



History and Social Science Standards

2018

Arizona Department of Education

High Academic Standards for Students

Kindergarten-2nd Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically by

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

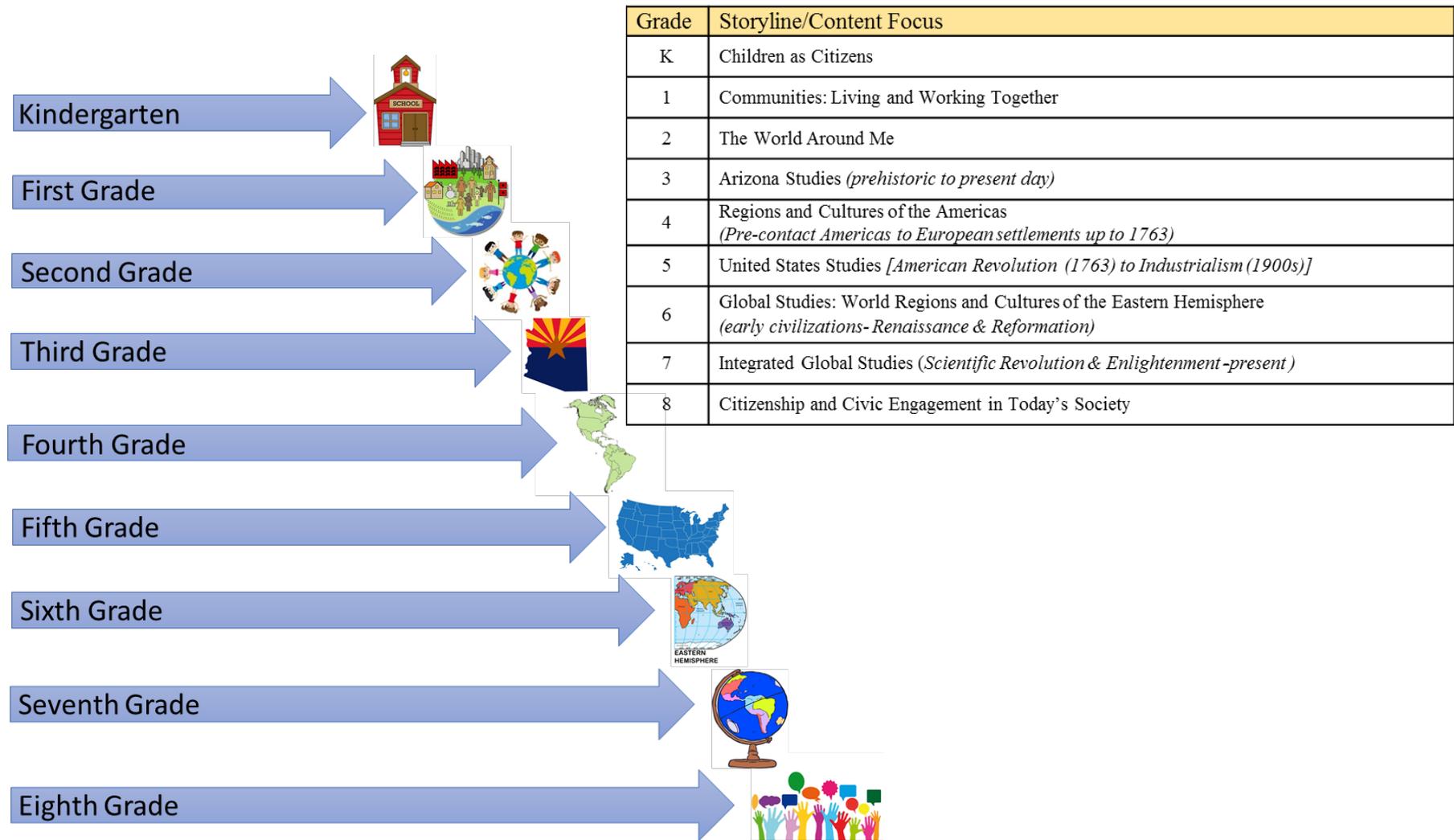
Communicate cogently and in a compelling manner by

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

The Arizona History and Social Science Standards, through the emphasis on content knowledge, disciplinary skills, and process and the integration of inquiry elements will prepare Arizona students to engage actively in civic life and meet the needs and challenges of the 21st century.

