

## GRADE 2

Anchor Standard	Grades K-2 Inquiry Standards
<i>The student demonstrates an understanding of</i>	<i>Therefore, the student is able to</i>
<b>Anchor Standard 1</b> Developing Questions and Planning Inquiries	Inquiry Standard SS.K-2.1.1 Construct a variety of questions about social studies topics with guidance from adults and/or peers
	Inquiry Standard SS.K-2.1.2 Construct supporting questions to help answer compelling questions with guidance from adults and/or peers
<b>Anchor Standard 2</b> Gathering and Evaluating Sources	Inquiry Standard SS.K-2.2.1 Determine whether a source is primarily fact or opinion
	Inquiry Standard SS.K-2.2.2 Determine whether a source is primary or secondary
	Inquiry Standard SS.K-2.2.3 Gather facts from teacher and/or adult-curated sources to answer questions
<b>Anchor Standard 3</b> Creating Claims	Begins in grades 3-5
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<b>Anchor Standard 4</b> Communicating Conclusions	Inquiry Standard SS.K-2.4.1 Construct explanations using correct sequence and relevant information
	Inquiry Standard SS.K-2.4.2 Respectfully ask and answer questions about arguments and explanations
	Inquiry Standard SS.K-2.4.3 Present explanations using a variety of print, oral, and digital technologies
<b>Anchor Standard 5</b> Taking Informed Action	Inquiry Standard SS.K-2.5.1 Identify problems or issues in classrooms, schools, or communities
	Inquiry Standard SS.K-2.5.2 Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities
	Inquiry Standard SS.K-2.5.3 Use deliberative and democratic procedures (e.g., listening, consensus-building, voting) to identify ways to take action on classroom, school, or community problems or issues
	Inquiry Standard SS.K-2.5.4 Show evidence of taking individual or group action on one or more problems or issues

Theme 1	We The People		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• What makes a good leader?</li> <li>• How can I make a difference?</li> </ul>		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
<b>Civics</b> <b>Anchor Standard 6</b> Civic and Political Institutions	Rights and Responsibilities	<b>Content Standard SS.2.1.6.1</b> Investigate school, community, and national leaders and their responsibilities	<ul style="list-style-type: none"> <li>• <b>School:</b> principal, teacher, vice-principal</li> <li>• <b>Community:</b> cultural leaders, governor, mayor, religious leaders, state representatives</li> <li>• <b>National:</b> members of Congress, president</li> <li>• <b>Responsibilities:</b> decision-making, establish and uphold rules and laws, safety</li> </ul>
<b>Civics</b> <b>Anchor Standard 7</b> Civic Virtues and Democratic Principles	Principles and Values of Democracy	<b>Content Standard SS.2.1.7.2</b> Describe how historical figures exemplify our shared democratic values	<ul style="list-style-type: none"> <li>• <b>Historical Figures:</b> George Washington, Abraham Lincoln, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ruby Bridges</li> <li>• <b>Democratic Values:</b> common good, equality, freedom, justice, liberty, respect for individual rights</li> </ul>
<b>History</b> <b>Anchor Standard 18</b> Perspectives	Historical Perspectives and Interpretations	<b>Content Standard SS.2.1.18.3</b> Describe how significant people and events have shaped communities and places now and in the past	<ul style="list-style-type: none"> <li>• <b>People:</b> Benjamin Franklin, Amelia Earhart, Gandhi, Jackie Robinson, Rachel Carson, Caesar Chavez, Nainoa Thompson, Malala Yousafzai</li> <li>• <b>Events:</b> Louisiana Purchase, Wright brothers first flight, Japanese American internment, nuclear testing in the Pacific, end of apartheid, invention of the smart phone, wireless technology</li> </ul>

Theme 2		Looking Into Our Past	
<b>Sample Compelling Questions</b>		<ul style="list-style-type: none"> <li>• Why do people interpret historical events differently?</li> <li>• Do humans help or hurt the environment?</li> </ul>	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
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<b>Geography</b> <b>Anchor Standard 14</b> Human-Environment Interaction: Place, Regions, and Culture	Interdependence	<b>Content Standard SS.2.2.14.1</b> Explain how human activities impact the environment	<ul style="list-style-type: none"> <li>• <b>Positive Impacts:</b> national parks, protection of endangered species, wetland conservation areas</li> <li>• <b>Negative Impacts:</b> deforestation, loss of water rights, pollution</li> </ul>
<b>History</b> <b>Anchor Standard 17</b> Change, Continuity and Context	Chronological Thinking	<b>Content Standard SS.2.2.17.2</b> Construct timelines that sequence historical events	<ul style="list-style-type: none"> <li>• <b>Colonizing New England:</b> religious and economic reasons for migration, Native American communities, resistance to settlement, Squanto</li> <li>• <b>Newsboys Strike:</b> child labor laws, low wages, poor working conditions</li> <li>• <b>History of Flight:</b> kites, balloons, gliders, Wright Brothers, Boeing, NASA</li> </ul>
<b>History</b> <b>Anchor Standard 18</b> Perspectives	Historical Perspectives and Interpretations	<b>Content Standard SS.2.2.18.3</b> Compare varying perspectives on historical events	<ul style="list-style-type: none"> <li>• <b>Perspectives:</b> audience perspective, author's point of view, personal experience</li> <li>• <b>Historical Events:</b> voyages of Columbus, first Thanksgiving, Kamehameha unites the Hawaiian Islands, Ruby Bridges and school desegregation</li> </ul>

