

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. United States history, world history, and civics will also be taught in a comparative context. This storyline integrates well with the English Language Arts standards at this grade level since most districts have students read fables, folktales, and stories from the United States and around the world. The standards in second grade are skill-based and are designed to integrate the skills with the study of any region or civilization in the world since individual curriculum for ELA is varies throughout the state.

- Working together to solve problems
- Individual and leadership roles
- Identifying regions using geographic models
- Earning, spending, and saving money in a global community
- Influence of weather and climate
- Development and change of civilizations and cultures
- Societal institutions and their belief systems

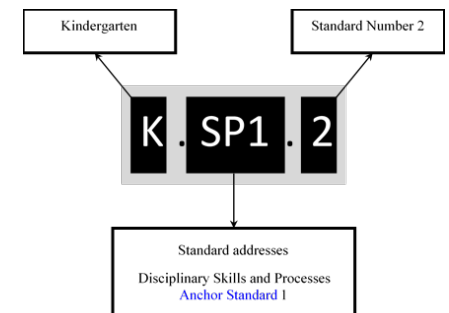
The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary.

Instructional time necessary to master standards:

- Assumed Minutes per Week: 150
- Assumed Average Minutes per Day: 30

Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Anchor, 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 of the standards are right.



DISCIPLINARY SKILLS AND PROCESSES

- 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, and music and secondary sources such as fiction and non-fiction.
- 2.SP2.2** Compare perspectives of people in the past to those today through stories and biographies.
- 2.SP3.1** Identify facts and concepts associated with compelling and supporting questions.
- 2.SP3.2** Determine and use different kinds of sources to answer compelling and supporting questions.
- 2.SP3.3** Generate questions about a particular 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.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
<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>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>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.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.</p> <ul style="list-style-type: none"> • Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts • Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks <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.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a 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>2.G3.1 Explain why and how people, goods, and ideas move from place to place.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to transportation, trade, immigration, migration, and communication <p>2.G4.1 Identify different physical and cultural regions in the world.</p>	<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 a place or region studied.</p> <p>2.H3.1 Generate questions about the institutions and belief systems of different societies.</p> <ul style="list-style-type: none"> • Key concepts include but are not limited to religion, governments, economic systems, and education

