



The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

### ***Second Grade - Communities: Living and Working Together***

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 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 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

District Resources:



Ready GEN



World book

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	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	<i>C1: Civic virtues and democratic principles are key components of the American political system.</i>	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.	<i>E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.</i>	G2: Human-environment interactions are essential aspects of human life in all societies.	<i>H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.</i>
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.	<i>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.</i>	E3: Individuals and institutions are interdependent within market systems. E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.	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.
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.	<i>H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</i>

**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 on 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.

**Year-Long Standards Overview**

**Year-Long Standards**

**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 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.

**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.**

- 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.

**Year Snapshot -Units by Quarters**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
<b><u>Community Working Together</u></b>	<b><u>Climate &amp; Geography</u></b>	<b><u>Making Financial Decision</u></b>	<b><u>Civilization &amp; Culture</u></b>
2.SP1.2	2.G1.1	2.E1.1	2.H1.1
2.SP1.3	2.G1.2	2.E1.2	2.H1.2
2.SP4.1	2.G2.1	2.E3.1	2.H1.3
2.SP4.2	2.G2.2	2.E3.2	2.H3.1
2.C2.1	2.G2.3	2.E3.3	2.SP1.1
2.C2.2	2.G3.1	2.E4.1	
2.C4.1	2.G4.1	2.E5.1	
2.C4.2			

**History and Social Sciences and English Language Arts Crosswalk**

Standard	ELA	ELP Standard	Rationale
2.SP1.1	2.RL.1	Standard 1	Use chronology to tell the sequence of events in a story.
2.SP1.2, 2.SP1.3, 2.SP2.1	2.RL.2	Standard 1	Use social studies stories from around the world to compare diverse cultures.
2.SP2.2, 2.SP3.1, 2.SP3.5, 2.SP4.1, .SP4.2	2.RL.3	Standard 1	Use social studies disciplinary skills and processes to ask questions of the stories you read and make broader global connections.
	2.RL.4	Standard 2	
	2.RL.5		
2.C2.1, 2.E1.1, 2.H1.1, 2.SP2.1, 2.SP2.2	2.RL.6		Compare differences in character point of view by using stories that have civics roles and responsibilities of different people, that use economics to show different occupations, and history that explain individual contributions to a civilization.
2.G1.1, 2.G1.2, 2.G2.1, 2.G2.2, 2.G2.3, 2.G3.1, 2.G4.1, 2.SP3.6	2.RL.7	Standard 1	Use maps and other geographic representations demonstrate understanding of setting and to compare and contrast settings. Use digital technology to present an argument or explanation.
	2.RL.9		
2.SP1.3, 2.SP2.1, 2.SP2.2, 2.C2.1, 2.E1.1, 2.E3.2, 2.E3.3, 2.E4.1, 2.G2.2, 2.G3.1, 2.H1.1	2.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
2.SP1.1, 2.SP1.2, 2.SP1.3, 2.SP3.1, 2.SP3.2, 2.SP3.3, 2.SP3.4, 2.SP3.5	2.RI.1	Standard 1	Use social studies stories to understand the main idea of a text and also the connection to historical events and today.
	2.RI.2	Standard 1	
	2.RI.3	Standard 1	
2.SP3.1, 2.SP3.2, 2.SP3.3	2.RI.4	Standard 2	Use social studies stories to determine the meaning of words, understanding various text features and identify the main purpose of a text.
	2.RI.5		
	2.RI.6		
2.SP3.4, 2.SP3.5, 2.SP3.6,	2.RI.7	Standard 1	Use social studies disciplinary skills and processes to make arguments about the stories read and present a summary of the argument along with alternative and varied perspectives.
	2.RI.8	Standard 8	
	2.RI.9		
2.SP4.1, 2.SP4.2, 2.C2.1, 2.E1.1, 2.E3.2, 2.E3.3,	2.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
2.C2.1, 2.C2.2, 2.C4.1, 2.C4.2, 2.E1.1, 2.E1.2, 2.E3.1, 2.3.2, 2.E3.3, 2.E4.1, 2.E5.1, 2.G1.1, 2.G1.2, 2.G2.1, 2.G2.2, 2.G2.3, 2.G3.1, 2.G4.1, 2.H1.1, 2.H1.2, 2.H1.3, 2.H3.1	2.SL.1	Standards 6, 9	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to tell stories, create recordings and produce complete sentences about what they have read and studied.
	2.SL.2	Standard 1	
	2.SL.3	Standards 8,9	
	2.SL.4	Standards 3, 4, 7	
	2.SL.5		
	2.SL.6	Standard 5	
	2.L.1	Standard 10	Use social studies stories and produce writing on social studies' topics to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge.
	2.L.2	Standards 3, 10	
	2.L.3	Standards 10	
	2.L.4	Standard 2	
	2.L.5	Standard 2	
	2.L.6	Standards 4, 5, 8	