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each elementary grade level has a storyline and content focus for the year. A more detailed storyline can be found later in this document on the specific grade level standards page. This is not the case for the high school standards.



Core Discipline Descriptors

The content standards are organized under the four core disciplines in social studies. These disciplines - civics, economics, geography, and history - offer a unique way of thinking about and organizing knowledge. Disciplinary skills and processes offer a means for students to verify that knowledge. Descriptions of the core disciplines are included below. The disciplinary skills and processes are described in the next section.

Civics

The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

Economics (including financial literacy)

The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

Geography

The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with diverse backgrounds interact with their environment and enhances understanding of history, civics, and economics.

History

The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

Anchor Standards

The Arizona 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. Grade level standards are written to support these 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. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it. **The Anchor Standards are listed below.**

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

The twenty-one Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

Children and adolescents are naturally curious and - in their effort to understand the world around them - have a bottomless well of questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

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 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.

Design of the Arizona History and Social Science Standards

The Arizona History and Social Science Standards define the knowledge, understanding, and skills that need to be effectively taught and learned for all students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, in military service, and in civic life as the member of a constitutional republic. The Standards present a vision of what it means to be a civic, economic, geographic, and historically literate person in the 21st century.

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.

The Arizona History and Social Science Standards are:

- Directed in a coherent progression across grades K-12,
- Aligned with college and workforce expectations,
- Focused on rigorous content and applications of knowledge through higher level thinking,
- Research and evidence based,
- Broad in nature, allowing for the widest possible range of student learning, and
- Designed as an integrated approach to content while still maintaining disciplinary integrity.

The Arizona History and Social Science Standards are not curriculum or instructional practices.

While the Arizona History and Social Science Standards may be used as the basis for a district's or school's curriculum, they are not curriculum. Therefore, identifying a sequence of instruction at each grade - what specifically will be taught and for how long - requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

- **Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.
- **Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.
- **Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

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. The chart below specifies the expected social studies instructional time necessary for students to learn these standards.

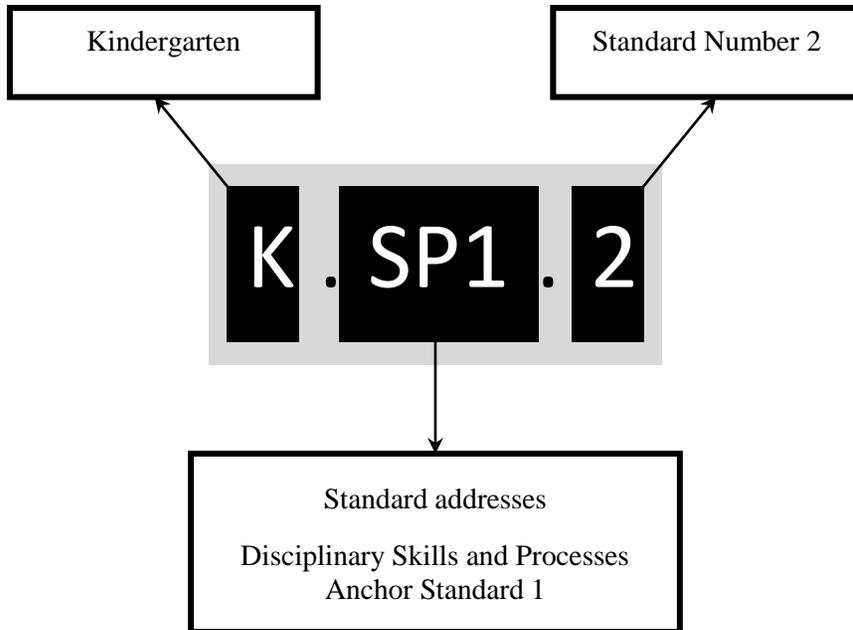
Grade	Assumed Minutes per Week	Assumed Average Minutes per Day
K	90 minutes/week	18 minutes/day
1	150 minutes/week	30 minutes/day
2	150 minutes/week	30 minutes/day
3	200 minutes/week	40 minutes/day
4	225 minutes/week	45 minutes/day
5	225 minutes/week	45 minutes/day
6	250 minutes/week	50 minutes/day
7	250 minutes/week	50 minutes/day
8	250 minutes/week	50 minutes/day
HS (3 credits)	275 minutes/week	55 minutes/day

