

Preston Social Studies Standards Second Grade

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY		
INQ 2 1.1	Explain why the compelling question is important to the student.	
INQ 2 1.2	Identify disciplinary ideas associated with a compelling question.	
INQ 2 1.3	Identify facts and concepts associated with a supporting question.	
INQ 2 1.4	Make connections between supporting questions and compelling questions.	
INQ 2 1.5	Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.	
CT Core Standards: ELA-Literacy – RI.2.1, W.2.7, SL.2.1.		
Key Vocabulary: questioning, opinion (argument), explanation, point of view.		
DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS		
History		
<i>Change, Continuity and Context</i>		
Standard	Description	Theme/Content
HIST 2 2.1	Create a chronological sequence of multiple events.	Using Evidence to Learn About the Past; Connecting and Past and Today; How and What we Remember About the Past.
HIST 2 2.2	Compare life in the past to life today.	Using Evidence to Learn About the Past; Connecting and Past and Today; How and What we Remember About the Past.
HIST 2 2.3	Generate questions about individuals and groups who have shaped a significant historical change.	Using Evidence to Learn About the Past; Connecting and Past and Today; People and Groups Who Make a Difference in Society; How and What We Remember About the Past.
Compelling Question	How do the actions of people in the past influence us today?	
Supporting Questions	How is my life at school, at home, and in my town affected by the actions of people and groups in the past?	
	How is the way people made a difference in the past different from and similar to how people make a difference today (e.g., same – writing a letter to a newspaper; different – website)?	
	Why can you see the impact of some events right away while the impact of other events takes more time to be visible?	

<i>Perspectives</i>		
Standard	Description	Theme/Content
HIST 2 2.4	Explain the perspectives of people in the past to those of people in the present.	Perspectives and Diversity in Our World; Using Evidence to Learn About the Past; Connecting the Past and Today; How and What We Remember About the Past.
HIST 2 2.5	Compare different accounts of the same historical event.	Perspectives and Diversity in Our World; Using Evidence to Learn About the Past; Connecting the Past and Today; How and What We Remember About the Past.
Compelling Question	Why do people have different views about what is good for my school, town, state, and country?	
Supporting Questions	In what ways is our community diverse and how does that diversity promote making a difference?	
	What are the different roles people play in our school, town, and state and how do those roles influence what people believe (e.g., the fire chief, a store owner, a school principal, a businessman, a construction worker, a parent, a student, etc.)?	
	How does understanding what other people believe make our community a better place?	
<i>Historical Sources and Evidence</i>		
Standard	Description	Theme/Content
HIST 2 2.6	Identify different kinds of historical sources.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
HIST 2 2.7	Explain how historical sources can be used to study the past.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
HIST 2 2.8	Identify the maker, date, and place of origin for a historical source from information within the source itself.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
HIST 2 2.9	Generate questions about a particular historical source as it relates to a particular historical event or development.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
Compelling Question	How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?	

Supporting Questions	Who or what is worthy of a monument? What monuments are in our town and why?	
	How do people and groups use music to make a difference in society?	
	How does the background of the author of a source influence what the source says and why a source is created?	
	In what ways can we learn about people and groups who make a difference by comparing and contrasting sources that say different things?	
	How do the stories we read help us understand people and groups who make a difference?	
<i>Causation and Argumentation</i>		
Standard	Description	Theme/Content
HIST 2.2.10	Generate possible reasons for an event or development in the past.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
HIST 2.2.11	Select which reasons might be more likely than others to explain a historical event or development.	Using Evidence to Learn About the Past; How and What We Remember About the Past.
Compelling Question	How do people and groups decide how to make the world a better place?	
Supporting Questions	What causes people in my school or community to take action to make the world a better place (inequity, problem affecting many people, significant event, etc.)?	
	Why are some people or groups more successful at making a difference (agency, funding, issue being addressed)?	
	What are some changes in my school, town, and state that are the result of people and groups taking action to make a difference?	
Civics		
<i>Civic and Political Institutions</i>		
Standard	Description	Theme/Content
CIV 2.2.1	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
Compelling Question	What is “government” and what does it do?	
Supporting Questions	Who makes decisions in our town and what types of things do they decide?	
	Who takes care of the parks, roads, schools, and other parts of our town?	
	How do people in our town work together?	
	How are problems in our town solved?	

