

Houghton Mifflin Harcourt
Into Social Studies Grade 2 ©2018

correlated to the

Indiana Academic Standards for Social Studies (2020)
Grade 2

| Standard | Descriptor | Citations |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History | | |
| Standard 1: Students differentiate between events that happened in the past 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 | Identify when the local community was established and identify its founders and early settlers. | The following citations may be extended to address this Indiana-specific standard: <i>America's Beginnings</i> SE/TE: 152–153, 166–167 TE Only: 148 |
| 2.1.2 | Identify continuity and change between past and present community life using primary sources. | <i>Family Histories</i> SE/TE: 124–125, 126–127, 128–129, 138–139 TE Only: 134, 140 <i>America's Beginnings</i> SE/TE: 152–153 <i>Why People Work</i> SE/TE: 234–235 |
| 2.1.3 | Identify actions and individuals who had a positive impact on the local community. | <i>America's Beginnings</i> SE/TE: 166–167 <i>Heroes</i> SE/TE: 178–179, 192–193 TE Only: 176, 194 <i>Holiday Activities</i> TE Only: H9 |

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| , 2.1.4 | Identify and describe community celebrations, symbols and traditions and explain why they are important. | <p><i>Family Histories</i> SE/TE: 126–127</p> <p><i>America's Beginnings</i> SE/TE: 162–163, 164–165, 166–167 TE Only: 148, 168</p> <p><i>Heroes</i> TE Only: 186</p> <p><i>A World of Culture</i> SE/TE: 220–221</p> <p><i>Holiday Activities</i> TE Only: H2, H3, H4, H5, H6, H7, H8, H9, H10, H11</p> |
| Chronological Thinking, Historical Comprehension, and Research | | |
| 2.1.5 | Develop a timeline of important events in the history of the school and/or school community. | <p><i>Family Histories</i> SE/TE: 124–125, 132–133 TE Only: 121, 134</p> |
| 2.1.6 | Create and maintain a calendar of important school days, holidays and community events. | <p><i>Family Histories</i> SE/TE: 124–125, 128–129, 132–133</p> <p><i>Heroes</i> SE/TE: 194–195 TE Only: 177</p> |
| 2.1.7 | Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources). | <p><i>America's Beginnings</i> SE/TE: 154–155, 156–157, 158–159 TE Only: 148, 149</p> |
| Civics and Government | | |
| Standard 2: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation. | | |
| Foundation of Government | | |
| 2.2.1 | Explain that the United States government is founded on the belief of equal rights for its citizens. | <p><i>Leaders and Government</i> SE/TE: 10–11, 12–13</p> |

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| | | TE Only: 5, 9 <i>America's Beginnings</i> SE/TE: 154–155, 162–163, 164–165, 166–167 <i>Heroes</i> SE/TE: 180–181 |
| 2.2.2 | Understand and explain why it is important for a community to have a responsible government. | <i>Leaders and Government</i> SE/TE: 12–13, 14–15, 16–17, 18–19, 20–21, 26–27 TE Only: 5, 9, 28 |
| 2.2.3 | Identify community leaders such as the mayor and city council. | <i>Leaders and Government</i> SE/TE: 10–11, 14–15, 26–27 TE Only: 5 |
| Roles of Citizens | | |
| 2.2.4 | Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. | <i>Leaders and Government</i> SE/TE: 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 26–27 TE Only: 9 <i>Heroes</i> SE/TE: 180–181, 182–183 <i>A World of Culture</i> SE/TE: 210 TE Only: 204 <i>Holiday Activities</i> TE Only: H7 |
| 2.2.5 | Identify people who are good citizens and describe the character traits that make them admirable. | <i>Leaders and Government</i> SE/TE: 10–11, 14–15, 16–17, 20–21, 26–27 |
| 2.2.6 | Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana’s only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship. | <i>Leaders and Government</i> TE Only: 3 <i>Communities and Resources</i> SE/TE: 102–103 |

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| | | <p><i>Heroes</i> SE/TE: 194–195</p> <p><i>Holiday Activities</i> TE Only: H4, H11</p> |
| 2.2.7 | Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately. | <p><i>Leaders and Government</i> SE/TE: 11 TE Only: 8</p> |
| Geography | | |
| Standard 3: Students locate their community, state and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the world/country. | | |
| World in Spatial Terms | | |
| 2.3.1 | Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community. | <p><i>Leaders and Government</i> TE Only: 23</p> <p><i>Location</i> SE/TE: 44–45, 50–51 TE Only: 32–33</p> <p><i>North America</i> SE/TE: 66–67, 68–69, 72–73, 76–77, 78–79, 80–81, 82–83 TE Only: 64</p> |
| 2.3.2 | Locate the equator, the poles, continents, and hemispheres on a world map and on a globe; identify the local community, city, Indiana, the United States, and North America on a world map and on a globe. | <p><i>Location</i> SE/TE: 46–47, 48–49, 50–51 TE Only: 45</p> <p><i>North America</i> SE/TE: 74–75, 80–81 TE Only: 64</p> <p><i>A World of Culture</i> SE/TE: 206–207, 211–212 TE Only: 205</p> |

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| | | <i>Why People Work</i> SE/TE: 242–243, 249 |
| Places and Regions | | |
| 2.3.3 | Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there. | <i>Location</i> SE/TE: 48–49, 54–55 TE Only: 36 <i>North America</i> SE/TE: 76–77, 80–81 TE Only: 102 |
| 2.3.4 | Compare neighborhoods in your community/region with those in other parts of the world. | <i>Location</i> SE/TE: 46–47, 48–49, 50–51 TE Only: 53 <i>North America</i> SE/TE: 76–77, 80–81 <i>A World of Culture</i> SE/TE: 218–219 TE Only: 217, 224 <i>Why People Work</i> TE Only: 242 |
| Physical Systems | | |
| 2.3.5 | On a map, identify physical features of the local community and relate how seasons may or may not impact those features. | <i>Location</i> SE/TE: 42–43, 44–45, 46–47, 48–49, 50–51, 54–55 TE Only: 41 <i>North America</i> SE/TE: 82–83 |
| Human Systems | | |
| 2.3.6 | Identify and describe cultural or human features on a map using map symbols. | <i>Location</i> SE/TE: 40–41, 42–43, 44–45, 46–47, 48–49, 54–55 <i>North America</i> SE/TE: 76–77, 80–81 |

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| 2.3.7 | Gather data about the demographics of the school. | The following citations may be extended to address this Indiana-specific standard: <i>A World of Culture</i> SE/TE: 218–219 |
| Environment and Society | | |
| 2.3.8 | Identify ways that recreational opportunities influence human activity in the community/region. | <i>Communities and Resources</i> SE/TE: 94–95 TE Only: 92–93 <i>Family Histories</i> SE/TE: 125 TE Only: 140 |
| Economics | | |
| Standard 4: Students describe how people in a community use productive resources, create a variety of businesses and industries, 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 and capital resources). | <i>Communities and Resources</i> SE/TE: 94–95, 96–97, 98–99, 100–101, 102–103, 106–107, 110–111 TE Only: 92, 93, 112 <i>Heroes</i> TE Only: 184 <i>Why People Work</i> SE/TE: 248–249, 250–251 |
| 2.4.2 | Identify productive resources used to produce goods and services in the community. | <i>Communities and Resources</i> SE/TE: 94–95, 96–97, 98–99, 100–101, 102–103, 106–107, 110–111 TE Only: 92, 93, 112 <i>Why People Work</i> SE/TE: 235, 240–241, 244–245, 250–251 TE Only: 230, 252 |
| 2.4.3 | Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community. | <i>Leaders and Government</i> SE/TE: 12–13, 20–21 <i>Communities and Resources</i> |

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| | | SE/TE: 104–105, 108–109, 110–111 <i>Heroes</i> SE/TE: 184–185, 190–191 <i>Why People Work</i> SE/TE: 234–235, 236–237, 250–251 TE Only: 232, 233 <i>Holiday Activities</i> TE Only: H2 |
| 2.4.4 | Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. | <i>Why People Work</i> SE/TE: 234–235, 236–237, 238–239, 240–241, 248–249 TE Only: 229, 232, 233, 251, 252 |
| 2.4.5 | Research goods and services produced in the local community and describe how people can be both producers and consumers. | <i>Communities and Resources</i> TE Only: 101, 109 <i>Why People Work</i> SE/TE: 234–235, 236–237, 244–245, 246–247, 248–249, 250–251 TE Only: 229, 230, 232, 233 |
| 2.4.6 | Define opportunity cost and explain that because resources are limited in relation to people’s wants (scarcity), people must make choices as to how to use resources. | <i>Why People Work</i> SE/TE: 234–235, 236–237, 238–239, 241, 244–245, 246–247, 248–249, 250–251 TE Only: 232, 233, 252 |
| 2.4.7 | Define specialization and identify specialized jobs in the school and community. | <i>Communities and Resources</i> TE Only: 106 <i>Why People Work</i> SE/TE: 234–235, 236–237, 244–245, 246–247, 248–249, 250–251 TE Only: 232, 233 |
| 2.4.8 | Explain why people trade for goods* and services* and explain how money makes trade easier. | <i>Why People Work</i> SE/TE: 234–235, 236–237, 238–239, 240–241, 248–249, 250–251 TE Only: 232, 233, 251, 252 |

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| 2.4.9 | Explain the concept of savings and why this is important for individuals and for our economy. | <i>Why People Work</i> SE/TE: 234–235, 238–239, 240–241, 248–249, 250–251 TE Only: 232, 233 |