

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: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Geographic terms and tools are used to describe space and place

Evidence Outcomes

Students can:

- a. Use map keys ,legends, symbols, intermediate directions, and compass rose to derive information from various maps
- b. Identify and locate various physical features on a map
- c. Identify the hemispheres, equator, and poles on a globe
- d. Identify and locate cultural, human, political, and natural features using map keys and legends

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you define, organize, and think about the space around you?
2. What is a human feature versus a physical feature?
3. Why do we use geographical tools such as maps, globes, grids, symbols, and keys?
4. How would you describe a setting without using geographic words?
5. How can using the wrong geographic tool or term cause problems?

Relevance and Application:

1. Individuals use geographic tools and technology such as observations, maps, globes, photos, satellite images, and geospatial software to describe space and uses of space.
2. Individuals and businesses use maps to give directions.

Nature of Geography:

1. Spatial thinkers use visual representations of the environment.
2. Spatial thinkers identify data and reference points to understand space and place.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Responsible community members advocate for their ideas

Evidence Outcomes

Students can:

- a. List ways that people express their ideas respectfully
- b. Identify how people monitor and influence decisions in their community
- c. Describe ways in which you can take an active part in improving your school or community
- d. Identify and give examples of civic responsibilities that are important to individuals, families, and communities
- e. Describe important characteristics of a responsible community member

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are beliefs that help people live together in communities?
2. What civic responsibilities do you think are important?
3. How can different cultures and beliefs influence a community?
4. What are responsible ways to advocate ideas in a community?

Relevance and Application:

1. Ideas are promoted through the use of various media such as blogs, websites, flyers, and newsletters.
2. Individuals collaborate to responsibly advocate for the ideas they think will improve society. For example, a group lobbies the city council to create a new park or employ more firefighters.

Nature of Civics:

1. Responsible community members influence the rules, policies, and law in their communities.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. People use multiple ways to resolve conflicts or differences

Evidence Outcomes

Students can:

- a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility
- b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority
- c. Identify and give examples of appropriate and inappropriate uses of power and the consequences
- d. Demonstrate skills to resolve conflicts or differences

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What happens when someone uses power unwisely?
- 2. What are good ways to solve differences?
- 3. What would it be like if everyone was friends?
- 4. What do equality, justice, and responsibility look like in the world?

Relevance and Application:

- 1. Conflict can arise for many reasons, including lack of information, or value or personality differences, and conflict may be resolved through compromise, competition, collaboration or avoidance. For example, parents may compromise about where to live.
- 2. Various forms of conflict resolution are used to solve conflicts and differences. For example, city councils may call for a public hearing to learn what the community thinks about a new jail or library.

Nature of Civics:

- 1. Responsible community members know democratic and undemocratic principles and practices and how they are used in diverse communities.
- 2. Responsible community members examine how culture influences the disposition of rules, laws, rights, and responsibilities.
- 3. Responsible community members understand that power and authority shape individual participation.