



GRADE 2

THE WORLD AROUND ME

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT
Approved by the Governing Board
November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 2

Through an inquiry and integrated approach, students will study geography and economics to learn how their world is interconnected globally. Students will learn how other cultures and civilizations are interconnected and have influenced who we are as a community, state, and nation. United States history, world history, and civics will also be taught in a comparative context.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.

2.SP1.1 Create a chronological sequence of multiple events.

2.SP1.2 Understand how events of the past affect students' lives and community.

- Explain cause and effect.
- Describe the role of events in the past on own life and community.

2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

- Describe similarities and differences across diverse cultures from around the world (*e.g., food, family, clothing, education, arts, language, technology, traditions, etc.*).
- Use evidence from primary and secondary sources to compare diverse cultures from around the world.

2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.

- Describe similarities and differences between perspectives of people in the past and present.
- Use evidence from stories and biographies to compare perspectives from the past and present.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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.

2.SP3.1 Generate questions about issues and events in the world, past and present.

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.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

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.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

2.C2.1 Describe roles and responsibilities of people in authority within our country and world.

- Describe basic roles and responsibilities of the President and Vice President.
- Describe basic roles and responsibilities of global leaders past and present (*e.g., heads of state, queens and/or kings, humanitarians*).

2.C2.2 Explain how all people, not just official leaders, play important roles in the world.

- Explain how citizens demonstrate respect, responsibility, and/or fairness to make a difference in the world.

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

2.C4.1 Explain how people work together to identify and solve problems within our world.

- Describe different (official and unofficial) roles people take on when working together to identify and solve problems (*e.g., note-taker/secretary, leader, spokesperson, monitor/evaluator, peacekeeper, laborer, negotiator, etc.*).

2.C4.2 Explain how rules function in public settings (*e.g., public library, park, airport, restaurant, theater*).

- Explain how rules affect our behavior.
- Explain how rules protect people, property, and the environment.
- Explain the consequences for breaking rules in public settings.

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

2.E1.1 Identify different occupations and skills needed in a global economy.

- Describe occupations needed in a global economy (*i.e., producers of goods, providers of services*).
- Describe skills needed in a global economy (*e.g., critical thinking, problem solving, creativity and innovation, systems thinking, communication, collaboration*).

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

2.E3.1 Identify and describe the goods and services that are produced around the world.

- Identify the origins of various goods produced around the world.
- Identify reasons why certain goods are produced in specific regions of the world.

2.E3.2 Explain how people around the world earn income.

- Explain how some jobs are universal and others are region-specific.
- Explain different ways people earn income (*e.g., going to work, making goods at home, providing services, etc.*).
- Explain the relationship between work and compensation.

2.E3.3 Explain how people can be producers and consumers in a global economy.

ECONOMICS – ANCHOR STANDARD E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.

2.E4.1 Describe the public services that governments provide (*e.g., education, emergency services, healthcare, military, public transportation, waste management, etc.*) and how they meet the needs of individuals.

E3.3 Explain how people can be producers and consumers in a global economy.

ECONOMICS – ANCHOR STANDARD E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.

2.E5.1 Explain how a country's resources determine what is produced and traded.

- Describe how a country's climate, culture, geography, and/or technology affect(s) the goods it produces and trades.

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

- Use and create a variety of maps (*e.g., population, political, topographic, climate, economic, thematic*) and graphs (*e.g., alphanumeric grids, pictographs, line graphs, bar graphs, etc.*) to represent **physical and human** features.
- Construct maps and graphs to represent physical features (*i.e., seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts*) in familiar and unfamiliar places.
- Construct maps and graphs to represent human features (*i.e., equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks*) in familiar and unfamiliar places.
- Use a map to locate familiar and unfamiliar places in the world.

- Use cardinal and ordinal directions and compass rose to interpret maps and locate places in the world.
- Use map keys / legends and scales to interpret maps.

2.G1.2 Use maps, globes, and other simple geographic models (e.g., *population growth simulation, elevation in regions around the world, etc.*) to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

- Use maps, globes, and models to explain cultural (e.g., *diverse ethnic, racial, and religious cultures; language, art, music, architecture, food, etc.*) and environmental characteristics (e.g., *animals, plants, weather, climate, soil erosion, pollution, etc.*) of places around the world based on stories I read, see, and/or hear.
- Use maps, globes, or other geographic models to help me understand the setting of stories that I read, see, and/or hear.
- Explain when to use a globe and when to use a map.

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

2.G2.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region being studied.*

- Explain how climate and weather affect people in different parts of the world.
- Explain how weather, climate, and the environment affect people’s choices and actions.

2.G2.2 Describe how human activities affect the communities and the environment of places or regions.

- Describe how human activities (e.g., *murals, music, food, education, community centers, national parks, museums, etc.*) can enrich communities around the world.
- Describe how human activities can harm communities (e.g., *graffiti, stealing, littering, bullying, vandalism*).
- Describe how human activities affect the environment positively and negatively (e.g., *housing developments, deforestation, roads, nature preserves, water reclamation, recycling, controlled burns*).

2.G2.3 Describe the positive and negative effects of using natural resources.

- Explain the negative effects of using natural resources (e.g., *inability to grow crops, water rationing, landscaping changes, limited leisure activities, etc.*).
- Explain the positive effects of using natural resources (e.g., *energy production, economic benefits, enjoyment / entertainment, aesthetics, preservation, etc.*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

2.G3.1 Explain why and how people, goods, and ideas move from place to place.

- Describe reasons for movement of people, goods, and ideas around the world (e.g., *transportation, trade, immigration, migration, and communication*).

- Explain how people, goods, and ideas move from place to place around the world.

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

2.G4.1 Identify different physical and cultural regions in the world.

- Provide examples of different physical regions (*e.g., mountainous, coastal, desert, plains, tundra, jungle, etc.*).
- Provide examples of a variety of cultures within a geographic area.

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied (*e.g. through art, activism, inventions, etc.*).

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.

2.H1.3 Examine developments from the civilization and/or culture in place or region studied.

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

2.H3.1 Generate questions about the institutions and belief systems of different societies (*i.e., religion, governments, economic systems, and education*).