



2 nd GRADE SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.H.K6.GS2: Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice. <i>(ILSS.K-2.IS.2; IS.4; ILSS.2.CV.2; EC.1; H.1; H.2)</i> • CS.H.K6.IS3: Describe how reading history is a way to learn about what God does for humanity. <i>(ILSS.K-2.IS.1; IS.2; IS.3; IS.5; IS.6; IS.7; ILSS.2.CV.2; EC.1; EC.3; G.2; H.1; H.2)</i> • CS.H.K6.IS12: Examine how history can assist in the acquisition of values and virtues. <i>(ILSS.2.CV.1; CV.2; EC.1; EC.3; EC.FL.1; G.1; G.2; H.1; H.2)</i> • CS.H.K6.DS3: Demonstrate respect and solicitude to individual differences among students in the classroom and school community. <i>(ILSS.K-2.IS.7; ILSS.2.CV.1; CV.2; EC.1; G.1; G.2; G.3; H.1; H.2)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. • With guidance and support, evaluate a source by distinguishing between fact and opinion • With guidance and support, reflect on one’s inquiry process and findings. • Describe how communities can collaborate to accomplish tasks, establish roles and responsibilities, and achieve equitable outcomes for the community. • Demonstrate how our choices can affect ourselves and others in positive and negative ways. • With guidance and support, identify some cultural and environmental characteristics of your community and compare to other places or regions. • Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community. 	<ul style="list-style-type: none"> • Identify features and functions of governments. • Explain the role of money in making exchange easier. • With guidance and support, use print and digital maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and group. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps. 	<p><i>see previous page</i></p>
Essential Questions	
<ul style="list-style-type: none"> How can one group, individual or decision change the course of history? What is the importance of finding credible sources of information, and what challenges does the truth face in today's world? What makes collaboration vital to the success of a community? Why do communities need rules, laws, and leaders? How do communities grow and change based on where they are? 	
Vital Vocabulary	
<ul style="list-style-type: none"> Community, Consumer, Credible, Direction, Exchange, Fact, Fiction, Geographic, Group, Individual, Key (Map), Landform, Local, Location, Money, Neighborhood, Noncredible, Opinion, Producer, Reflect, Region 	

Additional Resources: [Cardinal Newman History Resources, Appendix D](#)