

# SECOND GRADE: THE WORLD AROUND ME

Students will be able to...

(Disciplinary Skills and Process Standards)

- Create a sequence of events
- Understand similarities and differences of past and present
- Analyze past events effect on student's life
- Ask questions about historical individuals and groups
- Compare diverse cultures
- Compare perspectives
- Identify facts by answering questions
- Use multiple sources to answer multiple questions
- Collect evidence from multiple sources
- Generate questions about events, sources, and people
- Create a summary
- Present a summary using print, oral, or digital technology
- Generate reasons for things and events
- Use biographies, stories, fiction, non-fiction, primary sources (photographs, artifacts, music)

This is a *starting guide*. The priority standards should be mastered by the end of the grade level but ALL STANDARDS should be taught.

## Compelling Question

How am I connected to other communities, cultures, and civilizations?

## Priority Standards

- 2.C2.2 Explain how all people, not just official leaders, play important roles in the world.
- 2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals.
- 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.
- 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being 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.H3.1 Generate questions about the institutions and belief systems of different societies.

Students must learn...

(Essential Content Knowledge Standards)

- Regions and Cultures of the World
- Who is in charge? Looking at Leaders and Governments
- Weather and Climate Around the World
- We Can Do It! Solving Problems Across Culture and Regions
- Role of Money Around the World

## ACADEMIC VOCABULARY

author, cause, choice, chronological, compare, contrast, effect, evidence, fact, graph, map, opinion, paragraph, passage, primary source, secondary source, solution

## CONTENT SPECIFIC VOCABULARY

authority, belief systems, cities, climate, communication, community, contributions, consumers, country, education systems, function, globe, global economy, goods and services, government, hemisphere, immigration, income, institution, migration, money, needs, occupation, producers, public setting, public service, resources (natural and economic), responsibility, role, rules, seven continents, society, trade, transportation, wants, world

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## Skills and instructional strategies:

- Create a sequence of events
  - Beginning, Middle, End
- Understand similarities and differences of past and present
  - Connect, Extend, Challenge
- Analyze past events effect on student's life
  - Same Difference Connect Engage
- Ask questions about historical individuals/groups
  - Creative Question Starts
- Compare diverse cultures
  - Parts, People, Interactions (for younger children)
- Compare perspectives
  - Circle of Viewpoints
- Identify facts by answering questions
  - Unveiling Stories
- Use multiple sources to answer multiple questions
  - See Feel Think Wonder
- Collect evidence from multiple sources
  - What Makes You Say That?
- Generate questions about events, sources, and people
  - Generate-Sort-Connect-Elaborate
- Create a summary
  - Take Note
- Generate reasons for things and events
  - The Explanation Game

## ***Social Studies and ELA Connections***

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a source. (2.SP1.3, 2.SP3.3, 2.SP3.5, 2.RI.1)

With prompting and support, describe the connection between a series of historical events. (2.SP1.1, 2.SP1.2, 2.RI.3)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.SP3.1, 2.RI.5)

Describe how reasons support specific points the author makes in a text. (2.SP4.1, 2.SP4.2, 2.RI.8)

Compare and contrast the most important points presented by two texts on the same topic. (2.SP3.4, 2.RI.9)

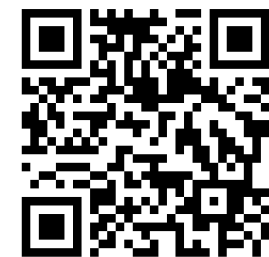
Summarize or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.SP3.6, 2.SL.2)

Ask and answer questions about what a speaker says or writes in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SP1.3, 2.SP2.2, 2.SL.3)

## Essential resources:



Find Essential Sources and Standards-Aligned Lesson Plans on ADEL! Sources are organized by Students Must Learn categories.



<https://adel.azed.gov/collection/AZ54.432/0>