

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Identify historical sources and utilize the tools of a historian

Evidence Outcomes

Students can:

- Identify community and regional historical artifacts and generate questions about their function and significance
- Explain the past through oral or written firsthand accounts of history
- Explain the information conveyed by historical timelines
- Identify history as the story of the past preserved in various sources
- Create timelines to understand the development of important community traditions and events

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can two people understand the same event differently?
- Why is it important to use more than one source for information?
- How can putting events in order by time help describe the past?
- What kinds of tools and sources do historical thinkers use to investigate the past?

Relevance and Application:

- The ability to identify reliable historical sources is essential to searching for and communicating information. For example, individuals searching on the Internet must find reliable sources for information; reporters must find reliable information for news stories; and historians must use scholarly sources when writing nonfiction pieces.
- The tools of historians are used to share thoughts and ideas about the past such as selecting a historical name for a building, school, park, or playground; recounting a news event in the neighborhood; and using a timeline to gauge progress toward the completion of a project.

Nature of History:

- Historical thinkers gather firsthand accounts of history through oral histories.
- Historical thinkers use artifacts and documents to investigate the past.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 2. People have influenced the history of neighborhoods and communities

Evidence Outcomes

Students can:

- a. Organize the historical events of neighborhoods and communities chronologically
- b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation
- c. Give examples of people and events, and developments that brought important changes to the community
- d. Compare how communities and neighborhoods are alike and different
- e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can understanding the past impact decision-making today?
- 2. How have events and ideas from the past shaped the identity of communities and neighborhoods today?

Relevance and Application:

- 1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues. For example, the history of a city determines how it might advertise for tourism purposes.
- 2. Philosophies and ideas from history continue to inform and impact the present. For example, the independent Western philosophy affects how local government works.
- 3. Technological developments continue to evolve and affect the present. An example of this would be the way communication is now almost instantaneous and thus, speeds up the nature of events.

Nature of History:

- 1. Historical thinkers investigate relationships between the past and present.
- 2. Historical thinkers organize findings in chronological order as one way to examine and describe the past.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People in communities manage, modify and depend on their environment

Evidence Outcomes

Students can:

- Identify how communities manage and use nonrenewable and renewable resources
- Identify local boundaries in the community
- Explain why people settle in certain areas
- Identify examples of physical features that affect human activity
- Describe how the size and the character of a community change over time for geographic reasons

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do available resources and their uses create change in a community?
- Are renewable and nonrenewable resources managed well? How do you know?
- Why are physical features often used as boundaries?
- What are the various groups in a community and how are they alike and different?
- How do you choose if you should recycle, reduce, reuse, or throw something away?

Relevance and Application:

- Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste.
- Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities.
- Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.

Nature of Geography:

- Spatial thinkers compare information and data, and recognize that environmental factors influence change in communities.
- Spatial thinkers study the uneven distribution and management of resources.

