



Second Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and social scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

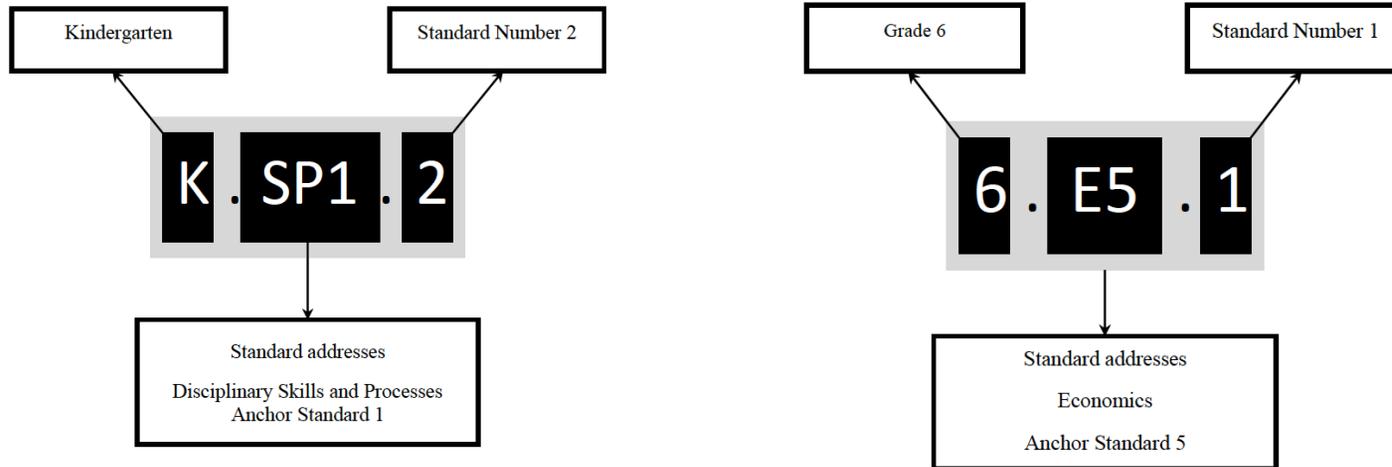
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Second Grade: The World Around Me

Through the study of geography and economics, the students' lenses expand to learn how their world is interconnected globally. Students will develop a spatial understanding of the world around them, so they can understand how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and nation. The standards in second grade are mostly skill-based that allow for integration with other content areas, specifically ELA standards.

Unit #	Title	Critical Content	Approximate Time
1	Working Together to Solve Problems	How individuals are governed How society addresses problems	4 weeks
2	Individual and Leadership Roles	Citizens have individual rights, roles, and responsibilities	4 weeks
3	Comparing Civilizations and Cultures	How civilizations, cultures, societies, and innovations have influenced history	5 weeks
4	Identify Regions Using Geographic Models	Use geographic representation and tools to understand the world and the global interconnections and spatial patterns	3 weeks
5	How Human Interaction Affects the Environment	Human-environment interactions are essential aspects of human life in all societies	4 weeks
6	Earning, Spending, and Saving Money	Understand income spending and investment Individual and institutions are independent within market systems Domestic economy interactions Global economy impacts	4 weeks
7	Societal Institutions and Belief Systems	Economic, political, and religious ideas and institutions influence history and shape the modern world.	6 weeks



Second Grade Unit 1: Working Together to Solve Problems

Compelling Question: How can we work together to solve problems?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

- 2.SP1.1 Create a chronological sequence of multiple events.
- 2.SP1.2 Understand how events of the past affect students' lives and community.
- 2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- 2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.
- 2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.
- 2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.

- 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.
- 2.SP3.3 Generate questions about a source as it relates to an event or development.
- 2.SP3.4 Gather relevant information from one or two sources.
- 2.SP3.5 Ask and answer questions about explanations and arguments.
- 2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.
- 2.SP4.1 Generate possible reasons for an event or development.
- 2.SP4.2 Select which reasons might be more likely than others to explain an event or development.