<i>Participation and Deliberation</i>		
Standard	Description	Theme/Content
CIV 2 2.2	Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.	Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
CIV 2 2.3	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
CIV 2 2.4	Compare their own point of view with others' perspectives.	Perspectives and Diversity in Our World. Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
Compelling Question	How do American ideas such as liberty, freedom, justice, and equality influence how and why people make a difference in society?	
Supporting Questions	Why do I have more liberty in some places or situations and less in others?	
	What does it mean to be free? What responsibilities come with being free?	
	Why do people disagree about what is best in my school or community? What happens when people disagree and how do they attempt to make sure things are fair?	
	What does it mean to be a "good citizen" in my school and in my community?	
	How can a second grader make a difference in society?	
<i>Processes, Rules, and Laws</i>		
Standard	Description	Theme/Content
CIV 2 2.5	Explain how people can work together to make decisions in the classroom.	Perspectives and Diversity in Our World. Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
CIV 2 2.6	Identify and explain how rules function in public (classroom and school) settings.	Perspectives and Diversity in Our World. Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.

CIV 2 2.7	Describe how people have tried to improve their communities over time.	Perspectives and Diversity in Our World. Democratic Principles and Values; People and Groups Who Make a Difference in Society; Rights and Responsibilities of Citizens in Society.
Compelling Question	What does it mean to make a difference in society?	
Supporting Questions	How do I compromise with my friends and family to make decisions?	
	How do our classroom rules make the classroom and our school a better place?	
	Why do rules and laws sometimes change?	
	How do I solve problems in my school and community? What have others done to solve problems?	
Economics		
<i>Economic Decision-Making</i>		
Standard	Description	Theme/Content
ECO 2 2.1	Explain how scarcity necessitates decision-making.	Local Economy Personal Decision-Making
ECO 2 2.2	Identify the benefits and costs of making various personal decisions.	Local Economy Personal Decision-Making
Compelling Question	How do individuals and groups make a difference by influencing the way we live and what we have?	
Supporting Questions	How do our decisions about what to buy, where to live, and what we share influence others?	
	How do my family and school make decisions about what to buy and how to spend money?	
<i>Exchange and Markets</i>		
ECO 2 2.3	Describe the goods and services that people in the local community produce and those that are produced in other communities.	Local Economy Personal Decision-Making
Compelling Question	How does what people do in their jobs contribute in some way to the community?	
Supporting Questions	How do the things we use get to our community?	
	What services are provided in our town and local businesses that help my family?	
	What goods and services do we get from other towns, states, or countries?	

Geography		
<i>Geographic Representations: Spatial Views of the World</i>		
Standard	Description	Theme/Content
GEO 2 2.1	Construct geographic representations of familiar places.	The Role of Geography Geography and Maps
GEO 2 2.2	Use geographic representations to describe places and interactions that shape them.	The Role of Geography Geography and Maps
GEO 2 2.3	Use geographic representations to identify cultural and environmental characteristics of place.	The Role of Geography Geography and Maps
Compelling Question	How do maps help us understand our community?	
Supporting Questions	What are the relative and absolute locations of important places in our town such as our school, homes, stores, town hall, parks, monuments/memorials, and fire stations?	
	How are the locations of important places in our town and state influenced by the physical geography of our town?	
	Where are the memorials and monuments in our town and state, and what/who do they remember? What do they look like? How do they make you feel?	
<i>Human-Environment Interaction: Places, Regions, and Culture</i>		
Standard	Description	Theme/Content
GEO 2 2.4	Explain how the environment affects people's lives.	The Role of Geography Geography and Maps
GEO 2 2.5	Explain how humans affect the culture and environment of places/regions.	The Role of Geography Geography and Maps
GEO 2 2.6	Identify cultural and environmental characteristics of a place/region?	The Role of Geography Geography and Maps
Compelling Question	What do people do when the environment does not meet their needs?	
Supporting Questions	How do people use natural resources?	
	How have people made a difference by protecting our environment?	
	In what ways has the environment of our town and state changed over time?	
	How do people respond to natural disasters (e.g., floods, hurricanes, blizzards)?	

