

GRADE 2 – LIVING AND WORKING TOGETHER IN GLOBAL COMMUNITIES

During the second grade, students expand their understanding of social studies and citizenship to explore how people in a sampling of communities around the world organize themselves, meet their needs and wants, and resolve problems. Students begin to look outward beyond their local communities to gain a global perspective and contextualize their place in the world before focusing back in on the Nation and State in subsequent grades.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: Global Places

Compelling Question: How does geography determine where people live?

SS2.1.1: Understanding maps and globes

SS2.1.2: Physical features of the globe

SS2.1.3: Natural resources around the globe

SS2.1.4: Global environments

Inquiry Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

SS2.2.1: Culture and diversity around the world

SS2.2.2: Human interactions with and effects on global environments

SS2.2.3: Migrations and movement

Inquiry Topic 3: Global Connections

Compelling Question: How are we connected to others around the world?

SS2.3.1: Local cultures and their global connections

SS2.3.2: Global goods and services

SS2.3.3: Global communications

Inquiry Topic 4: Countries and Governments

Compelling Question: What does it mean to be a global citizen?

SS2.4.1: Global citizenship

SS2.4.2: Global leaders

SS2.4.3: Rules and responsibilities of governments to each other

SS2.4.4: Conflicts and resolution

SS2.4.5: Creating change

Standards Tables

Inquiry Topic 1: Global Places

Compelling Question: How does geography determine where people live?

SS2.1.1 Understanding maps and globes Explain maps and globes, geographical concepts pertaining to them, how to read them, and their uses	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are map and globe terms and concepts? ● What is the difference between a relative and absolute location? ● How are different types of maps and globes used? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify geographical map and globe terms (e.g., compass rose, map key, latitude, and longitude, time zones) b. Identify latitude and longitude in geographical terms as ways of showing absolute location c. Identify the relative locations of students’ homes and schools, and explain the difference between absolute location and relative locations d. Explain the different uses of maps and globes and how they show different features such as populations, culture, socio-political lines, and topographies 											

SS2.1.2 Physical features of the globe Explain global physical and geographical features	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Where are the seven continents and five oceans? ● Where are mountains and why are they important? ● Where are deserts and why are they important? ● What are different types of bodies of water and how are they used? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the locations of the seven continents and the five oceans b. Identify the equator, Prime Meridian, and four hemispheres on a map and globe, and explain what those features are c. Identify the physical characteristics and locations of different land features around the world (e.g., Amazon rainforest, Sahara Desert, Mount Everest, Great Barrier Reef), and explain how people interact with those locations (e.g., resources available for human use, how people adapt to living in different places) d. Identify the characteristics and locations of different types of bodies of water around the globe (e.g., Mediterranean Sea, Great Lakes, Nile River), and explain how humans use them 											

SS2.1.3 Natural resources around the globe Analyze the use of natural resources around the globe and how resources affect human settlement	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X	X	X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are natural resources and where are they available around the globe? ● How are these resources important for plant and animal life, as well as humans? ● How do people obtain and use these resources? ● How does the presence or absence of natural resources affect human settlement patterns? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the different types of natural resources that are available around the world, and analyze who has access to them b. Explain ways that natural resources are important to plant and animal life, as well as humans c. Explain how people get and utilize natural resources (e.g., metals for technology, wood for housing, water for drinking, land for farming, sun for energy) d. Analyze how access to natural resources affects human population and settlement e. Identify resources that are man-made (e.g., reservoirs, hydroelectricity), and analyze how they help sustain human settlement 											

SS2.1.4 Global environments Analyze different global environments and how the environment affects human settlement patterns and migration	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X		X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What can different environments provide to humans and how does that affect human settlement? ● What are natural disasters and how can they affect human settlement and economics? ● How have human-environmental interactions and natural disasters influenced migration? ● How has the climate changed over the years? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze ways throughout time people have adapted to living in different environments (e.g., mountains, deserts, rainforests, woodlands, cold climates, warm climates) b. Explain that different environments provide different resources for human habitation, and analyze how that can encourage human settlement c. Explain types of natural disasters (e.g., hurricanes, floods, blizzards, drought, wildfires), and analyze how they can affect human settlement and population d. Analyze ways that natural disasters can change the economic situation of people (e.g., destruction of property, access to food sources, access to clean water) e. Analyze environmental situations that may cause people to migrate (e.g., migration away from a location to escape a natural disaster, migration to a location that has access to more resources) f. Analyze ways recent changes in the Earth’s climate have affected various communities (e.g., erosion and flooding of coastal Alaskan villages, droughts in the Western United States) 											

