

# Grade 2

Adopted 2022

## Prepared Graduates in Social Studies

- 1. Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted. [PG. 1](#)**

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- 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. [PG. 2](#)**

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- 3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them. [PG. 3](#)**

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- 4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions. [PG. 4](#)**

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- 5. Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy. [PG. 5](#)**

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- 6. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen. [PG. 6](#)**

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- 7. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society. [PG. 7](#)**

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- 8. Apply economic reasoning skills to make informed personal financial decisions. [PG. 8](#)**

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## Second Grade

### History

1. Ask questions and discuss ideas taken from primary and secondary sources. **2.H.1**
  - a. Explain that the nature of history involves stories of the past preserved in various primary and secondary sources. For example: Images, oral and written accounts, etc. **2.H.1.A**
  - b. Organize historical events by creating timelines and explaining the information conveyed by them. **2.H.1.B**
  - c. Identify local historical primary and secondary sources from multiple diverse perspectives and generate questions about their functions, significance, and perspective. For example: Maps, photographs, letters, etc. **2.H.1.C**
1. Identify key attributes of a variety of information products. For example: Books, newspapers, online or print articles, etc. **2.HES.1.1**
2. Demonstrate curiosity about events and people from the past using primary and secondary sources. **2.HES.1.2**
2. Describe how people of various cultures influence neighborhoods and communities over time. **2.H.2**
  - a. Compare and contrast neighborhoods and/or communities, both past and present, through studies of their people and events. For example: The National Western Stock Show, state/county fairs, and community events. **2.H.2.A**
  - b. Describe the changes within one neighborhood and/or community over time. **2.H.2.B**
  - c. Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities, including African Americans, Latinos, Asian Americans, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities. **2.H.2.C**
1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. **2.HES.2.1**
2. Recognize and describe patterns within and between neighborhoods and communities. **2.HES.2.2**
3. Investigate to make observations and draw conclusions about neighborhoods and communities. **2.HES.2.3**

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## Geography

1. Use geographic terms and tools to locate and describe spatial patterns and places. **2.G.1**
  - a. Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe spaces and places. **2.G.1.A**
  - b. Identify the purpose of the map being presented. For example: A weather map vs. street map. **2.G.1.B**
  - c. Identify the hemispheres, Equator/Prime Meridian, and the North/South poles. **2.G.1.C**
  - d. Identify and locate cultural, human, political, and natural features using map keys and legends. **2.G.1.D**
1. Identify key attributes of a variety of geographic tools. For example: Globes, maps, and a compass rose. **2.GES.1.1**
2. Find information using geographic technologies. For example: GPS and satellite imagery. **2.GES.1.2**
2. Explain how people in communities manage, modify, and depend on their environment. **2.G.2**
  - a. Explain how communities manage and use nonrenewable and renewable resources. **2.G.2.A**
  - b. Explain how the environment influences why people settle in certain areas. **2.G.2.B**
  - c. Identify examples of how human activity influences environmental characteristics of a place over time. **2.G.2.C**
  - d. Identify examples of how culture and lifestyle are impacted by environmental characteristics. **2.G.2.D**
1. Recognize problems within a community related to the environment and their respective solutions. **2.GES.2.1**
2. Make observations and draw conclusions about the relationship between a community and their environment. **2.GES.2.2**

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## Economics

1. Explain how scarcity of resources means individuals may not have access to the goods and services they want or need. **2.E.1**
  - a. Explain scarcity of goods and resources. **2.E.1.A**
  - b. Identify and categorize goods and services and provide examples of each. **2.E.1.B**
  - c. Give examples of choices people make when resources are scarce. **2.E.1.C**
  - d. Identify possible solutions when there are limited resources and unlimited wants. **2.E.1.D**
1. Demonstrate an understanding of cause and effect related to personal decisions. **2.EES.1.1**
2. Recognize problems that arise from scarcity and their respective solutions. **2.EES.1.2**

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## Civics

1. Investigate ways in which ideas and actions can improve communities. **2.C.1**
  - a. Compare ways that people may effectively express their ideas and viewpoints while being respectful to others. **2.C.1.A**
  - b. Analyze how community members, including African American, Latino, Asian American, Hawaiian/Pacific Islander, Indigenous Peoples, LGBTQ, and religious minorities advocate for their interests and responsibly influence decisions in their community. **2.C.1.B**
  - c. Describe ways in which you can take an active part in improving your school or community. **2.C.1.C**
  - d. Identify and compare examples of civic responsibilities, such as volunteering in the community, that are important to privileged and marginalized individuals, families, and communities. **2.C.1.D**
  - e. Describe the characteristics that enable a community member to engage in the community responsibly and effectively. **2.C.1.E**
1. Identify and reflect upon personal connections to community systems. **2.CES.1.1**
2. Model positive behaviors for others. **2.CES.1.2**
2. Explain the roles and characteristics of people who govern different communities. **2.C.2**
  - a. Identify the role(s) of government. For example: Establish order, provide security, and accomplish common goals. **2.C.2.A**
  - b. Identify the roles and characteristics of various leaders at the local, state, and national levels. For example: The President of the United States, the Governor of Colorado, and the city mayor. **2.C.2.B**
  - c. Identify qualities of positive leadership and how leaders contribute to a group or community. **2.C.2.C**
  - d. Identify services provided by the local or state government. For example: police and fire protection, maintenance of roads, and snow removal. **2.C.2.D**
1. Compare attitudes and beliefs as an individual to others. **2.CES.2.1**
2. Appropriately express a range of emotions to communicate personal ideas/needs. **2.CES.2.2**

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## Personal Financial Literacy

1. Investigate costs and benefits to make informed financial decisions. **2.PF.1**
  - a. Assess priorities when making financial decisions. **2.PF.1.A**
  - b. Classify financial goals. For example: A need or want, or short-term or long-term goals. **2.PF.1.B**
  - c. Recognize that different goods and services have different monetary values. **2.PF.1.C**
  - d. Acknowledge that financial priorities vary among people and communities for goods and services. For example: Going to the hairdresser, buying brand name items. **2.PF.1.D**
  - e. Predict positive and negative consequences when making financial decisions. For example: If... Then... decision making. **2.PF.1.E**
  - f. Solve simple financial word problems to aid in making financial decisions. For example: A video game costs \$20. If I earn \$5 per week in allowance, I will need to save for \_\_\_\_ weeks to earn enough money. **2.PF.1.F**
1. Identify consequences (positive and negative) of a financial decision. **2.PFES.1.1**
2. Understand how to reduce risk depending on the financial choices they make. **2.PFES.1.2**
3. Demonstrate an understanding of cause and effect related to different financial decisions. **2.PFES.1.3**