



Archdiocese of Washington Catholic Schools

Academic Standards

Social Studies



2nd GRADE

The Local and Regional Community

Students in Grade 2 will describe their basic rights and responsibilities as citizens as they examine local and regional communities in the present and past and how these communities meet people's needs.

The Archdiocese of Washington's Academic Standards for social studies are organized around five content areas. The content area Standards and the types of learning experiences they provide to students in Grade 2 are described below. On the pages that follow, age-appropriate concepts are listed underneath each Standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

Standard 1 – History

Students will differentiate between events that happened long ago and recently, recognize examples of continuity and change in local and regional communities, and consider ways people and events of the past and present influence their lives.

Standard 2 – Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Standard 3 – Geography

Students will locate their community, state/district, and nation on maps and globes, identify major geographic characteristics of their local community, and explore geographic relationships between their community and other places.

Standard 4 — Economics

Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

Standard 5 – Individuals, Society, and Culture

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.



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Standard 1 – History

Students will differentiate between events that happened long ago 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.

Historical Knowledge

2.1.1 Listen to historical stories and compare daily life in the past and present.

2.1.2 Identify changes that have occurred in the local or regional community.

Example: Use maps, photographs, or stories to examine changes in architecture, business, industry, farming, transportation, work, or use of leisure time.

2.1.3 Identify individuals who had an impact on the local or regional community.

Example: Some communities, parks, and schools are named for important individuals.

2.1.4 Explain the meaning of community celebrations and traditions.

Example: School celebrations, such as “Grandparents Day” or “Red, White, and Blue Day.”

Chronological Thinking, Comprehension

2.1.5 Develop a simple timeline of important events in each student’s life.



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Standard 2 – Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify ways that people work together to promote civic ideals.

Foundations of Government

2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.

Example: Students have the right to feel and be safe at school, but they have the responsibility to follow school safety rules.

Functions of Government

2.2.2 Explain why it is necessary for the community to have government.

Example: Without government, people who are strong might take advantage of people who are weak. Government provides order, protects rights, and helps people feel secure.

2.2.3 Identify community leaders, such as the city council or town board.

Roles of Citizens

2.2.4 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.

2.2.5 Explain the roles people in the community have in making and changing laws.

Example: People in the community vote in elections, run for office, attend community meetings, and voice their opinions.

Standard 3 – Geography

Students will locate their community, state/district, and nation on maps and globes; identify major geographic characteristics of their local community; and explore geographic relationships between their community and other places.

The World in Spatial Terms

2.3.1 Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.

Example: Make a compass rose on the classroom floor with masking tape and use it to locate things in the classroom.

2.3.2 Identify the absolute* and relative locations* of places in the school and community setting using a simple grid map.

Example: 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.”



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2.3.3 Locate the local community and the United States on maps and globes.

* cardinal directions: north, south, east, west

* intermediate directions: northeast, southeast, northwest, southwest

* absolute location: the exact location of a place or object

* relative location: the location of a place in relationship to another place or places

Places and Regions

2.3.4 Identify places that are nearby or related to the local community.

Example: The southeast section of the District of Columbia is near Prince George's County, Maryland.

Physical Systems

2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local community.

Human Systems

2.3.6 Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.

Environment and Society

2.3.7 Use a variety of information resources* to identify ways that the physical environment influence human activities in the community.

Example: Picture books, magazines, and Internet maps can be used to show availability of fertility of soils, hilly or flat land, and types of climate.

* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations.



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Standard 4 – Economics

Students will describe how people in a community use productive resources, specialize in different types of jobs, and depend on each other to supply goods and services.

- 2.4.1 Define the three types of productive resources (human resources*, natural resources*, capital resources*) and identify productive resources used to produce goods and services in the community.
- 2.4.2 Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.
- 2.4.3 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.
- 2.4.4 Research goods and services produced in the local community and describe how people may be both producers* and consumers*.
- 2.4.5 Explain that because resources are limited and not always available to people's wants, people must make decisions to select alternative choices.
- 2.4.6 Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses, and firefighters specialize in particular kinds of jobs.
- 2.4.7 Explain why people trade* for goods and services and explain how money makes trade easier.

* human resource: any human effort used in production

* natural resources: resources that occur in nature that are used in production

* capital resources: goods, such as tools, buildings, and equipment, used in production

* goods: tangible objects, such as food or toys, that can satisfy people's wants

* services: actions that someone does for someone else, such as dental care or trash removal

* producers: people who use productive resources to provide goods or services

* consumers: people who use goods or services

* scarcity: the idea that resources are limited in relation to people's wants

* opportunity cost: in making a choice, opportunity cost is the next best alternative you do not choose

* specialization: the performance of specific tasks or jobs

* trade: the voluntary exchange of goods or services



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Standard 5 – Individuals, Society, and Culture

Students will explain how local communities are made up of a variety of individuals and groups, identify cultural traditions in their own locality, and use a variety of information resources to learn about their own community and other cultures.

2.5.1 Identify some of the responsibilities that individuals have to themselves and others.

Example: Students have responsibilities as learners, such as completing work, trying to improve, and helping others to learn.

2.5.2 Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.

2.5.3 Compare the ways people learn traditions in different cultures.

Example: A child in Japan might attend a special class to learn the tea ceremony. Another child might learn a tradition from a family member.

2.5.4 Explain how changes in technology have influenced various traditions.

Example: 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.

2.5.5 Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.

* tradition: a practice that is handed down from one generation to another