1)
30. Identify examples of scarcity in the local community (E-1A-E1)
31. Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2)
32. Identify examples of choices families make when buying goods and services (E-1A-E4)
33. Identify a consumer and a producer and their roles in the economy (E-1A-E5)
34. Explain how people in the local community depend on each other for goods and services (E-1A-E5)
35. Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6)
36. Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6)
37. Describe the role of weather, land, and water resources in food production over time (E-1A-E6)
38. Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7)
39. Describe the importance of skills and education in choosing a career (E-1A-E8)
40. Identify a local economic institution (e.g., bank) (E-1A-E10)
41. Explain why people exchange goods and services (E-1A-E11)

Individuals, Households, Businesses, and Governments

42. Identify individuals or groups in the community who have started new businesses (E-1B-E3)
43. Identify goods and services provided by the local government (E-1B-E4)
44. Explain the difference between goods and services and give examples of each within the local community (E-1B-E5)

History

Historical Thinking Skills

45. Develop a personal timeline (H-1A-E1)
46. Identify similarities and differences in communities over time (H-1A-E2)
47. Identify sources where historical information can be found and how that information can be used (H-1A-E3)
48. Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3)

Social Studies
Grade-Level Expectations: Grade 2

Families and Communities

49. Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians (H-1B-E1)

Louisiana and United States History

50. Identify and describe the significance of various community landmarks and symbols (H-1C-E2)

51. Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4)

World History

52. Explain the customs related to important holidays and ceremonies in various countries around the world in the past (H-1D-E1)