Content Standards	Learning Targets	Key Concepts/Topics
<p>2.C4.1: Explain how people work together to identify and solve problems within our world.</p> <p>2.C4.2: Explain how rules function in public settings.</p>	<p>I can identify a problem that needs to be solved. (2.C4.1)</p> <p>I can summarize the importance of working with others to solve problems. (2.C4.1)</p> <p>I can describe how rules work in public settings. (2.C4.2)</p>	<p>laws</p> <p>individual rights, roles, and responsibilities</p> <p>problem solving</p> <p>public settings</p>

Supporting Questions

<p>Why are laws important?</p> <p>Why is it necessary to work together to solve problems?</p>	<p>How do we work together to solve problems?</p> <p>What are public settings?</p>
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Second Grade Unit 2: Individual and Leadership Roles

Compelling Question: Are roles important in our society?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.C2.1 Describe roles and responsibilities of people in authority within our country and world.</p> <p>2.C2.2 Explain how all people, not just official leaders, play important roles in the world.</p>	<p>I can describe the roles and responsibilities of our country's leaders. (2.C2.1)</p> <p>I can recognize that other countries have leaders and people in authority. (2.C2.1)</p> <p>I can describe the roles and responsibilities of leaders from other countries. (2.C2.1)</p> <p>I can explain how all people, not just leaders, play an important role in the world. (2.C2.2)</p>	<p>leaders or people in authority</p> <p>roles</p> <p>responsibilities</p>

Supporting Questions

<p>What are the roles and responsibilities of our country's leaders?</p> <p>Who are world leaders outside the United States and what are their responsibilities?</p>	<p>How can I play an important role in my world?</p>
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Second Grade Unit 3: Comparing Civilizations and Cultures

Compelling Question: How do other cultures compare to my culture?

Time: 3 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p> <p>2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.</p> <p>2.H1.3 Examine developments from the civilization and/or culture in place or region studied.</p> <p>2.G4.1 Identify different physical and cultural regions in the world.</p>	<p>I can compare different cultures. (2.H1.1)</p> <p>I can explain how people contribute to a civilization. (2.H1.1, 2.H1.2)</p> <p>I can compare and contrast different civilizations from around the world. (2.H1.2)</p> <p>I can explain how civilizations and/or cultures have changed over time. (2.H1.2)</p> <p>I can compare the developments from different civilizations. (2.H1.3)</p> <p>I can identify the geographical differences in various regions. (2.G4.1)</p>	<p>ancient civilizations</p> <p>culture</p> <p>primary sources</p> <p>region</p> <p>secondary sources</p>

Supporting Questions

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| <p>What is a civilization?</p> <p>What is a culture?</p> <p>What is a region?</p> <p>How do you use a map to find geographical regions?</p> | <p>How do people contribute to a civilization?</p> <p>What causes some of the differences among civilizations?</p> <p>What causes cultures to change?</p> <p>What are similarities and differences between cultures?</p> |
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Second Grade Unit 4: Identify Regions Using Geographic Models

Compelling Question: How are maps helpful in learning about the world?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.G1.1 Use and construct maps, graphs, and other geographic representation of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p>2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p> <p>2.G4.1 Identify different physical and cultural regions in the world.</p>	<p>I can use a map to locate places in the world (2.G1.1)</p> <p>I can identify physical and human features on a map. (2.G1.1)</p> <p>I can use maps and globes to explain cultural and environmental characteristics of places around the world. (2.G1.2)</p> <p>I can use maps, globes, or other geographic models to help me understand the setting of stories that I read (2.G1.2)</p> <p>I can identify different physical and cultural places in the world. (2.G4.1)</p>	<p>continents</p> <p>human features (i.e., equator, hemispheres, North and South Pole, cities, states, countries, regions, landmarks</p> <p>physical features (i.e., oceans, continents, deserts, lakes, rivers, mountain ranges, coasts, seas</p>

Supporting Questions

<p>How do I use a map key?</p> <p>How do I read a map scale?</p> <p>How do I locate places on a map?</p> <p>When should you use a globe?</p> <p>When should you use a map?</p>	<p>What is a physical feature?</p> <p>What is a human feature?</p> <p>How do maps and globes help us understand environmental characteristics of places around the world?</p> <p>How do I use maps to better understand the stories I read?</p>
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Second Grade Unit 5: How Human Interaction Affects the Environment

Compelling Question: How do my actions impact the environment?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in place or region being studied.</p> <p>2.G2.2 Describe how human activities affect the communities and the environment of places or regions.</p> <p>2.G2.3 Describe the positive and negative effects of using natural resources.</p>	<p>I can explain how climate and weather affect people in different parts of the world. (2.G2.1)</p> <p>I can describe how humans affect communities and the environment. (2.G2.2)</p> <p>I can describe the positive and negative effects of using natural resources. (2.G2.3)</p>	<p>weather</p> <p>climate</p> <p>natural resources</p>

