

LINCOLN PUBLIC SCHOOLS  
Social Studies Learning Expectations: Grade 2

**Strand/Standard:**  
Geography

Students will develop understanding of the five themes of geography: location, place, human interaction with the environment, movement and regions.

**Big Ideas**

- ❑ Geography is the study of our planet and how we interact with it.
  - ❑ A map is a representation of the world's land forms and bodies of water.
  - ❑ Maps indicate the places where people live and travel.
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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **major land and water formations** by identifying and representing continents, oceans, major rivers and mountain ranges, and boundaries between countries in North America.
  - ❑ Students will demonstrate an understanding of the **tools of geography** by using globes and maps to show geographical information and to follow narrative accounts.
  - ❑ Students will demonstrate an understanding of **the relationship between the environment and people** by giving examples of how people affect the environment and the environment affects people.
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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ On a map of the world, locate the seven continents, five oceans, major river systems and mountain ranges of the world.
- ❑ Locate the current boundaries of the USA, Canada and Mexico
- ❑ Explain the difference between a continent and a country.
- ❑ Identifies cardinal directions: E, W, N, S.
- ❑ Use and explain the purpose of a compass rose.

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**Strand/Standard:**  
History

Students will develop an understanding of people, places, and events in history and their importance in influencing the formation of culture, customs, and national heritage.

**Big Ideas**

- ❑ History is about events that take place in the past and shape the present and future.
- ❑ Events are described in time frames of past, present, and future.

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**Key Outcomes**

- ❑ Students will demonstrate an understanding of **time and sequence** by explaining how significant events can be placed on a timeline.
- ❑ Students will demonstrate an understanding of the **role of traditions and customs** by explaining the significance of music, food, sports, and games to different families, cultures and communities

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Use chronology-related words: *now, in the past, in the future, other times, other places.*
- ❑ Use words and phrases related to causality: *because, reasons*
- ❑ Study famous people and describe how they contribute to important historical events.

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**Strand/Standard:**  
Civics and  
Government

Students will develop an understanding of the ideals and values that shape civic and governmental documents and institutions. They will explore the relationship between personal freedom, individual responsibility, citizenship, and respect for human dignity.

**Big Ideas**

- ❑ Civic involvement strengthens our community in school, in our town and in our country.
- ❑ People’s decisions and actions impact individuals and groups.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **individual leadership** by describing different characteristics of fictional or real people who made positive contributions to their communities.
- ❑ Students will demonstrate an understanding of **civic involvement** by describing rights and responsibilities of students in school, contributing to class and school meetings, and engaging in community service learning projects.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Define “vote” and participate in class voting.
- ❑ Read and listen to non-fiction stories of community leaders

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**Strand/Standard:**  
Economics

Students will develop a basic understanding of economics in terms of the interplay of resources, goods, services, supply and demand.

**Big Ideas**

- ❑ Trade involves exchange of goods and services for currency or through barter.
- ❑ An economic “good” is a product that can be bought, sold, or exchanged.
- ❑ An economic “service” is an activity that people do for one another in exchange for money or barter.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **basic economic exchange** by describing the roles of buyers, sellers, producers and consumers.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Define “job” as production of a good or as a service-provider.
- ❑ Define “producers” and “consumers.”