Theme 3		What We Make and Use	
<b>Sample Compelling Questions</b>		<ul style="list-style-type: none"> <li>• Why are we dependent on others for some goods and services?</li> <li>• Are we using natural resources wisely?</li> </ul>	
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<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
<b>Economics</b> <b>Anchor Standard 10</b> Exchange and Markets	Role and Functions of Markets	<b>Content Standard SS.2.3.10.1</b> Compare goods and services that are produced locally and globally	<ul style="list-style-type: none"> <li>• <b>Locally:</b> entertainment, music, pineapple, taro chips, tourism</li> <li>• <b>Globally:</b> cars, clothing, food, phones, toys</li> </ul>
<b>Economics</b> <b>Anchor Standard 12</b> Global Economy	Interdependence	<b>Content Standard SS.2.3.12.2</b> Examine how people are dependent on others for goods and services they cannot produce themselves	<ul style="list-style-type: none"> <li>• <b>Goods:</b> clothing, food, homes, technology</li> <li>• <b>Services:</b> construction, education, entertainment, firefighting, medical care, police</li> </ul>
<b>Economics</b> <b>Anchor Standard 11</b> The National Economy	Economic Role of Government	<b>Content Standard SS.2.3.11.3</b> Describe public goods and services the government provides	<ul style="list-style-type: none"> <li>• <b>Goods:</b> bridges, national parks, roads</li> <li>• <b>Services:</b> firefighting, national defense, parks and playgrounds, police, public education, sanitation</li> </ul>
<b>Geography</b> <b>Anchor Standard 13</b> Geographic Representations	Land and Water	<b>Content Standard SS.2.3.13.4</b> Describe major geographic features of places using maps, photos, and other geographic representations	<ul style="list-style-type: none"> <li>• <b>Maps:</b> latitude, longitude, physical map</li> <li>• <b>Landforms:</b> canyons, gulches, peninsula, volcanoes</li> <li>• <b>Water:</b> creeks, lakes, oceans, ponds, rivers, seas, streams</li> <li>• <b>Vegetation:</b> desert, forests, plains, swamps, tundra</li> </ul>
<b>Geography</b> <b>Anchor Standard 14</b> Human-Environment Interaction: Place, Regions, and Culture	Interactions and Impact	<b>Content Standard SS.2.3.14.5</b> Compare a variety of the Earth's natural resources and how people use them	<ul style="list-style-type: none"> <li>• <b>Natural Resources:</b> energy sources (e.g., solar, coal and gas, wind), minerals, ocean, vegetation, water</li> <li>• <b>Uses:</b> energy, food, profit</li> </ul>

Theme 4	Together We Can		
<b>Sample Compelling Questions</b>	<ul style="list-style-type: none"> <li>• Why does the cost of goods and services sometimes change?</li> <li>• How do we solve problems?</li> </ul>		
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<b>Economics</b> <b>Anchor Standard 9</b> Economic Decision Making	Limited Resources and Choices	<b>Content Standard SS.2.4.9.1</b> Explain how scarcity of resources affects the cost of goods and services	<ul style="list-style-type: none"> <li>• <b>Scarcity of Resources:</b> human, natural resources (e.g., petroleum products, fish, produce, land, water)</li> <li>• <b>Cost:</b> dependence on imported food and goods, depleted fisheries, high cost of food, higher cost of housing, higher gas and electricity costs, higher wages, need to hire non-local labor</li> </ul>
<b>Geography</b> <b>Anchor Standard 16</b> Global Interconnections: Changing Spatial Patterns	Interactions and Impact	<b>Content Standard SS.2.4.16.2</b> Investigate how people in your community rely on local and global resources to meet their daily needs	<ul style="list-style-type: none"> <li>• <b>Local Resources:</b> clean water, farms, homes, ocean, ranches</li> <li>• <b>Global Resources:</b> cars, clothing, electronics, gas, toilet paper</li> <li>• <b>Daily Needs:</b> water, food, shelter, clothing</li> </ul>
<b>Civics</b> <b>Anchor Standard 8</b> Processes, Rules and Laws	Civic Participation	<b>Content Standard SS.2.4.8.3</b> Develop logical solutions to various community problems	<ul style="list-style-type: none"> <li>• <b>Solutions:</b> beach cleanup, building shelters, food drives</li> <li>• <b>Problems:</b> homelessness, hunger, land conservation</li> </ul>
<b>Economics</b> <b>Anchor Standard 9</b> Economic Decision Making	Limited Resources and Choice	<b>Content Standard SS.2.4.9.4</b> Determine costs and benefits of saving money	<ul style="list-style-type: none"> <li>• <b>Costs:</b> delayed gratification, sacrifice</li> <li>• <b>Benefits:</b> allows you to make large purchases, to be prepared for unforeseen circumstances</li> </ul>