



St. Mel's Catholic School

## **HISTORY/SOCIAL SCIENCE STANDARDS**

### **Grade Two**

#### **People Who Make a Difference**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history and religion whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

##### **2.1 Students differentiate between those things that happened long ago and yesterday by:**

1. Tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents.
2. Comparing and contrasting their daily lives with those of parents, grandparents, and people from Bible stories.
3. Placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board).

##### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:**

1. Locating on a simple letter-numbered grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school).
2. Labeling a simple map from the memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date.
3. Locating on a map where their ancestors used to live, describing when their family moved to the local community, and describe how and why they make their trip.
4. Comparing and contrasting basic land use in urban, suburban, and rural environments in California.

##### **2.3 Students explain the institutions and practices of governments on the United States and other countries, in terms of:**

1. The difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers.
2. The ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force, and prayer).
3. Understand that the Ten Commandments are a basis for many of our civil laws.

##### **2.4 Students understand basic economic concepts of their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:**

1. Food production and consumption long ago and today including the role of farmers.



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2. The role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

3. How limits on resources require people to choose what to produce and what to consume.

**2.5 Students understand the importance of individual action and character and explain how heroes and saints from long ago and the recent past make a difference in others' lives (e.g., biographies of George Washington Carver, Marie Curie, Louis Pasteur, Albert Einstein, Indira Gandhi, Abraham Lincoln, Jackie Robinson, Mother Teresa, and many saints).**