

# 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

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**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

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**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