

Quarter 1 Priority Standards and Skills

Standards: Social Studies 2nd grade	Skills	Sample Questions
<p>Knows that there are many points of view to an argument and can share one’s own position with evidence.</p>	<p>By the end of 2nd grade, students will:            SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community.            SSS1.2.2 Construct an argument with reasons to support a point of view.            SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.</p>	<ul style="list-style-type: none"> <li>● What rights and responsibilities do I have in and to my community? Where did those rights and responsibilities come from?</li> <li>● Why does the government help to support our schools and parks? How should that support be distributed?</li> <li>● How have geographic features and the way people live changed from long ago? Why?</li> <li>● How are the school experiences of your older friends and family different from the experiences you have today? Why?</li> </ul>
<p>Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</p>	<p>By the end of 2nd grade, students will:            H1.2.1 Create a timeline for events in a community to show how the present is connected to the past.            H1.2.2 Create a chronological sequence of multiple events.            H1.2.3 Compare life in the past to life today for various members of your community.</p>	<ul style="list-style-type: none"> <li>● What events do we photograph the most?</li> <li>● Why do adults in our lives get excited about certain events?</li> </ul>
<p>Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.</p>	<p>G1.2.3 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.            G1.2.3 Describe the connections between the physical environment of a place and the economic activities found there.            G1.2.4 Identify ways that a major catastrophe may affect people living in a place.</p>	<ul style="list-style-type: none"> <li>● How has the geography of my city, town, or community changed over time?</li> <li>● How have geographic features and the way people live changed from long ago?</li> <li>● How do the tools on a map help me understand how to read it?</li> </ul>
<p>Can make decisions about how to use resources to benefit oneself and others.</p>	<p>By the end of 2nd grade, students will:            E1.2.1 Explain how and why members of a community make choices among products and services that have costs and benefits.            E1.2.2 Define scarcity and explain how it</p>	<ul style="list-style-type: none"> <li>● What are the costs and benefits of personal choices?</li> <li>● How does scarcity impact my decision-making?</li> </ul>

	necessitates decision-making. E1.2.3 Identify the costs and benefits of making various personal decisions on the community.	
Knows that different communities create rules to promote the common good and individual liberties.	By the end of 2nd grade, students will: C1.2.1 Recognize the key ideal of public or common good within the context of the community. C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school. C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government. C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)	<ul style="list-style-type: none"> <li>• What are the rules in my community?</li> <li>• What happens when I don't follow the rules in my community?</li> <li>• How are the rules of my school the same as and different from the rules in my community?</li> </ul>

Quarter 2 Priority Standards and Skills

Standards: Social Studies 2nd grade	Skills	Sample Questions
Knows how to ask quality questions and find appropriate materials to find answers to those questions.	By the end of 2nd grade, students will: SSS2.2.1 Identify disciplinary ideas associated with a compelling question. SSS2.2.2 Identify facts and concepts associated with a supporting question. SSS2.2.3 Make connections between supporting questions and compelling questions.	<ul style="list-style-type: none"> <li>• How does scarcity impact my decision-making?</li> <li>• How have earthquakes and other natural disasters affected the state of Washington?</li> <li>• Who are the people in my community who have made a positive difference?</li> </ul>

	<p>SSS2.2.4 Ask and answer questions about claims or positions.</p> <p>SSS2.2.5 Ask and answer questions about explanations.</p>	
<p>Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</p>	<p>By the end of 2nd grade, students will:</p> <p>H2.2.1 Document how various individuals in the community have shaped local history.</p> <p>H2.2.2 Participate in activities working within one's community that can create a positive impact on oneself and one's local community.</p>	<ul style="list-style-type: none"> <li>• Who are the people in my community who have made a positive difference?</li> <li>• What are some of the ways that local tribes are working to make improvements in their communities and the state of Washington as a whole?</li> <li>• When a city or town grows, what changes occur in the environment?</li> <li>• When people with different backgrounds or cultures work together, what advantages or disadvantages occur?</li> <li>• When is working with others better than working alone?</li> </ul>
<p>Knows that the human-environment interactions are essential aspects of human life in all societies and that they occur at local-to-regional scale. Human actions modify the physical environment, and, in turn, the physical environment limits or promotes human activities.</p>	<p>By the end of 2nd grade, students will:</p> <p>G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.</p> <p>G2.2.2 Explain ways people depend on, adapt to, and modify the environment to meet basic needs.</p> <p>G2.2.3 Compare how physical geography affects Northwest tribal culture and where tribes live and trade.</p> <p>G2.2.4 Distinguish human activities and human-made features from natural events or physical features.</p> <p>G2.2.5 Recognize ways people depend on, adapt to, and modify the environment to meet basic needs.</p>	<ul style="list-style-type: none"> <li>• What is the difference between an urban, suburban, and rural place?</li> <li>• Describe how the environment can affect your or other people's activities.</li> <li>• What are examples of materials humans use to build shelters?</li> </ul>
<p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p>	<p>By the end of 2nd grade, students will:</p> <p>E2.2.1 Identify the skills and knowledge required to produce certain goods and services.</p> <p>E2.2.2 Describe the goods and services that</p>	<ul style="list-style-type: none"> <li>• What goods and services are produced locally and how do they support our community?</li> </ul>

	people in the local community produce and those that are produced in other communities.	
Recognizes that one has rights and responsibilities as a citizen in one's own community.	By the end of 2nd grade, students will: C2.2.1 Explain the roles of people who help govern different communities. C2.2.2 Explain the basic function of laws in the local community.	<ul style="list-style-type: none"> <li>• What rights do I have in my classroom, school, or community?</li> <li>• What are my responsibilities in my class, school, or community?</li> </ul>

