Rhode Island Social Studies

Grade 2

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

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istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

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4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

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2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Grade 2 - Living and Working Together in Global Communities

1. Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses. SS2.1.1
   a. Identify geographical map and globe terms (e.g., compass rose, map key, latitude, and longitude, time zones) SS2.1.1.A
   b. Identify latitude and longitude in geographical terms as ways of showing absolute location SS2.1.1.B
   c. Identify the relative locations of students' homes and schools, and explain the difference between absolute location and relative locations SS2.1.1.C
   d. Explain the different uses of maps and globes and how they show different features such as populations, culture, socio-political lines, and topographies SS2.1.1.D
2. Explain global physical and geographical features. SS2.1.2
   a. Identify the locations of the seven continents and the five oceans SS2.1.2.A
   b. Identify the equator, Prime Meridian, and four hemispheres on a map and globe, and explain what those features are SS2.1.2.B
   c. Identify the physical characteristics and locations of different land features around the world (e.g., Amazon rainforest, Sahara Desert, Mount Everest, Great Barrier Reef), and explain how people interact with those locations (e.g., resources available for human use, how people adapt to living in different places) SS2.1.2.C
   d. Identify the characteristics and locations of different types of bodies of water around the globe (e.g., Mediterranean Sea, Great Lakes, Nile River), and explain how humans use them SS2.1.2.D

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3. Analyze the use of natural resources around the globe and how resources affect human settlement. SS2.1.3
    a. Identify the different types of natural resources that are available around the world, and analyze who has access to them SS2.1.3.A
    b. Explain ways that natural resources are important to plant and animal life, as well as humans SS2.1.3.B
    c. Explain how people get and utilize natural resources (e.g., metals for technology, wood for housing, water for drinking, land for farming, sun for energy) SS2.1.3.C
    d. Analyze how access to natural resources affects human population and settlement SS2.1.3.D
    e. Identify resources that are man-made (e.g., reservoirs, hydroelectricity), and analyze how they help sustain human settlement SS2.1.3.E
4. Analyze different global environments and how the environment affects human settlement patterns and migration. SS2.1.4
    a. Analyze ways throughout time people have adapted to living in different environments (e.g., mountains, deserts, rainforests, woodlands, cold climates, warm climates) SS2.1.4.A
    b. Explain that different environments provide different resources for human habitation, and analyze how that can encourage human settlement SS2.1.4.B
    c. Explain types of natural disasters (e.g., hurricanes, floods, blizzards, drought, wildfires), and analyze how they can affect human settlement and population SS2.1.4.C
    d. Analyze ways that natural disasters can change the economic situation of people (e.g., destruction of property, access to food sources, access to clean water) SS2.1.4.D
    e. Analyze environmental situations that may cause people to migrate (e.g., migration away from a location to escape a natural disaster, migration to a location that has access to more resources) SS2.1.4.E
    f. Analyze ways recent changes in the Earth's climate have affected various communities (e.g., erosion and flooding of coastal Alaskan villages, droughts in the Western United States) SS2.1.4.F

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1. Analyze the culture and diversity of communities around the world. SS2.2.1
    a. Explain the characteristics of culture (e.g., food, clothing, music, art, education, government) SS2.2.1.A
    b. Identify cultures from different areas of the world, and analyze their similarities and differences (it is suggested that teachers use student backgrounds or student choice to choose groups to learn about) SS2.2.1.B
    c. Identify Indigenous peoples from different areas of the world, explain the characteristics of their cultures, and analyze their similarities and differences SS2.2.1.C
    d. Analyze the shared experiences, values, and rituals that many people around the world experience (e.g., popular culture such as movies, music, fast food restaurants, shared historical events, sports, fandoms) SS2.2.1.D
2. Analyze global environmental challenges that happen as a result of human-environmental interactions. SS2.2.2
    a. Explain human activities that change the environment (e.g., deforestation, damming rivers) SS2.2.2.A
    b. Identify the different types of pollution caused by humans, and analyze the ways pollution can affect the environment (e.g., smoke from wildfires, remnants of plastics in landfills and ocean waters, carbon dioxide emissions from industrialization) SS2.2.2.B
    c. Explain ways that individuals and communities can combat pollution through means such as reducing, reusing, and recycling the use of plastics, rubbers, glasses, and paper SS2.2.2.C
    d. Analyze ways that changes in the environment affect animal habitats and populations SS2.2.2.D
    e. Analyze ways large-scale environmental changes can lead to an increase in natural disasters (e.g., stronger hurricanes, longer periods of drought, increase in wildfires) SS2.2.2.E
    f. Explain ways that people can help the environment (e.g., recycling, creating renewable energy such as solar energy, composting, planting trees, urban gardening, ecotourism) SS2.2.2.F
3. Analyze the reasons why people move throughout the world and the effects of migration. SS2.2.3
    a. Analyze the reasons people have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, seasonal work, war, a change in the environment like drought, enslavement) SS2.2.3.A
    b. Analyze differences between voluntary migrants, refugees, and people who are enslaved SS2.2.3.B
    c. Analyze ways mass migrations of people can affect locations (e.g., depletion of resources, a change in the environment) and other people (e.g., colonialism's effects on Indigenous peoples, additional strain on resources) SS2.2.3.C

