

Grade 2

Civics and Government

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting.
- 2.2 Identify services provided by city government.
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.
- 2.5 Identify city leaders and their functions.
- 2.6 Analyze the different ways students can have an effect on their local community.

Economics

- 2.7 Identify local businesses and the goods and services they produce.
- 2.8 Describe the role of banks in an economy

Multicultural Studies

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting. (Civics)
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect. (Civics)
- 2.10 Explain how wealth and scarcity connect to decision-making about personal savings and spending. (Financial Literacy)
- 2.13 Identify cultural characteristics of the community. (Geography)
- 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
- 2.17 Identify and describe community celebrations, landmarks, symbols and traditions and explain why they are significant to the cultural heritage of members of the community. (History)

Financial Literacy

- 2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.
- 2.10 Explain how wealth and scarcity connect to decision making about personal savings and spending.

Geography

- 2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.
- 2.12 Identify relative location of school and community in the state and nation and the world.
- 2.13 Identify cultural characteristics of the community.
- 2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).
- 2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

History (Local, State, National, and World) (Focus: My Neighborhood, My Community)

Historical Knowledge

- 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
- 2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.

Historical Thinking

- 2.18 Differentiate between events that happened in the recent and distant past.
- 2.19 Develop and analyze a timeline of events in the history of the local community.
- 2.20 Generate questions using a historical source as it relates to the local community's history.
- 2.21 Explain how people and events of the past influence the present.
- 2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

Social Science Analysis

- 2.23 Describe the connection between two or more current or historical events.
- 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.25 Evaluate information relating to an issue or problem.
- 2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.