The Arizona History and Social Science Standards have been designed so that these time assumptions provide adequate time for instruction and opportunities to learn the standards for each grade level. Depending on local factors, schools may allocate more or less time when determining curriculum programming within a specific context. These time recommendations do not explicitly address students who are far below or far above grade level. No set of grade specific standards can fully reflect the variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona History and Social Science Standards do not define intervention methods to support students who are far below or far above grade level or do not speak English as their first language.

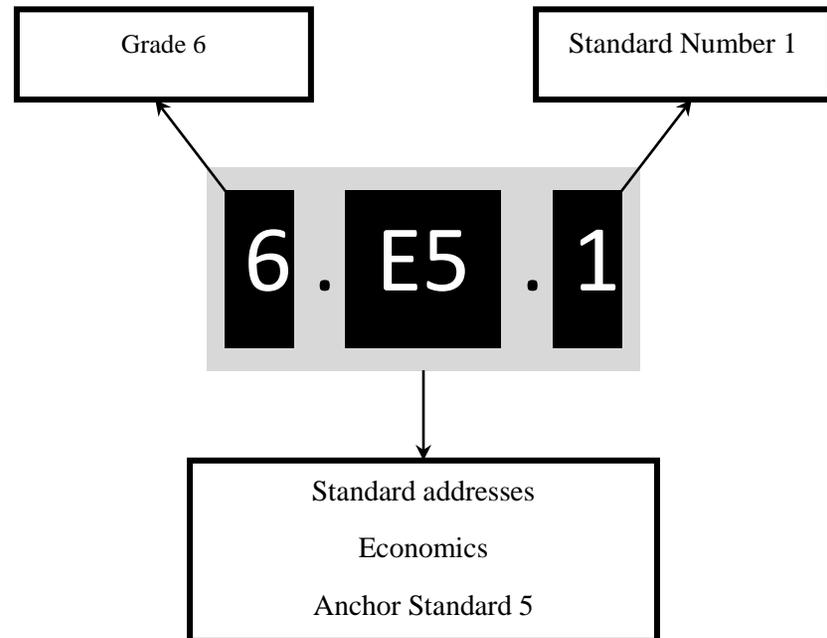
Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, 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 below.

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



6.E5.1 Describe the factors that influence trade between countries and cultures.

