

Second

Social Science Standards

Civics (2.C)			
Concept	Standard	Lessons	Other examples:
Political Institutions (C.PI)	2.C.PI.1 Identify local education and civic leaders and describe their role and responsibilities.	JA Our Community 2.0 Session 1	• Teacher • Principal • Superintendent • School Board • Mayor • Council person • Governor
	2.C.PI.2 Explain the selection of political leaders through voting and democratic elections.	 CKLA D2	• Campaigns (speeches & advertising) • Platform/promises • Secret ballot • "Majority rules"

Identity, Roles, and Responsibilities (C.IR)	2.C.IR.3 Describe and analyze the many ways students can affect their local community.	 TH/SH Health Lesson: Tribal Gov	• Community gardens • Environmental conservation • Attending community events • Talking about community issues
	2.C.IR.4 Explain that all people born in the United States are citizens, many people become citizens after moving to the United States from another country, and that all residents of the United States are members of the community with rights and responsibilities.	 TH/SH Health Lesson: Tribal Gov.	• Right to education • Civil rights • Obeying the laws • Paying taxes • Contributing positively to the community
Democratic Principles (C.DP)	2.C.DP.5 Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	 TH/SH SS Lesson: Working for Salmon  CKLA D8	• Fairness • Justice • Equality • Equity • Restorative

Civic Engagement (C.CE)	2.C.CE.6 Compare the personal point of view with others' perspectives when participating in rule setting and addressing disagreements over issues of fairness or injustice.	 CKLA D2, D8 JA Our Community 2.0 Session 5	• Listening • Helping • Organizing • Setting an example • Including everyone
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Geography (2.G)			
Concept	Standard	Lessons	Other examples:
Geographic Reasoning (G.GR)	2.G.GR.1 Use the information on maps and other geographic tools to locate, identify, and describe the physical and human features of the community.	 TH/SH SS Lesson: Changing Land JA Our Community 2.0 Session 1  CKLA D6, D9	• Map title or heading • Legend or key • Scale • Grid • Cardinal and ordinal directions • Color • Topography
	2.G.GR.2 Utilize maps and globes to investigate and identify the world's physical geography.	 TH/SH SS Lesson: Changing Land  CKLA D6, D9	• Oceans • Continents • Mountains • Rivers

	2.G.GR.3 Utilize maps and globes to investigate and identify the world's political geography.		• Local towns and cities • State and national capitals • State borders • Major cities
Migration and Movement (G.MM)	2.G.MM.4 Investigate the causes of regional and global migration.		• Economic opportunity • Security • Natural disaster
Human Interaction and Interconnection (G.HI)	2.G.HI.5 Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity.	 CKLA D8, D9 JA Our Community 2.0 Session 1	• Holidays celebrated • Languages used • Resilience • Religious/spiritual associations
	2.G.HI.6 Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	 TH/SH SS Lesson: Changing Land  CKLA D9	• Language • Literature • Arts • Religion • Traditions • Customs

	2.G.HI.7 Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	 CKLA D8	• Individuals • Classroom communities • Local communities • State communities
Human Environmental Interaction (G.HE)	2.G.HE.8 Explain and describe how humans either adapt to, or change, the environment to meet their needs for survival and living and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.		

Economics (2.E)			
Concept	Standard	Lessons	Other examples:
Earning, Saving, and Spending (E.ES)	2.E.ES.1 Explain why people save money and the various saving methods, such as saving at home or in a bank account, to help reach both short and long-term financial goals.	JA Our Community 2.0 Session 3	• An expensive purchase • A “rainy day” • A special treat • A significant event
	2.E.ES.2 Explain why employers pay people for their work.	 CKLA D6	• Recognition and reward • Incentive and motivation • Fairness and equity
Micro and Macro (E.MI)	2.E.MI.3 Describe how examples of capital, human, and natural resources are related to goods and services.	 TH/SH SS Lesson: Living With Rivers	• Machinery and factories • Labor, skills, and knowledge • Renewable and non-renewable resource
	2.E.MI.4 Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community.	JA Our Community 2.0 Session 1 & 2	• Cafeteria • Grocery store • Book fair • Garage sale
Incentives, Choice, and Consumer Behavior	2.E.IC.5 Give examples of choices people make about buying goods and services		• Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games

(E.IC)			• Toys or candy
Specialization, Trade, & Interdependence (E.ST)	2.E.ST.6 Explain why people specialize in producing goods and services.	JA Our Community 2.0: Session 2 & 5	• Creating a product with locally available resources • Trading goods between regions • Offering a service
	2.E.ST.7 Identify resources as renewable and non-renewable.		• Renewable: forests, crops, wind, solar • Nonrenewable: oil, natural gas, minerals

History (2.H)			
Concept	Standard	Lessons	Other examples:
Continuity and Change (H.CH)	2.H.CH.1 Use chronological time to distinguish between events that happened in the recent and distant past.	 CKLA D2, D6, D8	• Day, week, month • Year, decade, century • Ago • Before Common Era (BCE)/Common Era (CE) • Time immemorial
	2.H.CH.2 Develop and analyze a timeline of events in the history of the local community.		• Local tribal affiliation • Settler arrival • Founding of town • First school constructed
Conflict and Cooperation (H.CC)	2.H.CC.3 Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	 CKLA D6, D8	• Tribal sovereignty • Expanding civil rights • Removing barriers to equality

Cause and Effect (H.CE)	2.H.CE.4 Use primary and secondary sources, including conducting interviews with family members, neighbors, friends, or school staff to discover and document where their families came from, inclusive of adoptive, blended, foster, and other forms of family, and how and why they moved to where they now live, and when and why their families came to Oregon.		• Since time immemorial • Recent immigration to Oregon • Generational presence in Oregon • Push and pull factors in moving to Oregon
Communities and Pluralism (H.CP)	2.H.CP.5 Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.	 CKLA D8	• Histories and contributions from the nearest federally recognized Oregon Tribe • Groups identified in Section III of this guide

	2.H.CP.6 Identify and describe community celebrations, landmarks, and symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.	 TH/SH SS Lesson: Regalia  CKLA D8, D9	• National or state holiday celebration • Cultural celebrations • Religious celebrations and symbols
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Key:	ALittleSEL
	Be Good People
	Caring School Community Scope & Sequence
	PAX
	Health: Great Body Shop