

Social Studies Standard Articulated by Grade Level Second Grade

Second Grade History Strands introduce how the United States became a nation. The impact of exploration is revisited through the introduction of western expansion of the New Nation. The development of cultures and civilizations and their contributions are expanded into the continent of Asia.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from</p>	<p>Concept 1: Research Skills for History PO 1. Place important life events in chronological order on a timeline. PO 2. Place historical events from content studied in chronological order on a timeline. PO 3. Recognize how archaeological research adds to our understanding of the past. PO 4. Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p>	<p>Concept 1: Foundations of Government PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell Connect with: Strand 1 Concept 4 PO 2. Recognize that the U.S. Constitution provides the American people with common laws and protects their rights. PO 3. Describe the</p>	<p>Concept 1: The World in Spatial Terms PO 1. Recognize different types of maps (e.g., political, physical, thematic) serve various purposes. PO 2. Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend). PO 4. Construct tally charts</p>	<p>Concept 1: Foundations of Economics PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources. PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park). PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources</p>

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<p>the past. PO 5. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations PO 1. Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.</p> <hr/> <p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p> <hr/> <p>Concept 4: Revolution and New Nation (Note: American colonies being settled by England was introduced in Grade 1.)</p>	<p>PO 5. <i>Retell stories to describe past events, people and places.</i></p> <hr/> <p>Concept 2: Early Civilizations (Note: World civilizations were introduced in Grade 1.) PO 1. Recognize that civilizations developed in China, India, and Japan. PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.</p> <hr/> <p>Concept 3: World in Transition No performance objectives at this grade.</p> <hr/> <p>Concept 4: Renaissance and</p>	<p>significance of national holidays: a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day</p> <p>PO 4. <i>Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.</i> PO 5. <i>Recognize how students work together to achieve common goals.</i></p> <hr/> <p>Concept 2: Structure of Government PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. Connect with: Strand 1 Concept 4 PO 2. <i>Identify current political leaders of the state</i></p>	<p>and pictographs to display geographic information (e.g., birthplace – city or state). PO 5. <i>Recognize characteristics of human and physical features:</i> a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>) b. human (i.e., <i>equator, Northern and Southern Hemispheres, North and South Poles</i>)</p> <p>PO 6. <i>Locate physical and human features using maps, illustrations, images, or globes:</i> a. physical (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i>) b. human (i.e., <i>equator Northern and Southern Hemispheres, North and South Poles, city, state, country</i>)</p>	<p>(e.g., machines, tools and buildings). PO 4. Recognize that people trade for goods and services. PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money). Connect with: Strand 2 Concept 2 PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world. PO 7. Discuss how people can be both producers and consumers of goods and services.</p> <hr/> <p>Concept 2: Microeconomics No performance objectives at this grade.</p>

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<p>PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.</p> <p>PO 2. Recognize dissatisfaction with England’s rule was a key issue that led to the Revolutionary War. Connect with: Strand 2 Concept 6</p> <p>PO 3. Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere’s Ride, battles of Lexington and Concord).</p> <p>PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.</p>	<p>Reformation No performance objectives at this grade.</p> <hr/> <p>Concept 5: Encounters and Exchange PO 1. Describe how expanding trade (e.g., Marco Polo’s travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.</p> <hr/> <p>Concept 6: Age of Revolution PO 1. Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change. Connect with: Strand 1 Concept 4</p> <hr/> <p>Concept 7: Age of</p>	<p><i>and nation:</i></p> <p>a. <i>President of the United States</i></p> <p>b. <i>Governor of Arizona</i></p> <p>c. <i>local leaders (e.g., tribal council, mayor)</i></p> <p>PO 3. Recognize how Arizona and the other states combine to make a nation.</p> <hr/> <p>Concept 3: Functions of Government No performance objectives at this grade level.</p> <hr/> <p>Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. <i>Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</i></p> <p>PO 2. <i>Describe the rights and responsibilities of</i></p>	<p>Concept 2: Places and Regions PO 1. Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.</p> <p>PO 2. <i>Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</i></p> <p>PO 3. <i>Discuss physical features (e.g., mountains, rivers, deserts) in the world.</i></p> <p>PO 4. <i>Discuss the ways places change over time.</i></p> <hr/> <p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) Connect with:</p>	<p>Concept 3: Macroeconomics No performance objectives at this grade.</p> <hr/> <p>Concept 4: Global Economics No performance objectives at this grade.</p> <hr/> <p>Concept 5: Personal Finance PO 1. Discuss costs and benefits of personal savings.</p>