Inquiry Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

SS2.2.1 Culture and diversity around the world Analyze the culture and diversity of communities around the world	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the characteristics of culture? ● How are global cultures similar and different? ● What does it mean to be Indigenous and who are the Indigenous groups around the world? ● Why is it important to respect different cultures? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the characteristics of culture (e.g., food, clothing, music, art, education, government) b. Identify cultures from different areas of the world, and analyze their similarities and differences (it is suggested that teachers use student backgrounds or student choice to choose groups to learn about) c. Identify Indigenous peoples from different areas of the world, explain the characteristics of their cultures, and analyze their similarities and differences d. Analyze the shared experiences, values, and rituals that many people around the world experience (e.g., popular culture such as movies, music, fast food restaurants, shared historical events, sports, fandoms) 											

SS2.2.2 Human interactions with and effects on global environments Analyze global environmental challenges that happen as a result of human-environmental interactions	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● In what ways can human activities affect the environment? ● What is pollution and how does it affect the world? ● How do human activities affect animals' natural environments? ● How do changes in the environment affect human populations? ● In what ways can humans help the environment? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain human activities that change the environment (e.g., deforestation, damming rivers) b. Identify the different types of pollution caused by humans, and analyze the ways pollution can affect the environment (e.g., smoke from wildfires, remnants of plastics in landfills and ocean waters, carbon dioxide emissions from industrialization) c. Explain ways that individuals and communities can combat pollution through means such as reducing, reusing, and recycling the use of plastics, rubbers, glasses, and paper d. Analyze ways that changes in the environment affect animal habitats and populations e. Analyze ways large-scale environmental changes can lead to an increase in natural disasters (e.g., stronger hurricanes, longer periods of drought, increase in wildfires) f. Explain ways that people can help the environment (e.g., recycling, creating renewable energy such as solar energy, composting, planting trees, urban gardening, ecotourism) 											

SS2.2.3 Migrations and movement Analyze the reasons why people move throughout the world and the effects of migration	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X		X		X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Why do people migrate? ● What are the differences between voluntary and forced migration? ● What events and other factors lead people to migrate? ● What effects can migration have on environments or other peoples? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Analyze the reasons people have moved and migrated to other places whether they need to, want to, or are forced to (e.g., family, seasonal work, war, a change in the environment like drought, enslavement) b. Analyze differences between voluntary migrants, refugees, and people who are enslaved c. Analyze ways mass migrations of people can affect locations (e.g., depletion of resources, a change in the environment) and other people (e.g., colonialism’s effects on Indigenous peoples, additional strain on resources) 											

Inquiry Topic 3: Global Connections

Compelling Question: How are we connected to others around the world?

SS2.3.1 Local cultures and their global connections Analyze ways local communities are influenced by global cultural heritages	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X				
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is cultural heritage? • What cultural heritages are represented by the students in the classroom and by members of local communities? • How do we celebrate global cultures in the local community? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify what cultural heritage is, and explain ways global cultures are represented by students' families and communities Explain ways that local traditions, celebrations, and holidays have global and cultural influences Explain the characteristics of local traditions, celebrations, and holidays (e.g., food, clothing, activities, religion), identify what parts of the world they are from, and analyze the similarities and differences between them 											

SS2.3.2 Global goods and services Analyze how goods and services are traded around the world and contribute to a global economy	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X		X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are imports and exports? ● How do imports and exports create a global economy? ● How do we as citizens contribute to a global economy? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain the difference between imports and exports, and identify ways goods and services are distributed throughout the world b. Explain why areas of the world that have a surplus of certain resources trade with areas that have less and vice versa c. Identify ways individuals and governments are involved in an interdependent global economy d. Analyze the influences of the global economy on peoples' jobs and who benefits 											

