

# Grade 2

Adopted 2021

## Civics

### 1. Analyze the role of the common good by: C.1

- a. defining equality as the same freedoms that are held by all people. C.1.A
  - b. defining equity as people having what they need to be successful regardless of their identities. C.1.B
  - c. recognizing that people are sometimes not treated fairly for reasons beyond their control. C.1.C
  - d. explaining that the common good strives for goals of freedom, equality, equity, and fairness within a community. C.1.D
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### 2. Analyze democracy by: C.2

- a. identifying that leaders in a democracy address the wants and needs of the people they serve. C.2.A
  - b. exploring governing powers at home, school and the community. C.2.B
  - c. contrasting challenges governing powers face based on where they are located, and the resources that are available to them. C.2.C
  - d. exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power. C.2.D
  - e. exploring tools of communication that Americans use to have their voices and ideas heard by those in government. C.2.E
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### 3. Understand democratic ideals by: C.3

- a. identifying how multiple perspectives in a democratic society can complicate conflict resolution. C.3.A
- b. comparing how various systems of government have resolved conflict in the past and today. C.3.B
- c. identifying the communities in which they belong are democratic and those that are not. C.3.C
- d. recognizing how democratic symbols represent American values. C.3.D
- e. explaining what makes the United States a democratic community. C.3.E
- f. identifying the local, state, and federal levels of government. C.3.F

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**4. Analyze responsible civic engagement by:** C.4

- a. describing characteristics of good citizenship through historic figures and ordinary citizens. C.4.A
  - b. explaining how participating in civic activities engages citizens with their communities. C.4.B
  - c. identifying civic engagement activities on the local, state and national level. C.4.C
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**Geography**

**1. Explain how location makes their community unique by:** G.1

- a. locating Maryland using cardinal directions on maps, globes, GPS, and Google Earth. G.1.A
  - b. describing the relative location of Maryland by identifying the equator and north and south poles. G.1.B
  - c. identifying continents and oceans near and far from Maryland on maps and globe. G.1.C
  - d. locating key physical features and human-made features in their school community using maps and other geographic tools. G.1.D
  - e. describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions. G.1.E
  - f. analyzing the school's community using bird's eye view that includes important landmarks in a school or community. G.1.F
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**2. Analyze the human and environmental interactions in their school community by:** G.2

- a. contrasting how regions across Maryland modify their environment to meet changing needs for shelter. G.2.A
  - b. describing why and how people in Maryland protect the environment. G.2.B
  - c. explaining how people adapt to changes in the environment. G.2.C
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**3. Describe how transportation and communication link people and places by the movement of goods and ideas by:** G.3

- a. explaining how transportation links goods and people both near and far. G.3.A
  - b. explaining how communication links people to ideas both near and far. G.3.B
  - c. identifying goods and ideas in their community that come from both near and far. G.3.C
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## Economics

### 1. Analyze producers by: E.1

- a. explaining how producers and consumers use natural, capital and human resources. E.1.A
  - b. determining the key economic questions of what to produce, how to produce, and for whom to produce as guiding economic questions economists. E.1.B
  - c. identifying the government as a producer who uses tax money to produce goods and services. E.1.C
  - d. connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community. E.1.D
  - e. explaining how goods and services have changed over time. E.1.E
  - f. identifying how technology and transportation have changed how goods and services are produced and exchanged. E.1.F
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### 2. Analyze consumer by: E.2

- a. explaining that because of scarcity, people must make choices about what they consume. E.2.A
  - b. differentiating between goods and services. E.2.B
  - c. explaining how consumers make decisions based on the costs and benefits of goods and services. E.2.C
  - d. identifying how incentives influence consumers. E.2.D
  - e. identifying opportunity cost and trade-offs as the result of choices. E.2.E
  - f. determining how consumers acquire goods and services. E.2.F
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### 3. Describe an economy by: E.3

- a. explaining how available resources, wants, and needs influence family decisions. E.3.A
  - b. identifying how people earn money. E.3.B
  - c. identifying age-appropriate financial goals. E.3.C
  - d. describing situations in which saving is necessary. E.3.D
  - e. explaining the meaning and purpose of taxes. E.3.E
  - f. developing a spending and saving plan including income and expenses. E.3.F
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## History

### 1. Analyze change over time by: H.1

- a. creating timelines of key events from earlier time periods. H.1.A
  - b. analyzing events from the past using evidence that includes the voice of the people involved in the event. H.1.B
  - c. explaining why multiple perspectives emerge from people who experience a common event. H.1.C
  - d. analyzing the role that time, place, and surrounding events have on influencing how people interpret the present and past. H.1.D
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### 2. Analyze life in the past by: H.2

- a. analyzing photographs, images, and text from the past. H.2.A
- b. comparing images and text descriptions of the past with today. H.2.B
- c. explaining how life today is similar and different than in the past using evidence from a variety of sources. H.2.C