Supporting Questions

<p>What is weather?</p> <p>How do people affect the environment?</p> <p>How does weather affect my life?</p> <p>What is climate?</p> <p>How does climate affect people in different parts of the world?</p>	<p>How does climate affect communities and environments?</p> <p>What are some examples of natural resources?</p> <p>What are natural resources?</p> <p>What are some negative effects of using natural resources?</p> <p>What are some positive effects of using natural resources?</p>
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Second Grade Unit 6: Earning, Spending, and Saving Money

Compelling Question: How can countries cooperate to provide goods and services?

Time: 4 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.E1.1 Identify different occupations and skills needed in a global economy.</p> <p>2.E1.2 Describe reasons to save or spend money.</p> <p>2.E3.1 Identify and describe the goods and services that are produced around the world.</p> <p>2.E3.2 Explain how people around the world earn income.</p> <p>2.E3.3 Explain how people can be producers and consumers in a global economy.</p> <p>2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.</p> <p>2.E5.1 Illustrate how a country's resources determine what is produced and traded.</p> <p>2.G3.1 Explain why and how people, goods, and ideas move from place to place.</p>	<p>I can identify different jobs and skills needed in a global economy. (2.E1.1)</p> <p>I can describe reasons for saving and spending money. (2.E1.2)</p> <p>I can identify and describe goods and services from around the world. (2.E3.1)</p> <p>I can explain how people around the world earn an income. (2.E3.2)</p> <p>I can explain how people can be producers and consumers in a global economy. (2.E3.3)</p> <p>I can describe the public services that the government provides (2.E4.1)</p> <p>I can explain how the government meets the needs of individuals. (2.E4.1)</p> <p>I can illustrate how resources are produced and traded within countries. (2.E5.1)</p> <p>I can explain how people, goods, and ideas move from place to place. (2.G3.1)</p>	<p>global economy</p> <p>domestic economy</p> <p>producers</p> <p>consumers</p> <p>resources</p> <p>goods and ideas (i.e., transportation, trade, immigration, migration, communication)</p>

Supporting Questions

Why is having a job important?

What is a global economy?

What are the different jobs and skills needed in a global economy?

What are some goods and services provided from around the world and where do they come from?

What is trade and why is it important to the global economy?

What are some ways people earn money in the United States and around the world?

Why is it important to save money?

Why do people spend money?

What is a producer and a consumer?

What services does the government provide and why are they important?



Second Grade Unit 7: Societal Institutions and Belief Systems

Compelling Question: How do belief systems impact our society?

Time: 6 Weeks

Disciplinary Skills and Processes: *Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered to students. Integrate these SP Standards throughout unit instruction when appropriate.*

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| <p>2.SP1.1 Create a chronological sequence of multiple events.</p> <p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, music, and secondary sources such as fiction and non-fiction.</p> <p>2.SP2.2 Compare perspectives of people in the past to those of today through stories and biographies.</p> <p>2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.</p> | <p>2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.</p> <p>2.SP3.3 Generate questions about a source as it relates to an event or development.</p> <p>2.SP3.4 Gather relevant information from one or two sources.</p> <p>2.SP3.5 Ask and answer questions about explanations and arguments.</p> <p>2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.</p> <p>2.SP4.1 Generate possible reasons for an event or development.</p> <p>2.SP4.2 Select which reasons might be more likely than others to explain an event or development.</p> |
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Content Standards	Learning Targets	Key Concepts/Topics
<p>2.H3.1 Generate questions about the institutions and belief systems of different societies.</p>	<p>I can ask questions to better understand other societies. (2.H3.1)</p> <p>I can compare and contrast different countries' belief systems. (2.H3.1)</p> <p>I can generate questions to learn about other countries belief systems, governments, economic systems, and educational systems (2.H3.1)</p>	<p>institutions (i.e., religion, governments, economic systems, education)</p>

Supporting Questions

<p>What are the different types of institutions?</p> <p>What are belief systems?</p> <p>How does religion impact society today?</p> <p>How do types of governments impact countries today?</p>	<p>How did religious beliefs shape history?</p> <p>How did different ideas on government shape history?</p> <p>How are our country's beliefs similar to other countries? How are they different?</p>
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