Massachusetts History and Social Science

Grade 2

Adopted 2018

Standards for History and Social Science Practice

1. **Demonstrate civic knowledge, skills, and dispositions.** HSSP.1
2. **Develop focused questions or problem statements and conduct inquiries.** HSSP.2
3. **Organize information and data from multiple primary and secondary sources.** HSSP.3
4. **Analyze the purpose and point of view of each source; distinguish opinion from fact.** HSSP.4
5. **Evaluate the credibility, accuracy, and relevance of each source.** HSSP.5
6. **Argue or explain conclusions, using valid reasoning and evidence.** HSSP.6
7. **Determine next steps and take informed action, as appropriate.** HSSP.7

History and Social Science and the Standards for Literacy (Pre-K - 5)

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RI.1
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 2.RI.2
3. Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. 2.RI.3

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4
5. Know and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 2.RI.5
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.6

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Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.7
8. Describe how reasons support specific points the author makes in a text. 2.RI.8
9. Compare and contrast the most important points presented by two texts on the same topic. 2.RI.9

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical and technical texts, exhibiting complexity for at least grade 2. 2.RI.10

Writing Standards

Text Types and Purposes

1. Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2.W.1
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 2.W.2
3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences, include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. 2.W.3
    a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. 2.W.3.A

Production and Distribution of Writing

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. 2.W.4
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.W.5
    a. Begins in grade 3. 2.W.5.A
    b. Demonstrate the ability to choose and use appropriate vocabulary. 2.W.5.B
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 2.W.6

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Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.7
8. Recall information from experiences or gather information from provided sources to answer a question. 2.W.8
9. Begins in grade 4. 2.W.9

Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences. 2.W.10

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative discussions with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1
   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2.SL.1.A
   b. Build on others' talk in conversations by responding to comments through multiple exchanges. 2.SL.1.B
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.1.C
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.2
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.3

Presentation of Knowledge and Ideas

4. Tell a story, recount an experience, or explain how to solve a mathematical problem, with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. 2.SL.4
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings. 2.SL.5
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 2.SL.6

Grade 2: Global Geography: Places and Peoples, Cultures and Resources

Reading and making maps

1. Explain the kinds of information provided by components of a map (e.g., compass rose/cardinal directions, scale, key/legend, title) and give examples of how maps can show relationships between humans and the environment (e.g., travel, roads, natural resources, agriculture, mining). 2.T1.1

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2. Compare different kinds of map projections (e.g., Mercator, Peters) and explain how they represent the world differently. 2.T1.2
3. Construct a map of a familiar location (e.g., the school, the neighborhood, a park). 2.T1.3

Geography and its effects on people

1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). 2.T2.1
2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable. 2.T2.2
3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living. 2.T2.3
4. Explain and describe human interaction with the physical world (the environment). 2.T2.4

History: migrations and cultures

1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people). 2.T3.1
2. Give examples of why the United States is called "a nation of immigrants". 2.T3.2
3. Conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts. 2.T3.3
4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today. 2.T3.4

Civics in the context of geography: countries and governments

1. Recognize the difference between physical geography and political geography. 2.T4.1
2. Explain the characteristics of a country. 2.T4.2
3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States. 2.T4.3

Economics: resources and choices

1. Explain the relationship between natural resources and industries and jobs in a particular location (e.g., fishing, shipbuilding, farming, trading, mining, lumbering, manufacturing). 2.T5.1
2. Distinguish a renewable resource from a non-renewable resource. 2.T5.2

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3. Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services. 2.T5.3
4. Explain what it means to be employed and define the terms income, wages, and salary. 2.T5.4
5. Give examples of products (goods) that people buy and use. 2.T5.5
6. Give examples of services people do for each other. 2.T5.6
7. Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two). 2.T5.7
8. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). 2.T5.8
9. Compare and contrast reasons why people save some of their money (e.g., deciding to put some of it aside for later for a future purchase, for a charitable donation or for an emergency). 2.T5.9