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1. Analyze ways local communities are influenced by global cultural heritages. SS2.3.1
    a. Identify what cultural heritage is, and explain ways global cultures are represented by students' families and communities SS2.3.1.A
    b. Explain ways that local traditions, celebrations, and holidays have global and cultural influences SS2.3.1.B
    c. Explain the characteristics of local traditions, celebrations, and holidays (e.g., food, clothing, activities, religion), identify what parts of the world they are from, and analyze the similarities and differences between them SS2.3.1.C
2. Analyze how goods and services are traded around the world and contribute to a global economy. SS2.3.2
    a. Explain the difference between imports and exports, and identify ways goods and services are distributed throughout the world SS2.3.2.A
    b. Explain why areas of the world that have a surplus of certain resources trade with areas that have less and vice versa SS2.3.2.B
    c. Identify ways individuals and governments are involved in an interdependent global economy SS2.3.2.C
    d. Analyze the influences of the global economy on peoples' jobs and who benefits SS2.3.2.D
3. Analyze how the world is interconnected through global communications. SS2.3.3
    a. Identify the historical evolution of communications such as the printing press (newspapers, books), radio, telephones, the internet SS2.3.3.A
    b. Analyze the influences of the internet on the speed of communication between people SS2.3.3.B
    c. Analyze the different ways people utilize global communications (e.g., keeping in touch with family, playing video games with distant friends, for commerce) SS2.3.3.C

1. Analyze the responsibilities and actions of a global citizen. SS2.4.1
    a. Explain the responsibilities people around the world have to each other in an interconnected world SS2.4.1.A
    b. Explain the responsibilities governments around the world have to each other SS2.4.1.B
    c. Analyze the decisions that people and governments make that can affect the rest of the world (e.g., medical, environmental) SS2.4.1.C
    d. Analyze ways people work together to resolve global issues such as climate change, wars, and disease SS2.4.1.D

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2. Analyze types of governments around the world and what makes a person a global leader. SS2.4.2
    a. Identify different types of governments (e.g., monarchies, oligarchies, democracies), and analyze their structures SS2.4.2.A
    b. Explain the titles and responsibilities of governmental global leaders such as prime minister, emperor/empress, president, and analyze their roles and responsibilities SS2.4.2.B
    c. Explain how individuals and groups have become global leaders through their actions and advocacy for positive change SS2.4.2.C
3. Explain the rules and responsibilities governments and individuals have to each other. SS2.4.3
    a. Identify the benefits of diplomacy, and explain ways that governments work together to resolve problems, prevent wars, and keep peace SS2.4.3.A
    b. Explain ways leaders in government set international rules about issues such as health, the environment, war, and peace (e.g., United Nations, G-7 Summit) SS2.4.3.B
    c. Explain how governmental and non-governmental organizations help individuals and communities internationally deal with issues such scarcity, health, environment, etc. (e.g., World Health Organization, World Trade Organization, Peace Corps, Doctors Without Borders) SS2.4.3.C
    d. Explain ways that individuals can contribute to the resolution of world issues (e.g., by working for or volunteering their time at the above-named organizations) SS2.4.3.D
4. Explain why governments experience conflict with one another and ways they work together to resolve conflict. SS2.4.4
    a. Identify mass conflicts (e.g., civil wars, political instability, and persecution) SS2.4.4.A
    b. Identify the causes of wars (e.g., history of unresolved conflict, quest for power over people, quest for power over resources), and explain how they impact people SS2.4.4.B
    c. Explain ways governments can resolve conflicts (e.g., agreeing to a cease fire, negotiating a treaty, signing an agreement) SS2.4.4.C
    d. Identify what peace is, and explain ways people try to achieve it SS2.4.4.D

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5. Explain how people have brought social change to the world and ways students can contribute to positive change. SS2.4.5

    a. Identify historical figures who brought positive social change (e.g., Mahatma Gandhi, Dr. Martin Luther King, Jr., Mother Teresa, Nelson Mandela, Susan B Anthony, Jane Goodall), and explain how they impacted change throughout the world and the challenges they faced SS2.4.5.A

    b. Identify contemporary individuals and groups who are working on positive social change (e.g., Greta Thunberg, scientists who work on vaccines, people working for human rights, and front-line workers such as firefighters, police, teachers, doctors, and nurses) and explain how they impact change and the challenges they face SS2.4.5.B

    c. Explain ways that students can contribute to positive change on small and large scales (e.g., in their schools, community, country, or world) SS2.4.5.C