



Essential Standards Extended Guide

Social Studies Grade 2

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

History

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.SS.1.2 Compare the lives and contributions of two of the five federally recognized American Indian tribes in Idaho: the Coeur d’Alene Tribe, Kootenai Tribe of Idaho, Shoshone Bannock Tribes, Nez Perce Tribe, and Shoshone-Paiute Tribes.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

2.SS.1.1 Identify different groups that a person belongs to, such as family and community, and how those roles and/or groups have changed or stayed the same.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

2.SS.1.3 Analyze and interpret events placed chronologically on a timeline.

Geography

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.SS.2.1 Develop geographic mapping skills using maps and globes by a) showing that map elements such as key, legend, and scale show how the map represents natural objects or places; b) applying knowledge of cardinal directions to use a compass rose; c) locating the countries of North America and the bordering oceans; d) Identifying and locating the seven continents and the five oceans; e) identifying major rivers, mountain ranges, lakes, and other physical features; f) identifying boundary lines to separate states; and g) locating man-made features.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

2.SS.2.2 Compare how environmental conditions affect living styles and clothing in different parts of the country.

2.SS.2.3 Describe how humans depend on the environment to meet their basic needs.

2.SS.2.4 Define city/suburb/town and urban/rural.

Economics

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.SS.3.1 Differentiate between the wants and needs of families and understand the purpose of a budget.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

2.SS.3.2 Explain what employment means and define income, wages, and salary.

2.SS.3.3 Examine different types of producers and consumers as well as goods and services.

2.SS.3.4 Explain how natural resources affect economic activities in the local community.

Civics and Government

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.SS.4.6 Identify characteristics of good citizenship, such as courage, honesty, and responsibility, and identify the responsibilities of being a United States citizen.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

2.SS.4.1 Explore the concept of democracy by understanding the role of citizens and the United States government and connecting it to their role as citizens within their community where people can explore issues, create solutions and make decisions together.

2.SS.4.2 Recognize that Idaho has a constitution, which is the basis for our state's laws, and that there are consequences for breaking those laws.

2.SS.4.3 Identify the people or groups that make, apply, and enforce rules and laws at home, school, communities, and our state

2.SS.4.4 Identify and examine the significance of well-known national symbols and landmarks, including The White House, the flag, the Statue of Liberty, and the bald eagle.

2.SS.4.5 Examine the meaning of keywords in the Pledge of Allegiance.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

2.SS.4.7 Identify historical and contemporary people who model characteristics of good citizenship.

Global Perspectives

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

2.SS.5.1 Compare your community with others in various parts of the world.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

2.SS.5.2 Compare traditions in your community with those practiced in other parts of the world.

For Questions Contact

Content & Curriculum
Idaho Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov