

Grade 2

Disciplinary Skills and Processes

SP1 Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. 2.SP1

- 1 Create a chronological sequence of multiple events. 2.SP1.1
 - 2 Understand how events of the past affect students' lives and community. 2.SP1.2
 - 3 Generate questions about individuals and groups who have shaped a significant historical change. 2.SP1.3
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SP2 Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. 2.SP2

- 1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction. 2.SP2.1
 - 2 Compare perspectives of people in the past to those today through stories and biographies. 2.SP2.2
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SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. 2.SP3

- 1 Identify facts and concepts associated with compelling and supporting questions. 2.SP3.1
- 2 Determine and use various kinds of sources to answer compelling and supporting questions. 2.SP3.2
- 3 Generate questions about a source as it relates to an event or development. 2.SP3.3
- 4 Gather relevant information from one or two sources. 2.SP3.4
- 5 Ask and answer questions about explanations and arguments. 2.SP3.5
- 6 Present a summary of an argument or explanation using print, oral, or digital technology. 2.SP3.6

SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. 2.SP4

- 1 Generate possible reasons for an event or development. 2.SP4.1
 - 2 Select which reasons might be more likely than others to explain an event or development. 2.SP4.2
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Civics

C2 Citizens have individual rights, roles, and responsibilities. 2.C2

- 2 Explain how all people, not just official leaders, play important roles in the world. 2.C2.2
 - 1 Describe roles and responsibilities of people in authority within our country and world. 2.C2.1
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C4 Process, rules, and laws direct how individuals are governed and how society addresses problems. 2.C4

- 1 Explain how people work together to identify and solve problems within our world. 2.C4.1
 - 2 Explain how rules function in public settings. 2.C4.2
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Economics

E1 A financially literate individual understands how to manage income, spending, and investment. 2.E1

- 1 Identify different occupations and skills needed in a global economy. 2.E1.1
 - 2 Describe reasons to save or spend money. 2.E1.2
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E3 Individuals and institutions are interdependent within market systems. 2.E3

- 1 Identify and describe the goods and services that are produced around the world. 2.E3.1
 - 2 Explain how people around the world earn income. 2.E3.2
 - 3 Explain how people can be producers and consumers in a global economy. 2.E3.3
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E4 The domestic economy is shaped by interactions between government, institutions, and the private sector. 2.E4

- 1 Describe the public services that governments provide and how they meet the needs of individuals. 2.E4.1
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E5 The interconnected global economy impacts all individuals and groups in significant and varied ways. 2.E5

- 1 Illustrate how a country's resources determine what is produced and traded. 2.E5.1
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Geography

G1 The use of geographic representations and tools help individuals understand their world. 2.G1

- 1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. 2.G1.1
 - Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts
 - Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks
 - 2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared. 2.G1.2
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G2 Human-environment interactions are essential aspects of human life in all societies. 2.G2

- 1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied. 2.G2.1
 - 2 Describe how human activities affect the communities and the environment of places or regions. 2.G2.2
 - 3 Describe the positive and negative effects of using natural resources. 2.G2.3
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G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 2.G3

- 1 Explain why and how people, goods, and ideas move from place to place. 2.G3.1
 - Key concepts include but are not limited to transportation, trade, immigration, migration, and communication
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G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning. 2.G4

- 1 Identify different physical and cultural regions in the world. 2.G4.1
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HISTORY

G1 The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. 2.H1

- 1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied. 2.H1.1
- 2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied. 2.H1.2
- 3 Examine developments from the civilization and/or culture in place or region studied. 2.H1.3

G3 Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. 2.H3

1 Generate questions about the institutions and belief systems of different societies. 2.H3.1

- Key concepts include but are not limited to religion, governments, economic systems, and education