Quarter 1			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit Title: Community Working Together</b>			
<p><b>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.</b></p> <p>2.SP1.2 Understand how events of the past affect students’ lives and community.</p> <p>2.SPI.3 Generate questions about individuals and groups who shaped significant historical changes.</p> <p><b>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</b></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> <p><b>Citizens have individual rights, roles, and responsibilities.</b></p> <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><b>Process, rules, and laws direct how individuals are governed and how society addresses problems.</b></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>	<ul style="list-style-type: none"> <li>• I can relate how events of the past affect students’ lives and community.</li> <li>• I can compare past and present roles within the community.</li> <li>• I can generate questions about a historical figure who made changes to the community, or world.</li> <li>• I can predict the decisions made leading up to a certain event.</li> <li>• I can identify the country’s leaders and their role.</li> <li>• I can describe the roles of people and their responsibilities.</li> <li>• I can explain how community involvement makes a difference in the world.</li> <li>• I can identify social norms within different locations.</li> <li>• I can explain why people follow the rules.</li> </ul>	<p>historical events affect generate significant decisions cause effect event predict roles responsibilities people in authority community involvement volunteer rules laws problem social norms public</p>	<p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> <li>• Theodore Roosevelt: The Adventurous President</li> <li>• <a href="#">On Meadowview Street</a></li> <li>• Text Collections: Volume 1-, p.102 Marching with Aunt Susan, City Green</li> <li>• Volume 2-p123. Alfred Nobel: The Man Behind the Peace Prize p. 153 A Picture Book of Eleanor Roosevelt</li> </ul> <p><i>ReadyGEN Leveled eText Library:</i></p> <ul style="list-style-type: none"> <li>• Unit 3, Everyone Can Make a Difference!</li> <li>• Unit 5, From New York to California</li> <li>• Unit 6, Make a Difference</li> </ul> <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Community and Government</a></li> <li>• <a href="#">Civil Rights Commission</a></li> <li>• <a href="#">First Amendment</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>

Quarter 2			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit Title: Climate &amp; Geography</b>			
<p><b>The use of geographic representations and tools help individuals understand their world.</b></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"> <li>Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts</li> <li>Key human features include but are not limited to equator, hemispheres, North and South Poles, cities, states, countries, regions, and landmarks</li> </ul> <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><b>Human-environment interactions are essential aspects of human life in all societies.</b></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><b>Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.</b></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"> <li>I can construct a map of a familiar place (e.g., school, home, neighborhood, fictional place)</li> <li>I can label map which includes a title, compass rose, symbols, and key (legend)</li> <li>I can construct tally charts and pictographs to display geographic information. (e.g., birthplace-city or state)</li> <li>I can locate physical features. (continents, oceans, rivers, lake mountain ranges, coasts, seas, desert.)</li> <li>I can locate human features (equator, northern and southern hemispheres, north, south poles, city, state, and country)</li> <li>I can explain that people and cultures in a place help to define a place: languages, where people settle, how people get from place to place, how money is exchanged, and government.</li> <li>I can explain certain things in the environment that help to define a place: weather, temperature, land, soil, plant and animal life.</li> <li>I can describe types of weather, climate, and other environmental characteristics</li> <li>I can describe different regions and weather, climate, and environmental characteristics.</li> <li>I can discuss pollution, climate change, genetic modification, ocean acidification, deforestation, ozone depletion,</li> <li>I can identify differences among natural resources (e.g. water, soil, and wood).</li> <li>I can connect resources to the idea of why animals migrate.</li> </ul>	<p>map, key                      legend, topography                      continents, countries                      oceans, rivers                      lakes, mountains                      coasts, seas                      islands, equator                      northern, southern                      eastern, western                      hemispheres, poles                      weather, temperature                      climate, land                      soil, plants                      animals, demographic                      region, characteristics                      landforms                      pollution                      climate change                      smog                      acidification                      smog                      air quality                      water quality                      migration                      patterns                      traditions                      medicine                      routines                      rituals                      clothing                      language                      education                      family values                      housing</p>	<p><i>ReadyGEN Leveled eText Library:</i></p> <ul style="list-style-type: none"> <li>Unit 4, Blizzard!</li> <li>Unit 5, Trains Across the Country</li> <li>Unit 5, Crossing the Atlantic</li> <li>Unit 5, Go West!</li> </ul> <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li><a href="#">Maps</a></li> <li><a href="#">Country</a></li> <li><a href="#">Environmental Defense Fund</a></li> <li><a href="#">DDT(insecticide)</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>

