

SOCIAL STUDIES STANDARDS

Grade – Second

Standard

Benchmark

Indicators

**History**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the K – 2 program,  
Students will . . .

- A. Use a calendar to determine the day, week, month and year.
- B. Place events in correct order on a time line.
- C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.
- D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

- 1. Measure calendar time by days, weeks, months and years.
- 2. List the days of the week and months of the year in order.
- 3. Place a series of related events in chronological order on a time line.
- 4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.
- 5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.
- 6. Identify and describe examples of how science and technology have changed the daily lives of people and compare
  - a. forms of communication from the past and present
  - b. forms of transportation from the past and present

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By the end of the K – 2 program,  
Students will . . .

7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of

- a. social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.)
- b. explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong)

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**People in Societies**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

By the end of the K – 2 program,  
Students will . . .

- A. Identify practices and products of diverse cultures.
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

1. Describe the cultural practices and products of people on different continents.
2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.
3. Explain how contributions of different cultures within the United states have influenced our common national heritage.
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.

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**Geography**

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the K – 2 program,  
Students will . . .

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.
- B. Identify physical and human features of places.
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

- 1. Read and interpret a variety of maps.
- 2. Construct a map that includes a map title and key that explains all symbols that are used.
- 3. Name and locate the continents and oceans.
- 4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, pond, lakes, oceans) in photographs, maps and 3-D models.
- 5. Compare how land is used in urban, suburban and rural environments.
- 6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

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**Economics**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the K – 2 program, Students will . . .

- A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.
- B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.
- C. Explain ways that people may obtain goods and services.

- 1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener or converted to fuel).
- 2. Explain how people are both buyers and sellers of goods and services.
- 3. Recognize that most people work in jobs in which they produce a few special goods or services.
- 4. Explain why people in different parts of the world earn a living in a variety of ways.
- 5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.

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By the end of the K – 2 program,  
Students will . . .

**Government**

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

- A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.
- B. Recognize and explain the importance of symbols and landmarks of the United States.
- C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.

- 1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.
- 2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including
  - a. making and enforcing laws
  - b. providing leadership
  - c. providing services
  - d. resolving disputes
- 3. Explain the importance of landmarks in the United States and the ideals that they represent including
  - a. the Washington Monument
  - b. the Jefferson Memorial
  - c. the Lincoln Memorial
- 4. Explain the purpose of rules in the workplace.
- 5. Predict the consequences of following rules or violating rules in different settings.

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**Citizenship Rights and Responsibilities**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the K – 2 program, Students will . . .

- A. Describe the results of cooperation in group settings and demonstrate the necessary skills.
- B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.

- 1. Demonstrate skills and explain the benefits of cooperation when working in group settings
  - a. manage conflict peacefully
  - b. display courtesy
  - c. respect others
- 2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).
- 3. Demonstrate citizenship traits including
  - a. honesty
  - b. self-assurance
  - c. respect for the rights of others
  - d. persistence
  - e. patriotism

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**Social Studies Skills and Methods**

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the K – 2 program,  
Students will . . .

- A. Obtain information from oral, visual, print and electronic sources.
- B. Predict outcomes based on factual information.
- C. Communicate information orally, visually or in writing.
- D. Identify a problem and work in groups to solve it.

- 1. Obtain information from oral, visual and print sources.
- 2. Identify sources used to gather information
  - a. people
  - b. printed materials
  - c. electronic sources
- 3. Predict the next event in a sequence.
- 4. Distinguish the difference between fact and fiction in oral, visual and print materials.
- 5. Communicate information in writing.
- 6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.