

# Grade 2

## Inquiry Anchor Standards

### A Constructing Compelling Questions

- 1 Explain why a compelling question is important. [SS.2.1.](#)
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### B Constructing Supporting Questions

- 1 Generate supporting questions across the social studies disciplines related to compelling questions. [SS.2.2.](#)
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### C Gathering and Evaluating Sources

- 1 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion. [SS.2.3.](#)
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### D Communicating and Critiquing Conclusions

- 1 Construct responses to compelling questions using reasoning, examples, and relevant details. [SS.2.4.](#)
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### E Taking Informed Action

- 1 Take group or individual action to help address local, regional, and/or global problems. [SS.2.5.](#)
  - 2 Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms. [SS.2.6.](#)
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## Content Anchor Standards

### A Recognize the Interaction Between the Individual and Various Groups

- 1 Explain how people from different groups work through conflict when solving a community problem. [SS.2.7.](#)
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### B Analyze Civic and Political Institutions

- 1 Explain the purpose of different government functions. (21st century skills) [SS.2.8.](#)
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### C Apply Civic Virtues and Democratic Principles

- 1 . Develop an opinion on a decision about a local issue. (21st century skills) [SS.2.9.](#)
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### D Interpret Processes, Rules and Laws

- 1 Determine effective strategies for solving particular community problems. (21st century skills) [SS.2.10.](#)

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**E Evaluate the National Economy**

- 1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs. [SS.2.11.](#)
- 2 Identify how people use natural resources to produce goods and services. [SS.2.12.](#)
- 3 Describe examples of the goods and services that governments provide. [SS.2.13.](#)

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**F Develop Financial and Career Goals**

- 1 Explain how different careers take different levels of education. (21st century skills) [SS.2.14.](#)

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**G Create a Saving and Spending Plan**

- 1 Evaluate choices and consequences for spending and saving. (21st century skills) [SS.2.15.](#)

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**H Create Geographic Representations**

- 1 Using maps, globes, and other simple geographic models, evaluate routes for people or goods that consider environmental characteristics. [SS.2.16.](#)

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**I Evaluate Human Environment Interaction**

- 1 Explain how environmental characteristics impact the location of particular places. [SS.2.17.](#)

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**J Analyze Human Population Movements and Patterns**

- 1 Describe how the choices people make impact local and distant environments. [SS.2.18.](#)

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**K Analyze Change, Continuity, and Context**

- 1 Make a prediction about the future based on past related events. [SS.2.19.](#)
- 2 Determine the influence of particular individuals and groups who have shaped significant historical change. [SS.2.20.](#)

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**L Compare Perspectives**

- 1 Compare perspectives of people in the past to those in the present with regards to particular questions or issues. [SS.2.21.](#)

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**M Critique Historical Sources and Evidence**

- 1 Identify context clues and develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, and why they created it. [SS.2.22.](#)

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**N Justify Causation and Argumentation**

- 1 Given a set of options, use evidence to articulate why one reason is more likely than others to explain a historical event or development. [SS.2.23.](#)

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## **O Iowa History**

- 1 Describe the intended and unintended consequences of using Iowa's natural resources. **SS.2.24.**