Colorado Social Studies

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
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

Second Grade **History**

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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

Geography

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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

Economics

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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

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

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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

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