

Second Grade

OREGON State Standards

Social Science Standards

Civics and Government

2.1 * Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.

2.2 Identify services provided by the city government.

2.3 * Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity.

2.4 * Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.

2.5 Identify city and civic leaders and their functions.

2.6 * Describe and 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.

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 inherited wealth and scarcity affect individual and group power and the ability to make decisions 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, nation and the world.

2.13 * Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local 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.

Historical Knowledge (Focus: Community)

2.16 * Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact 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.

2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.

Historical Thinking (Skills)

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 to interrupt injustice or promote justice in their community.