Michigan Social Studies

Grade 2

Adopted 2019

Social Studies Process And Skills Standards

P1. Reading And Communication – Read And Communicate Effectively K-5.P1

1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. K-5.P1.1
2. Differentiate between primary and secondary source documents. K-5.P1.2
3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps. K-5.P1.3
4. Identify point of view and bias. K-5.P1.4

P2. Inquiry, Research, And Analysis K-5.P2

1. Use compelling and supporting questions to investigate social studies problems. K-5.P2.1
2. Differentiate between compelling questions and supporting questions. K-5.P2.2
3. Use supporting questions to help answer compelling social studies questions. K-5.P2.3
4. Know how to find relevant evidence from a variety of sources. K-5.P2.4
5. Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions. K-5.P2.5

P3. Public Discourse And Decision Making K-5.P3

1. State an issue as a question of public policy and discuss possible solutions from different perspectives. K-5.P3.1
2. Apply Democratic Values or Constitutional Principles to support a position on an issue. K-5.P3.2
3. Construct an argument and justify a decision supported with evidence. K-5.P3.3
4. Explain the challenges people have faced and actions they have taken to address issues at different times and places. K-5.P3.4

P4. Civic Participation K-5.P4

1. Act out of the rule of law and hold others to the same standard. K-5.P4.1
2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. K-5.P4.2
3. Explain different strategies students and others could take to address problems and predict possible results. K-5.P4.3

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4. Use democratic procedures to make decisions on civic issues in the school or classroom. K-5.P4.4

History

H2. Use historical thinking to understand the past. H2

1. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events. 2-H2.0.1
2. Examine different perspectives of the same event in a community and explain how and why they are different. 2-H2.0.2
3. Explain how individuals and groups have made significant historical changes. 2-H2.0.3
4. Describe changes in the local community over time.Examples may include but are not limited to: types of businesses, architecture and landscape, jobs, transportation, population. 2-H2.0.4
5. Describe how community members responded to a problem in the past.Examples may include but are not limited to: natural disasters, factories closing, poverty, homelessness, closing of military bases, environmental issues. 2-H2.0.5
6. Construct a historical narrative about the history of the local community from a variety of sources.Examples may include but are not limited to: data gathered from local residents, artifacts, photographs. 2-H2.0.6

Geography

G1. Use geographic representations to acquire, process, and report information from a spatial perspective. G1

1. Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place. 2-G1.0.1
2. Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale. 2-G1.0.2
3. Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state. 2-G1.0.3

G2. Understand how regions are created from common physical and human characteristics. G2

1. Compare the physical and human characteristics of the local community with those of another community. 2-G2.0.1
2. Describe how the local community is part of a larger region. 2-G2.0.2

G4. Understand how human activities help shape the Earth's surface. G4

1. Describe land use in the community. 2-G4.0.1
2. Describe the means people create for moving people, goods, and ideas within the local community. 2-G4.0.2

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3. Use components of culture to describe diversity in the local community. 2-G4.0.3

G5. Understand the effects of human-environment interactions. G5

1. Suggest ways in which people can responsibly interact with the environment in the local community. 2-G5.0.1
2. Describe positive and negative consequences of changing the physical environment of the local community. 2-G5.0.2

Civics And Government

C1. Explain why people create governments. C1

1. Explain why people form governments. 2-C1.0.1
2. Distinguish between government action and private action. 2-C1.0.2
1. Explain how local governments balance individual rights with the common good to solve local community problems. 2-C2.0.1
2. Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism. 2-C2.0.2

C3. Describe the structure of government in the United States and how it functions. C3

1. Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community. 2-C3.0.1
2. Use examples to describe how local government affects the lives of people in a community. 2-C3.0.2
3. Identify services commonly provided by local governments. 2-C3.0.3

C5. Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life. C5

1. Identify ways in which people participate in community decisions. 2-C5.0.1
2. Distinguish between personal and civic responsibilities and explain why they are important in community life. 2-C5.0.2
3. Design and participate in community improvement projects that help or inform others. 2-C5.0.3

Economics

E1. Use fundamental principles and concepts of economics to understand economic activity in a market economy. E1

1. Identify the opportunity cost involved in a consumer decision. 2-E1.0.1
2. Describe how businesses in the local community meet economic wants of consumers. 2-E1.0.2
3. Describe the natural, human, and capital resources needed for production of a good or service in a community. 2-E1.0.3

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4. Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence). 2-E1.0.4
5. Utilize a decision-making process to analyze the benefits and costs of a personal decision. 2-E1.0.5

Public Discourse, Decision Making, And Civic Participation

1. **Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.** P3.1
    1. Identify public issues in the local community that influence people's daily lives. 2-P3.1.1
    2. Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions. 2-P3.1.2
    3. Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community. 2-P3.1.3

3. **Communicate a reasoned position on a public issue.** P3.3
    1. Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument. 2-P3.3.1

2. **Act constructively to further the public good.** P4.2
    1. Develop and implement an action plan to address or inform others about a community issue. 2-P4.2.1
    2. Participate in projects to help or inform others. 2-P4.2.2