



The social studies standards in the elementary years begin with individuals and families and move from there to explorations of neighborhoods, communities, the state of Colorado, and the United States. In each grade, students investigate historical events, examine geographic features and resources, consider economic decision-making processes, and define civic roles and responsibilities.

Expectations for 2nd Grade Students:

- **History:** Use timelines, artifacts, and documents to consider the different people, perspectives, and events that make up the historical story of their community and or neighborhood.
- **Geography:** Use different kinds of maps to describe a community or neighborhood, explain how communities manage nonrenewable and renewable resources, explain how communities have developed, explain the relationship between communities and their environmental characteristics, and how community members have adapted to the physical environment.
- **Economics:** Explain how resources are scarce. **Personal Financial Literacy:** Investigate cost and benefits to make informed personal financial decisions.
- **Civics:** Consider options for how people participate in decision making in the community and identify the ways in which community members can work together to resolve conflicts.

Throughout 2nd Grade You May Find Students:

- Creating and using timelines to sequence, examine, and explain historical events in the community; examining photos, newspaper articles, and other sources of historical community news.
- Using map keys, symbols, and legends to locate and identify information on globes and maps; categorizing various physical/environmental aspects of the community (landforms, water sources).
- Giving examples of why resources are scarce; identifying products and services made and available in the community; creating examples of personal financial decisions (saving v. spending).
- Defining and describing the characteristics of a responsible community member (actions, attitude); generating examples of civic responsibilities; crafting sets of rules that particular communities (classrooms, schools, neighborhoods) might agree upon; discussing problems and solutions within the community.