

# Grade 2

## Civics 2.C

### PI. Political Institutions (C.PI) 2.C.PI

- 1 Identify local education and civic leaders and describe their role and responsibilities. 2.C.PI.1
- 2 Explain the selection of political leaders through voting and democratic elections. 2.C.PI.2

---

### IR. Identity, Roles, and Responsibilities (C.IR) 2.C.IR

- 3 Describe and analyze the many ways students can affect their local community. 2.C.IR.3
- 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. 2.C.IR.4

---

### DP. Democratic Principles (C.DP) 2.C.DP

- 5 Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities. 2.C.DP.5

---

### CE. 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. 2.C.CE.6

---

## Geography 2.G

### GR. 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. 2.G.GR.1
- 2 Utilize maps and globes to investigate and identify the world's physical geography. 2.G.GR.2
- 3 Utilize maps and globes to investigate and identify the world's political geography. 2.G.GR.3

---

### MM. Migration and Movement (G.MM) 2.G.MM

- 4 Investigate the causes of regional and global migration. 2.G.MM.4

---

**HI. 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. 2.G.HI.5
- 6 Examine the group identities in a community and describe how a diversity of cultural elements can enrich it. 2.G.HI.6
- 7 Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations. 2.G.HI.7

---

**HE. 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. 2.G.HE.8

---

**Economics** 2.E**ES. 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. 2.E.ES.1
- 2 Explain why employers pay people for their work. 2.E.ES.2

---

**MI. Micro and Macro Economics (E.MI)** 2.E.MI

- 3 Describe how examples of capital, human, and natural resources are related to goods and services. 2.E.MI.3
- 4 Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community. 2.E.MI.4

---

**IC. Incentives, Choice, and Consumer Behavior (E.IC)** 2.E.IC

- 5 Give examples of choices people make about buying goods and services 2.E.IC.5

---

**ST. Specialization, Trade, and Interdependence (E.ST)** 2.E.ST

- 6 Explain why people specialize in producing goods and services. 2.E.ST.6
- 7 Identify resources as renewable and non-renewable. 2.E.ST.7

---

**History** 2.H**CH. Continuity and Change (H.CH)** 2.H.CH

- 1 Use chronological time to distinguish between events that happened in the recent and distant past. 2.H.CH.1
- 2 Develop and analyze a timeline of events in the history of the local community. 2.H.CH.2

---

**CC. 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. 2.H.CC.3

---

**CE. 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. 2.H.CE.4

---

**Communities and Pluralism (H.CP)**

- 5 Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community. 2.H.CP.5
- 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. 2.H.CP.6