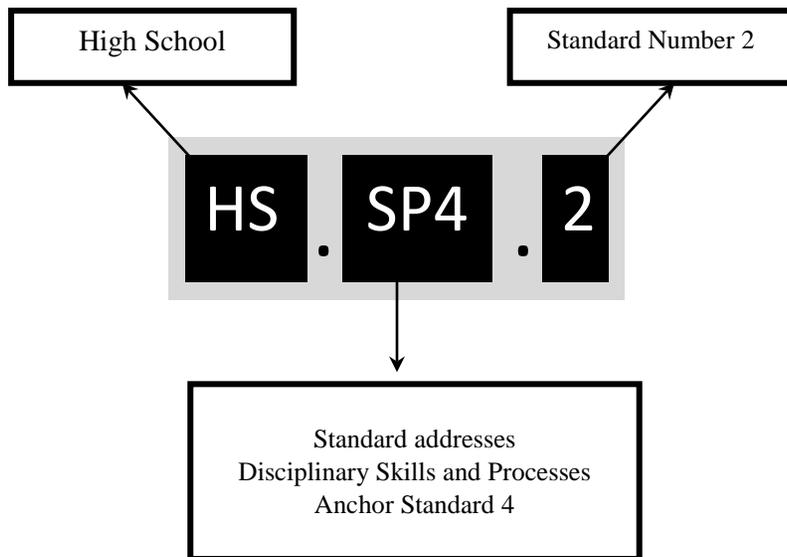


Coding of the High School Social Studies Standards

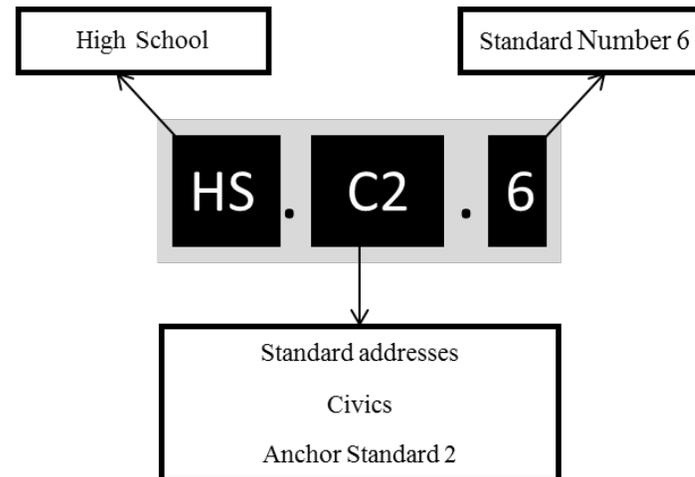
In Arizona, students are required to take three credits of high school social studies for graduation that are aligned to the state standards for social studies. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. LEAs are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one **Anchor Standards** and the standards that fall under them. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

Each high school standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, 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. An example and explanation of the coding of the standards is below.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



KINDERGARTEN - CHILDREN AS CITIZENS

Through an introduction to civics, geography, economics, and history, students will understand their roles and responsibilities as citizens within their own context. Students will also learn about their own culture and how it impacts understanding of oneself and others as well as be introduced to aspects of our National culture.

- Importance of rules and responsibilities
- Individual roles in a community
- Personal decision-making
- Familiarity with geographic models
- Culture in the home, school, and community
- American symbols, holidays, and traditions

DISCIPLINARY SKILLS AND PROCESSES

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.

- K.SP1.1 Use a variety of words to reference time in the past, present, and future; identify the beginning, middle, and end of historical stories.
- K.SP1.2 Explore how events of the past affect students' lives and community
- K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.

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.

- K.SP2.1 With prompting and support, compare diverse cultures using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- K.SP3.1 With prompting and support, ask questions and construct responses to content studied.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.
- K.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions as a group.
- K.C1.3 Compare one's own thoughts and opinions with those of others.

Citizens have individual rights, roles, and responsibilities.

- K.C2.1 Describe roles and responsibilities of people in authority.
 - Such as school personnel, family members, and community members.
- K.C2.2 Explain how all people, not just official leaders, play important roles in our school and community.

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- K.C4.1 Explain how people work together to identify and solve problems within the classroom and school.
- K.C4.2 Explain why rules are important within the classroom and school.

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- K.E2.1 Explain how needs, wants, and the availability of resources affect decision making.
- K.E2.2 Identify what one gains and gives up when they make choices.

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- K.G1.1 Use, explore, and construct maps, graphs and other geographical representations to support content focus.
 - Key concepts include but are not limited to graphing local weather and mapping the classroom.
- K.G1.2 Explore locations in stories shared.

Human-environment interactions are essential aspects of human life in all societies.

- K.G2.1 Explain how water and weather impacts humans.

HISTORY

The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

- K.H1.1 Compare one's own culture with the culture of others.
 - Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- K.H2.1 Explain the benefits of cooperation and compromise as ways to solve problems.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- K.H4.1 Explain and explore origins of key American symbols, traditions and holidays.
 - Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.
 - Key traditions include but are not limited to the Pledge of Allegiance and National Anthem.
 - Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.
- K.H4.2 Explore the stories of key historical figures through informational text and biographies.

FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER

Through the study of civics, geography, economics, and history, students will understand how a community functions and how each member contributes to the community for the common good. Students will study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Community resources, environment, change over time, and cause/effect are examined.

- Understanding perspectives of others
- School and community functions of government
- Earning, spending, and saving money
- Using geographic models
- Effects of human movement
- Cooperation and compromise
- American symbols and traditions

DISCIPLINARY SKILLS AND PROCESSES

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.

- 1.SP1.1 Place important life events in chronological order on a timeline.
- 1.SP1.2 Understand how events of the past affect students' lives and communities
- 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.

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.

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

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 1.SP3.1 Generate questions about issues in your community past and present.
- 1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.
- 1.SP3.3 With support construct and communicate solutions to issues in your community.
- 1.SP3.4 Take group or individual action to help address community issues.
- 1.SP3.5 Ask and answer questions about explanations given.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- 1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.

- 1.C1.2 Follow agreed upon rules for discussions when responding to others and making decisions including consensus building procedures.
- 1.C1.3 Compare one's own thoughts and opinions with others' perspectives.

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.

- 1.C3.1 Explain the importance of rules and laws in our community.
 - Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority
- 1.C3.2 Explain the role and function of local governments.
 - Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community
 - Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States
- 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.
 - Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- 1.E1.1 Identify different occupations and the skills and education needed for those jobs in our community.
- 1.E1.2 Describe reasons to save or spend money.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 1.E2.1 Explain how needs, wants, and availability of resources affect decision making.
- 1.E2.2 Identify the benefits and costs of making various personal decisions.

Individuals and institutions are interdependent within market systems.

- 1.E3.1 Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.
- 1.E3.2 Explain how people in our community earn income.
- 1.E3.3 Explain how people can be producers and consumers in our community.

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.
 - Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses).
- 1.G1.2 Use a grid to locate places.

Human-environment interactions are essential aspects of human life in all societies.

- 1.G2.1 Compare how human activities affect culture and the environment now and in the past.
 - Such as agriculture, industrialization, urbanization, and human migration.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

- 1.G3.1 Explain why and how people, goods, and ideas move from place to place.
 - Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.
- 1.G3.2 Compare places past and present as it relates to content focus.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).
 - Key examples include but are not limited to farming by irrigation, architecture, writing and inventions as they support content focus.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 1.H2.1 Explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.
 - Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols
 - Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day.
 - Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders
- 1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

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
- Earning, spending, and saving money in a global community
- Identifying regions using geographic models
- Influence of weather and climate
- Development and change of civilizations and cultures
- Societal institutions and their belief systems

DISCIPLINARY SKILLS AND PROCESSES

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

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.

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 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

Citizens have individual rights, roles, and responsibilities.

- 2.C2.1 Describe roles and responsibilities of people in authority within our country and world.
- 2.C2.2 Explain how all people, not just official leaders, play important roles in the world.

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.
- 2.C4.2 Explain how rules function in public settings.

ECONOMICS

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.
- 2.E1.2 Describe reasons to save or spend money.

Individuals and institutions are interdependent within market systems.

- 2.E3.1 Identify and describe the goods and services that are produced around the world.
- 2.E3.2 Explain how people around the world earn income.
- 2.E3.3 Explain how people can be producers and consumers in a global economy.

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- 2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.

The interconnected global economy impacts all individuals and groups in significant and varied ways.

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

GEOGRAPHY

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.
 - 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
- 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.

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.
- 2.G2.2 Describe how human activities affect the communities and the environment of places or regions.
- 2.G2.3 Describe the positive and negative effects of using natural resources.

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.
 - Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

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

HISTORY

The development of civilizations, societies, cultures, and innovations 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.
- 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.

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.
 - Key concepts include but are not limited to religion, governments, economic systems, and education