

GRADE 2 SOCIAL STUDIES FRAMEWORK

Contents

EXPECTATIONS	1
RESEARCH EXPECTATIONS	1
THEMES AND CONTENT	1
PERFORMANCE INDICATORS	2
DEVELOPING QUESTIONS AND PLANNING INQUIRY	2
EVALUATING SOURCES AND USING EVIDENCE	2
COMMUNICATING CONCLUSIONS	2
APPLYING DISCIPLINARY CONCEPTS AND TOOLS	2
HISTORY	3
CIVICS	3
ECONOMICS	3
GEOGRAPHY	3

EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 2nd Grade Research Papers must:

- Be 1-2 small paragraphs
- Have 1-2 sources

Further information about research parameters is available on the school website at this link.

https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

Global Geography

- Identify continents and oceans
- Locate Portugal, the US, Egypt and China on a map

- Create and use a compass
- Describe location using correct geographical terms.
- Create an accurate classroom map

Ancient social structures

- Learn about the geography of Egypt, specifically desert and the Nile River
- Create a timeline beginning with the start of the ancient Egyptian civilization through today
- Learn about the jobs of the ancient Egyptians.
- Understand how children's lives were different because most didn't attend school, they worked from a young age and didn't choose their careers.

Contributions of the ancient world

- Learn about the inventions of the ancient Chinese
- Understand how the Ancient Chinese used and manipulated the geography and terrain of China to meet their needs.
- Learn about trade between the Ancient Chinese, Egyptians, Romans
- Discuss supply and demand

Political systems

- Identify types of political systems beginning with direct democracy.
- Discuss citizenship and the responsibilities of individuals within a community.
- Create a list of laws for a neighborhood community that will keep the people safe and protected.

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Develop questions about the community. DOK 1, 2 E

Gather relevant information from one or two sources while using the origin and structure to guide the selection.

DOK 2 E

EVALUATING SOURCES AND USING EVIDENCE

Identify and explain creation and/or authorship, purpose, and format of evidence. DOK 1, 2 E

Explain opinions expressed by others DOK 2 E

Demonstrate understanding that concepts and ideas are open to different interpretations. DOK 1 E

COMMUNICATING CONCLUSIONS

Construct simple arguments with reasons. DOK 2 E

Construct simple explanations using examples. DOK 2 E

Ask and answer questions about arguments. DOK 1, 2 E

Ask and answer questions about explanations DOK 1, 2 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY

Recognize how events are related chronologically to one another. DOK 1

Explain probable causes and effects of events and developments. DOK 2

Identify the author of a source and the potential biases of the author. DOK 1

CIVICS

Identify different political systems. DOK 1

Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. DOK 2

Participate in activities that focus on a classroom, school, or local community issue or problem. DOK 2,3

ECONOMICS

Identify institutions that are part of economic systems. DOK 1

Describe roles resources play in our daily lives. DOK 1

GEOGRAPHY

Construct geographic representations of familiar places. DOK 2

Describe the influence of landforms and geographic features on human population and cultures. DOK 2

Differentiate between ways in which people from different cultures think about and adapt to the physical environment. DOK 2