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<p>PO 5. Know that the United States became an independent country as a result of the Revolutionary War.</p> <p>PO 6. Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.</p> <hr/> <p>Concept 5: Westward Expansion</p> <p>PO 1. Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.</p> <p>PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.</p> <p>PO 3. Discuss the</p>	<p>Imperialism No performance objectives at this grade.</p> <hr/> <p>Concept 8: World at War No performance objectives at this grade.</p> <hr/> <p>Concept 9: Contemporary World PO 1. Use information from written documents, oral presentations, and the media to describe current events.</p>	<p><i>citizenship:</i></p> <p>a. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i></p> <p>b. <i>importance of participation and cooperation in a classroom and community</i></p> <p>c. <i>why we have rules and the consequences for violating them</i></p> <p>d. <i>responsibility of voting</i></p> <p>PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).</p> <p>PO 4. Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.</p> <hr/>	<p>Science Strand 6 Concept 3 Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p> <hr/> <p>Concept 4: Human Systems</p> <p>PO 1. Discuss housing and land use in urban and rural communities.</p> <p>PO 2. Describe the reasons (e.g., jobs, climate, family) for human settlement patterns.</p> <p>PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.</p> <p>PO 4. Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.</p> <p>Connect with: Reading Strand 2 Concept 2</p> <p>PO 5. Discuss that Asian</p>	

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<p>experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.</p> <p>PO 4. Describe how new forms of transportation and communication impacted the westward expansion of the United States:</p> <ol style="list-style-type: none"> a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph) <p>PO 5. Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.</p> <hr/> <p>Concept 6: Civil War and Reconstruction</p>		<p>Concept 5: Government Systems of the World No performance objectives at this grade.</p>	<p>civilizations have changed from past to present.</p> <p>PO 6. Recognize the connections between city, state, country, and continent.</p> <hr/> <p>Concept 5: Environment and Society PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth. PO 2. Recognize ways of protecting natural resources.</p> <hr/> <p>Concept 6: Geographic Applications PO 1. <i>Discuss geographic concepts related to current events.</i> PO 2. <i>Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems</i></p>	

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<p>No performance objectives at this grade.</p> <hr/> <p>Concept 7: Emergence of the Modern United States</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 8: Great Depression and World War II</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 9: Postwar United States</p> <p>No performance objectives at this grade.</p> <hr/> <p>Concept 10: Contemporary United States</p> <p>PO 1. Use information from written documents,</p>			<p><i>(e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</i></p>	

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<p>oral presentations, and the media to describe current events.</p> <p>PO 2. Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).</p>				

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Concept Descriptors

Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations Pre 1500

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

Concept 3: Exploration and Colonization 1500s – 1700s

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

Concept 4: Revolution and New Nation 1700s – 1820

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

Concept 5: Westward Expansion 1800 – 1860

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Concept 6: Civil War and Reconstruction 1850 – 1877

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

Concept 7: Emergence of the Modern United States 1875 – 1929

Economic, social, and cultural changes transformed the U.S. into a world power.

Concept 8: Great Depression and World War II 1929 – 1945

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

Concept 9: Postwar United States 1945 – 1970s

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

Concept 10: Contemporary United States 1970s – Present

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Current events and issues continue to shape our nation and our involvement in the global community.

Strand 2: World History

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

Concept 1: Research Skills for History

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Concept 2: Early Civilizations

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

Concept 3: World in Transition

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

Concept 4: Renaissance and Reformation

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

Concept 5: Encounters and Exchange

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

Concept 6: Age of Revolution

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

Concept 7: Age of Imperialism

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

Concept 8: World at War

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

Concept 9: Contemporary World

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The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

Strand 3: Civics/Government

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

Concept 1: Foundations of Government

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

Concept 2: Structure of Government

The United States structure of government is characterized by the separation and balance of powers.

Concept 3: Functions of Government

Laws and policies are developed to govern, protect, and promote the well-being of the people.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

Concept 5: Government Systems of the World

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

Strand 4: Geography

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

Concept 1: The World in Spatial Terms

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The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

Concept 2: Places and Regions

Places and regions have distinct physical and cultural characteristics.

Concept 3: Physical Systems

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

Concept 4: Human Systems

Human cultures, their nature, and distribution affect societies and the Earth.

Concept 5: Environment and Society

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

Concept 6: Geographic Applications

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

Strand 5: Economics

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

Concept 1: Foundations of Economics

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

Concept 2: Microeconomics

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Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

Concept 3: Macroeconomics

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

Concept 4: Global Economics

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

Concept 5: Personal Finance

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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