

# 2018 2<sup>ND</sup> GRADE SOCIAL SCIENCES CROSSWALK

## Civics and Government

### Points of Emphasis

Standards remain similar with new focus identifying personal point of view and examining notions of equity.

### Possible Essential Questions

Why is compromise useful?

How do we decide what is fair?

Why do people want to get elected to do a job?

### Civics and Government Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
2.11. Participate in rule setting and monitoring activities considering multiple points of view.	2.1 Compare personal point of view with others' perspectives when participating in rule setting.
2.12. Identify services provided by local government.	2.2 Identify services provided by city government.
2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.	2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.
2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.	2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.
2.15. Identify local leaders and their functions.	2.5 Identify city leaders and their functions.
2.16. Identify ways students can have an impact in their local community.	2.6 Analyze the different ways students can have an effect on their local community.

## Economics

### Points of Emphasis

Standards separate economics and financial literacy for consistency K-12. For 2nd Grade students no examine basic economic institutions.

### Possible Essential Questions

Why do we go to the bank?

What is the difference between going to a store and buying online?

### Economics Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
2.17. Explain various methods of saving and how saving can help reach financial goals.	2.7 Identify local businesses and the goods and services they produce.
2.18. Identify local businesses and the goods and services they produce.	2.8 Describe the role of banks in an economy

# Multicultural Studies

## Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

## Possible Essential Questions

### Multicultural Studies Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
	2.1 Compare personal point of view with others' perspectives when participating in rule setting.(Civics)
	2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)
	2.4 Give examples of and identify appropriate and inappropriate use of power and its effect. (Civics)
	2.10 Explain how wealth and scarcity connect to decision-making about personal savings and spending. (Financial Literacy)
	2.13 Identify cultural characteristics of the community. (Geography)
	2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
	2.17 Identify and describe community celebrations, landmarks, symbols and traditions and explain why they are significant to the cultural heritage of members of the community. (History)

# Financial Literacy

## Points of Emphasis

Students explore the purpose of savings and the differing realities for a society living on a continuum of wealth and scarcity

## Possible Essential Questions

When should I start saving for college?

Why is it so hard to save money for the future?

## Financial Literacy Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
2.18. Explain various methods of saving and how saving can help reach financial goals.	2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.
	2.10 Explain how wealth and scarcity connect to decision making about personal savings and spending.

# Geography

## Points of Emphasis

Geography continues with additional emphasis on the tools and techniques of the discipline

## Possible Essential Questions

How have members of our community changed the local environment?

How do we decide where to build a school?

## Geography Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.	2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.
2.8. Identify relative location of school and community in the state and nation and the world.	2.12 Identify relative location of school and community in the state and nation and the world.
2.9. Describe physical and human characteristics of the community.	2.13 Identify cultural characteristics of the community.
2.10. Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).	2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).
	2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

# History

## Focus

My Neighborhood My Community

## Points of Emphasis

The 2018 Standards require the inclusion of diverse individuals and groups which help to explain a community’s history. Students analyze the past to generate curious and questions about local history.

## Possible Essential Questions

What was life like here before settlement by US citizens?

Why did people build a community here?

Who built this community?

## History Crosswalk

	2011 Grade Level Standards	2018 Grade Levels Standards
<b>Historical Knowledge</b>	2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.	2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
	2.2. Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.	2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.
<b>Historical Thinking</b>	2.4. Differentiate between events that happened in the recent and distant past.	2.18 Differentiate between events that happened in the recent and distant past.
	2.5. Develop a timeline of important events in the history of the community.	2.19 Develop and analyze a timeline of events in the history of the local community.
		2.20 Generate questions using a historical source as it relates to the local community’s history.

	<b>2011 Grade Level Standards</b>	<b>2018 Grade Levels Standards</b>
		2.21 Explain how people and events of the past influence the present.
		2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

## Social Science Analysis

### Points of Emphasis

Social Science Analysis should be used for all domains with emphasis on students preparing to take informed action and with an understanding of previous attempts at change. Students explore additional problem-solving techniques.

### Possible Essential Questions

How should we make decisions that affect the community?

How have things changed around this issue?

### Social Science Analysis Crosswalk

<b>2011 Grade Level Standards</b>	<b>2018 Grade Levels Standards</b>
2.19. Describe the connection between two or more current or historical events.	2.23 Describe the connection between two or more current or historical events.
2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.	2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
2.21. Evaluate information relating to an issue or problem.	2.25 Evaluate information relating to an issue or problem.
	2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.