

## GRADE 2 – LIVING AND WORKING TOGETHER IN GLOBAL COMMUNITIES

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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 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?

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

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

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

<b>SS2.1.4 Global environments</b> Analyze different global environments and how the environment affects human settlement patterns and migration	<b>Connections to the Rhode Island Anchor Standards</b>											
	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		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What can different environments provide to humans and how does that affect human settlement?</li> <li>● What are natural disasters and how can they affect human settlement and economics?</li> <li>● How have human-environmental interactions and natural disasters influenced migration?</li> <li>● How has the climate changed over the years?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> ways throughout time people have adapted to living in different environments (e.g., mountains, deserts, rainforests, woodlands, cold climates, warm climates)</li> <li>b. <b>Explain</b> that different environments provide different resources for human habitation, and <b>analyze</b> how that can encourage human settlement</li> <li>c. <b>Explain</b> types of natural disasters (e.g., hurricanes, floods, blizzards, drought, wildfires), and <b>analyze</b> how they can affect human settlement and population</li> <li>d. <b>Analyze</b> ways that natural disasters can change the economic situation of people (e.g., destruction of property, access to food sources, access to clean water)</li> <li>e. <b>Analyze</b> 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)</li> <li>f. <b>Analyze</b> 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)</li> </ol>											

## Inquiry Topic 2: People Around the World

Compelling Question: What makes a culture, a culture?

<b>SS2.2.1 Culture and diversity around the world</b> Analyze the culture and diversity of communities around the world	<b>Connections to the Rhode Island Anchor Standards</b>											
	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				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What are the characteristics of culture?</li> <li>● How are global cultures similar and different?</li> <li>● What does it mean to be Indigenous and who are the Indigenous groups around the world?</li> <li>● Why is it important to respect different cultures?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the characteristics of culture (e.g., food, clothing, music, art, education, government)</li> <li>b. <b>Identify</b> cultures from different areas of the world, and <b>analyze</b> their similarities and differences (it is suggested that teachers use student backgrounds or student choice to choose groups to learn about)</li> <li>c. <b>Identify</b> Indigenous peoples from different areas of the world, <b>explain</b> the characteristics of their cultures, and <b>analyze</b> their similarities and differences</li> <li>d. <b>Analyze</b> 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)</li> </ol>											

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

<b>SS2.2.3 Migrations and movement</b> Analyze the reasons why people move throughout the world and the effects of migration	<b>Connections to the Rhode Island Anchor Standards</b>											
	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
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why do people migrate?</li> <li>● What are the differences between voluntary and forced migration?</li> <li>● What events and other factors lead people to migrate?</li> <li>● What effects can migration have on environments or other peoples?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> 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)</li> <li>b. <b>Analyze</b> differences between voluntary migrants, refugees, and people who are enslaved</li> <li>c. <b>Analyze</b> 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)</li> </ol>											



## Inquiry Topic 3: Global Connections

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

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

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

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

# Inquiry Topic 4: Countries and Governments

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

<b>SS2.4.1 Global citizenship</b> Analyze the responsibilities and actions of a global citizen	<b>Connections to the Rhode Island Anchor Standards</b>											
	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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What is global citizenship?</li> <li>● What are ways we can engage in global citizenship?</li> <li>● How can we as humans resolve global problems together?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the responsibilities people around the world have to each other in an interconnected world</li> <li>b. <b>Explain</b> the responsibilities governments around the world have to each other</li> <li>c. <b>Analyze</b> the decisions that people and governments make that can affect the rest of the world (e.g., medical, environmental)</li> <li>d. <b>Analyze</b> ways people work together to resolve global issues such as climate change, wars, and disease</li> </ol>											

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

<b>SS2.4.3 Rules and responsibilities of governments to each other</b> Explain the rules and responsibilities governments and individuals have to each other	<b>Connections to the Rhode Island Anchor Standards</b>											
	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
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• Why do countries use diplomacy to work together?</li> <li>• How are global citizens responsible to each other?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the benefits of diplomacy, and <b>explain</b> ways that governments work together to resolve problems, prevent wars, and keep peace</li> <li><b>Explain</b> ways leaders in government set international rules about issues such as health, the environment, war, and peace (e.g., United Nations, G-7 Summit)</li> <li><b>Explain</b> 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)</li> <li><b>Explain</b> 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)</li> </ol>											

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

<b>SS2.4.5 Creating Change</b> Explain how people have brought social change to the world and ways students can contribute to positive change	<b>Connections to the Rhode Island Anchor Standards</b>											
	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						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>Who are people who have brought social change to the world and what was their impact?</li> <li>Do you have to be a leader in government to bring positive social change?</li> <li>In what ways can we bring change to the local community and world around us?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> 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 <b>explain</b> how they impacted change throughout the world and the challenges they faced</li> <li><b>Identify</b> 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 <b>explain</b> how they impact change and the challenges they face</li> <li><b>Explain</b> ways that students can contribute to positive change on small and large scales (e.g., in their schools, community, country, or world)</li> </ol>											