SS2.3.3 Global communications Analyze how the world is interconnected through global communications	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X					
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How do people communicate around the world? ● How has the internet changed global communications? ● Why do people need to communicate globally? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the historical evolution of communications such as the printing press (newspapers, books), radio, telephones, the internet b. Analyze the influences of the internet on the speed of communication between people c. Analyze the different ways people utilize global communications (e.g., keeping in touch with family, playing video games with distant friends, for commerce) 											

Inquiry Topic 4: Countries and Governments

Compelling Question: What does it mean to be a global citizen?

SS2.4.1 Global citizenship Analyze the responsibilities and actions of a global citizen	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X		X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What is global citizenship? • What are ways we can engage in global citizenship? • How can we as humans resolve global problems together? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain the responsibilities people around the world have to each other in an interconnected world Explain the responsibilities governments around the world have to each other Analyze the decisions that people and governments make that can affect the rest of the world (e.g., medical, environmental) Analyze ways people work together to resolve global issues such as climate change, wars, and disease 											

SS2.4.2 Global leaders Analyze types of governments around the world and what makes a person a global leader	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X			X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the different types of governments in the world? ● Who are the leaders of those governments? ● What are the characteristics of a global leader? ● Who are global leaders who are not government leaders? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify different types of governments (e.g., monarchies, oligarchies, democracies), and analyze their structures b. Explain the titles and responsibilities of governmental global leaders such as prime minister, emperor/empress, president, and analyze their roles and responsibilities c. Explain how individuals and groups have become global leaders through their actions and advocacy for positive change 											

SS2.4.3 Rules and responsibilities of governments to each other Explain the rules and responsibilities governments and individuals have to each other	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X						X		X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • Why do countries use diplomacy to work together? • How are global citizens responsible to each other? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the benefits of diplomacy, and explain ways that governments work together to resolve problems, prevent wars, and keep peace Explain ways leaders in government set international rules about issues such as health, the environment, war, and peace (e.g., United Nations, G-7 Summit) Explain how governmental and non-governmental organizations help individuals and communities internationally deal with issues such scarcity, health, environment, etc. (e.g., World Health Organization, World Trade Organization, Peace Corps, Doctors Without Borders) Explain ways that individuals can contribute to the resolution of world issues (e.g., by working for or volunteering their time at the above-named organizations) 											

SS2.4.4 Conflicts and resolution Explain why governments experience conflict with one another and ways they work together to resolve conflict	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What can happen when countries don't work together? ● What is war and what are the major causes of war? ● What are ways that governments resolve conflicts? ● What is peace? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify mass conflicts (e.g., civil wars, political instability, and persecution) b. Identify the causes of wars (e.g., history of unresolved conflict, quest for power over people, quest for power over resources), and explain how they impact people c. Explain ways governments can resolve conflicts (e.g., agreeing to a cease fire, negotiating a treaty, signing an agreement) d. Identify what peace is, and explain ways people try to achieve it 											

SS2.4.5 Creating Change Explain how people have brought social change to the world and ways students can contribute to positive change	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X	X						
Guiding Questions for Instruction: <ul style="list-style-type: none"> Who are people who have brought social change to the world and what was their impact? Do you have to be a leader in government to bring positive social change? In what ways can we bring change to the local community and world around us? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify historical figures who brought positive social change (e.g., Mahatma Gandhi, Dr. Martin Luther King, Jr., Mother Teresa, Nelson Mandela, Susan B Anthony, Jane Goodall), and explain how they impacted change throughout the world and the challenges they faced Identify contemporary individuals and groups who are working on positive social change (e.g., Greta Thunberg, scientists who work on vaccines, people working for human rights, and front-line workers such as firefighters, police, teachers, doctors, and nurses) and explain how they impact change and the challenges they face Explain ways that students can contribute to positive change on small and large scales (e.g., in their schools, community, country, or world) 											