<ul style="list-style-type: none"> <li>Key concepts include but are not limited to transportation, trade, immigration, migration, and communication</li> </ul> <p><b>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</b></p> <p>2.G4.1 Identify different physical and cultural regions in the world.</p>	<ul style="list-style-type: none"> <li>I can explain why certain regions trade with others.</li> <li>I can identify different types of transportation used to move goods.</li> <li>I can explain why people moved from one place to another.</li> <li>I can identify different cultures and traditions within the community.</li> </ul>		
Quarter 3			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
Unit Title: Making Financial Decision			
<p><b>A financially literate individual understands how to manage income, spending, and investment.</b></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><b>Individuals and institutions are interdependent within market systems.</b></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><b>The domestic economy is shaped by interactions between government, institutions, and the private sector.</b></p> <p>2.E4.1 Describe the public services that the government provides and how they meet the needs of individuals.</p> <p><b>The interconnected global economy impacts all individuals and groups in significant and varied ways.</b></p> <p>2.E5.1 Illustrate how a country's resources determine what is produced and traded.</p>	<ul style="list-style-type: none"> <li>I can discuss how people can be both producers and consumers of goods and services.</li> <li>I can recognize that people trade for goods and services.</li> <li>I can recognize that some goods are made in the local community and some are made in other parts of the world.</li> <li>I can discuss the costs and benefits of personal savings.</li> <li>I can understand income, spending, and investment.</li> <li>I can compare the use of barter and money in the exchange for goods and services.</li> <li>I can describe different careers.</li> <li>I can understand how people work together as the seller and buyer.</li> <li>I can describe how the following public services serve the community: hospitals, public transportation, law enforcement, firefighters.</li> <li>I can describe how people can be both producers and consumers of goods and services.</li> </ul>	<p>producers, consumer goods, services</p> <p>costs</p> <p>benefits</p> <p>personal savings</p> <p>income</p> <p>spending</p> <p>investment</p> <p>barter</p> <p>money</p> <p>exchange</p> <p>goods</p> <p>services</p> <p>careers</p> <p>seller</p> <p>buyer</p> <p>producers</p> <p>income</p> <p>earn</p> <p>global</p> <p>economy</p> <p>public service</p> <p>government</p> <p>institutions</p> <p>community</p> <p>needs</p> <p>producers</p>	<p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> <li>Alexander Who Used to be Rich Last Sunday</li> <li>Text Collections: Volume 1 , p.50 A Chair for My Mother</li> <li>Seuth- Unit 2 p. 16 I'll Trade you</li> </ul> <p><i>ReadyGEN Leveled eText Library</i></p> <ul style="list-style-type: none"> <li>Unit 2, It's A Fair Swap!</li> <li>Unit 2, Making Sense of Dollars and Cents</li> <li>Unit 2, Going to Market</li> <li>Unit 2, Earning Money My Own Way</li> <li>Unit 2, Marty's Summer Job</li> </ul> <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li><a href="#">Discount stores</a></li> <li><a href="#">Customs</a></li> <li><a href="#">Custom Union (trade)</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>

Quarter 4			
AZ State Standards	Background Information and Learning Targets	Vocabulary	Curricular Resources
<b>Unit Title: Civilization &amp; Culture</b>			
<p><b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b></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 place or region studied</p> <p><b>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</b></p> <p>2.H3.1 Generate questions about the institutions and belief systems of different societies.</p> <ul style="list-style-type: none"> <li>Key concepts include but are not limited to religion, governments, economic systems, and education.</li> </ul> <p><b>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.</b></p> <p>2.SP1.1 Create a chronological sequence of multiple events.</p>	<ul style="list-style-type: none"> <li>I can recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.</li> <li>I can understand the difference between a primary and secondary source.</li> <li>I can explain how culture impacts the development of civilizations.</li> <li>I can create a timeline of events within a region.</li> </ul>	<p>contributions civilizations culture development primary secondary region belief systems societies religion government economic systems education sequence chronological events similarities differences historical events</p>	<p><i>ReadyGEN:</i></p> <ul style="list-style-type: none"> <li>Pioneers to the West</li> <li>Text Collections: Volume 1-p.14 The House on Maple Street</li> <li>Volume 2 p.5 Seek the Sun, p. 70 Going West</li> </ul> <p><i>ReadyGEN Leveled eText Library:</i></p> <ul style="list-style-type: none"> <li>Unit 1, Cultures Around the World</li> <li>Unit 3, America’s Birthday</li> <li>Unit 3, American Hero Day</li> <li>Unit 3, The Stars and Stripes</li> <li>Unit 3, Inventing the Telephone</li> <li>Unit 3, Inventions Help People</li> <li>Unit 5, What Does a Cowboy Do?</li> <li>Unit 5, Down on the Ranch</li> <li>Unit 6, Women Who Dared to Fly</li> <li>Unit 6, A Few Nifty Inventions</li> <li>Unit 6, Nellie Bly Reports the News</li> <li>Unit 6, Harriet Tubman</li> <li>Unit 6, Great Inventions</li> </ul> <p><i>World Book Links:</i></p> <ul style="list-style-type: none"> <li><a href="#">World History Map</a></li> <li><a href="#">Asian History Timeline</a></li> <li><a href="#">Timeline</a></li> </ul> <p><i>Do you have a recommendation for curriculum materials that support teaching these concepts? Please email them to <a href="mailto:jmoritz@gesd40.org">jmoritz@gesd40.org</a></i></p>