

Grade 2

Adopted 2019

Civics

Forms and Functions of Government

1. Investigate and defend the responsibilities and rights of citizens in their communities. [SS.2.1.1](#)
 - a. Contribute to developing rules by considering multiple points of view. [SS.2.1.1.A](#)
 - b. Demonstrate conflict management strategies as individuals, groups, and communities. [SS.2.1.1.B](#)

Civic Participation

2. Contribute to making decisions using democratic traditions based on established rules. [SS.2.1.2](#)
 - a. Identify and apply civic responsibilities that are important to individuals and their communities. [SS.2.1.2.A](#)
 - b. Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions. [SS.2.1.2.B](#)
 - c. Communicate historical background and significance of national holidays. [SS.2.1.2.C](#)
 - d. Investigate ways to be actively engaged to improve family, school, and community. [SS.2.1.2.D](#)
 - e. Model and communicate characteristics of good citizenship. [SS.2.1.2.E](#)

Economics

Economic Decision Making

1. Evaluate choices about how to use scarce resources that involve prioritizing wants and needs. [SS.2.2.1](#)
 - a. Justify a decision made by providing evidence of possible gains and losses. [SS.2.2.1.A](#)

Financial Literacy

2. Demonstrate knowledge of currency, its denominations, and use. [SS.2.2.2](#)
 - a. Make transactions using currency emphasizing its use as a medium of exchange. [SS.2.2.2.A](#)

Exchange and Markets

3. Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants. [SS.2.2.3](#)
 - a. Explain the role of goods and services and supply and demand in a community. [SS.2.2.3.A](#)
 - b. Describe how people in their communities earn income/wages through work. [SS.2.2.3.B](#)

National Economy

4. Identify the goods and services governments provide. [SS.2.2.4](#)
 - a. Identify goods and services that local governments provide. [SS.2.2.4.A](#)
 - b. Explain how the local government uses taxes to pay for goods and services it provides. [SS.2.2.4.B](#)
 - c. Describe how people in their communities earn income/wages through work. [SS.2.2.4.C](#)

Global Economy

5. Not addressed at this level. [SS.2.2.5](#)
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Geography

Location and Place

1. Explore where (spatial) and why people, places, and environments are organized in the world. [SS.2.3.1](#)
 - a. Compare and contrast maps and globes. [SS.2.3.1.A](#)
 - b. Identify and describe locations in neighborhoods. [SS.2.3.1.B](#)
 - c. Identify and apply map elements. [SS.2.3.1.C](#)
 - d. Locate communities, Nebraska, and the United States on maps and globes. [SS.2.3.1.D](#)
 - e. Explain why things are located where they are in neighborhoods. [SS.2.3.1.E](#)

Regions

2. Compare places and regions. [SS.2.3.2](#)
 - a. Identify and differentiate between physical and human features of neighborhoods and communities. [SS.2.3.2.A](#)
 - b. Describe local places and regions. [SS.2.3.2.B](#)
 - c. Explain how places and regions change over time. [SS.2.3.2.C](#)

Human-Environment Interaction

3. Describe relationships between humans and the physical environment. [SS.2.3.3](#)
 - a. Identify examples of Earth's physical processes. [SS.2.3.3.A](#)
 - b. Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities. [SS.2.3.3.B](#)
 - c. Match resources to their sources. [SS.2.3.3.C](#)
 - d. Describe how people adapt to their physical environment. [SS.2.3.3.D](#)

Movement

Geospatial Skills and Geo-literacy

5. Use geographic skills to make connections to students' lives. [SS.2.3.5](#)
 - a. Apply geographic knowledge and techniques to navigate students' homes and neighborhoods. [SS.2.3.5.A](#)

History

Change, Continuity, and Context

1. Recognize patterns of continuity and change over time in neighborhoods. [SS.2.4.1](#)
 - a. Describe how a neighborhood has changed over the course of time using maps and other artifacts. [SS.2.4.1.A](#)
 - b. Compare and contrast how different neighborhoods have changed over time. [SS.2.4.1.B](#)

Multiple Perspectives

2. Compare multiple perspectives of events within neighborhoods. [SS.2.4.2](#)
 - a. Compare and contrast perspectives from multiple sources regarding the same event. [SS.2.4.2.A](#)

Historical Analysis and Interpretation

3. Determine past and current events, issues, and people relevant to a neighborhood. [SS.2.4.3](#)
 - a. Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood. [SS.2.4.3.A](#)

Historical Inquiry and Research

4. Develop historical inquiry and research skills. [SS.2.4.4](#)
 - a. Construct and answer questions about neighborhood history. [SS.2.4.4.A](#)
 - b. Identify, obtain, and cite appropriate primary and secondary sources for research. [SS.2.4.4.B](#)
 - c. Gather and present historical information about a neighborhood. [SS.2.4.4.C](#)