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	
INQ 2 1.6	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
INQ 2 1.7	Evaluate a source by distinguishing between facts and opinions.
INQ 2 1.8	Begins in Grades 3 - 5
INQ 2 1.9	Begins in Grades 3 - 5
CT Core Standards: ELA-Literacy – RI.2.1-10, W.2.1-2, W.2.7-10, SL.2.1, L.2.1-3. Key Vocabulary: opinion (argument), shared research, gather, sources, evidence, clarify.	
DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	
INQ 2 1.10	Construct an argument with reasons.
INQ 2 1.11	Construct explanations using correct sequence and relevant information.
INQ 2 1.12	Present a summary of an argument using print, oral, and digital technologies.
INQ 2 1.13	Ask and answer questions about arguments.
INQ 2 1.14	Ask and answer questions about explanations.
INQ 2 1.15	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
INQ 2 1.16	Identify ways to take action to help address local, regional, and global problems.
INQ 2 1.17	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
CT Core Standards: ELA-Literacy – RI.2.1-10, W.2.1-2, W.2.7-10, SL.2.1, L.2.1-3. Key Vocabulary: opinion, explanation, collaborative conversations, evidence, claims, visually/visualize.	

Themes and Content Second Grade

Themes	Content
<p>Perspectives and Diversity in Our World:</p> <ul style="list-style-type: none"> Analyze the ways in which our school and community are diverse; Examine how different forms of cultural expression are used to influence and change society, including art, literature, music, film, dance, and other forms of fine and performing arts; Explore the different roles played by members of the community. 	<p>People and Groups Who Made a Difference in Society:</p> <ul style="list-style-type: none"> Identify how the beliefs and actions of people and groups have made a difference through their commitment to the democratic values of equality, justice, individual rights, and the common good; Explore the different methods used by individuals and groups to address problems in school (e.g., join clubs, vote, community with peers, present at meetings) and in the community (e.g., vote, write letters, march, join organizations, donate money, teach, protest).
<p>Democratic Principles and Values:</p> <ul style="list-style-type: none"> Identify key American democratic principles and values such as liberty, freedom, justice, and equality; Explore how American democratic principles and values influence how and why people make a difference in society. 	<p>Rights and Responsibilities of Citizens in Society:</p> <ul style="list-style-type: none"> Examine the lives of people who have promoted the common good including issues of equality, justice, and the rights of the individual; Explore different ways students can make a difference in their community.
<p>Using Evidence to Learn About Our Past:</p> <ul style="list-style-type: none"> Identify different types of sources of information about individuals and groups who made a difference in society; Identify the author of a source and the potential biases of the author; Compare and contrast conflicting sources and use these sources to draw conclusions. 	<p>How and What We Remember About the Past:</p> <ul style="list-style-type: none"> Distinguish between past, present, and future time; Analyze why we remember some individuals and groups in the past and not others; Identify different types of sources of information about individuals and groups who have made a difference in society; Identify monuments and memorials that honor individuals and groups who have made a difference in society, and examine how monuments and memorials tell a story; Identify federal holidays and explore why these holidays are celebrated and who they are intended to honor; Analyze how people and groups in the present are influenced by the actions and beliefs of people and groups in the past.

<p>Connecting the Past and Today:</p> <ul style="list-style-type: none"> • Explore connections between the actions of people and groups in the past and the possible influence on today; • Analyze how the types of actions of people and groups in the past are similar to and different from actions taken today. 	<p>Personal Decision-Making:</p> <ul style="list-style-type: none"> • Explore how limited resources necessitate making choices and decisions; • Explain the benefits and costs of different decisions.
<p>The Role of Geography:</p> <ul style="list-style-type: none"> • Identify relative and absolute locations on maps; • Explain how physical geography impacts location of places; • Identify ways the environment meets and does not meet human needs. 	<p>Local Economy:</p> <ul style="list-style-type: none"> • Identify goods and services that are provided in Preston; • Identify goods and services that are provided in neighboring towns.
	<p>Geography and Maps:</p> <ul style="list-style-type: none"> • Examine map features and functions while drawing conclusions and comparing various locations; • Explore man-made and geographical landforms and how we use and need maps.

Inquiry-Based Instruction and Assessments 2nd Grade

Inquiry-based instruction is established by Dimension 1, Dimension 3, and Dimension 4 above. Assessment of content knowledge (Dimension 2) is conducted through assessments of CT Core English/language arts standards and vocabulary as identified for each dimension.