Quarter 3 Priority Standards and Skills

Standards: Social Studies 2nd grade	Skills	Sample Questions
Knows that there are many ideas, issues, and conflicts going on in the world around one and	By the end of 2nd grade, students will: SS3.2.1 Identify and explain a range of local,	<ul style="list-style-type: none"> <li>• How are the rules of my school the same and different as the rules in my</li> </ul>

<p>can listen in order to understand the different points of view and use one's own voice to enact change.</p>	<p>regional, and global problems, and some ways in which people are trying to address them.  SSS3.2.2 Identify ways to take action to help address local, regional, and global problems.  SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<p>community?</p> <ul style="list-style-type: none"> <li>• When a city or town grows, what changes occur in the environment?</li> </ul>
<p>Understands that historical events can be interpreted differently by different individuals, families, and communities.</p>	<p>By the end of 2nd grade, students will:  H3.2.1 Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.  H3.2.2 Compare perspectives of people in the past to people in the present.  H3.2.3 Compare different accounts of the same historical events.</p>	<ul style="list-style-type: none"> <li>• How is what my parents or guardians did in school different from what I am doing in school? Why is it different?</li> <li>• How do different cultures and ethnic groups celebrate major holidays?</li> <li>• Why does my description of a ride at the fair differ from a friend's description of the same ride?</li> </ul>
<p>Knows that people, products, and ideas can move, connecting local and global communities to each other.</p>	<p>By the end of 2nd grade, students will:  G3.2.1 Explain how and why people, goods, and ideas move from place to place.  G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.  G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.</p>	<ul style="list-style-type: none"> <li>• Where is your food and clothing produced?</li> <li>• What kind of local jobs are connected to your local environment and geography?</li> <li>• What kind of occupations are in your region and why are they located there?</li> </ul>
<p>Knows that the government has a role in the economy.</p>	<p>By the end of 2nd grade, students will:  E3.2.1 Identify examples of the goods and services that governments provide.  E3.2.2 Identify cost and benefits of publicly owned services.</p>	<ul style="list-style-type: none"> <li>• How does the government (e.g., local, state, federal, tribal) help to support our schools and parks?</li> <li>• Why does the government provide certain goods and services?</li> </ul>
<p>Knows that there are different communities nearby and that there may be different rules for different communities.</p>	<p>By the end of 2nd grade, students will:  C3.2.1 Know that tribes create rules and laws for the public or common good for their community.  C3.2.2 Explain the roles of different people that help to govern the tribal community.</p>	<ul style="list-style-type: none"> <li>• How and why are tribal communities similar and different from non-tribal communities?</li> <li>• roles are similar between tribal and non-tribal communities?</li> </ul>


Quarter 4 Priority Standards and Skills

Standards: Social Studies 2nd grade	Skills	Sample Questions
Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.	By the end of 2nd grade, students will: SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection. SSS4.2.2 Evaluate a source by distinguishing between fact and opinion. SSS4.2.3 Present a summary of an argument using print, oral, and digital technologies.	<ul style="list-style-type: none"> <li>• How does my contribution make my neighborhood community a better place?</li> <li>• What goods and services are produced locally and how do they support our community?</li> <li>• What kind of occupations are in my region and why are they located there?</li> </ul>
Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and understand current issues and events.	By the end of 2nd grade, students will: H4.2.1 Summarize how community history can be used to make current choices. H4.2.2 Explain how the background of an author influences the meaning of the source and why it was created. H4.2.3 Evaluate sources by distinguishing between fact and opinion.	<ul style="list-style-type: none"> <li>• What have I learned that helps me make new friends at school?</li> <li>• What do we know about the author of the stories that we read?</li> <li>• Why is it important to know about the historical era when a story was written?</li> </ul>
Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy	By the end of 2nd grade, students will: E4.2.1 Clarify that there are factors that lead to trading with one group over another (e.g. seasons, prices, distance, etc.)	<ul style="list-style-type: none"> <li>• How do we choose between two similar goods from different regions?</li> <li>• How do people acquire what they need?</li> </ul>

functions.		<ul style="list-style-type: none"> <li>● What are examples of production, distribution, and consumption of goods and services in the community?</li> </ul>
Understands that when one shows concern for the well-being of one’s classroom, school, and community, one is being “civic minded.”	<p>By the end of 2nd grade, students will:</p> <p>C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.</p> <p>C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community. C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.</p> <p>C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).</p>	<ul style="list-style-type: none"> <li>● What does it mean to contribute to a neighborhood community?</li> <li>● How can I contribute to my neighborhood community?</li> <li>● How does my contribution make my neighborhood community a better place?</li> </ul>

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)