

# PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

## Year Long Standards Overview The World Around Me

### Planning Resources

[Arizona History & Social Science Standards Implementation Guide](#)

Implementation Resources:

- [Understanding the Anchor Standards](#)
- [Arizona History and Social Science Notable Shifts](#)
- [Elementary SS Marginalization](#)
- [AZ SS Standards Progression](#)

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Community Working Together 2.SP1.2 2.SP1.3 2.SP4.1 2.C2.1 2.C2.2 2.C4.1 2.C4.2	Climate & Geography 2.G1.1 2.G1.2 2.G2.1 2.G2.2 2.G2.3 2.G3.1 2.G4.1	Civilization & Culture 2.H1.1 2.H1.2 2.H1.3 2.H3.1 2.SP1.1	Making Financial Decisions 2.E1.1 2.E1.2 2.E3.1 2.E3.2 2.E3.3 2.E4.1 2.E5.1

<b>Grade Level: 2</b>	<b>Time: Quarter 1</b>		
<b>Unit Community Working Together</b>	<b>Essential Question</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>

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<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. 2.SPI.3 Generate questions about individuals and groups who shaped a 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. 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. 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 problem.</b></p> <p>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</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><a href="#">Reading Street Stories</a> Dear Juno</p> <p>A Weed is a Flower Rosa and Blanca</p> <p><a href="#">Think Law</a>-TpT lessons based on Fairy Tales, law related, rules</p> <p><b><u>Rules</u></b> <a href="#">Lesson 1</a> <a href="#">Lesson 2</a></p> <p><b><u>Community Helpers</u></b> <a href="#">Lesson 1</a>, <a href="#">Lesson 2</a>, <a href="#">Lesson 3</a>, <a href="#">Lesson 4</a>, <a href="#">Lesson 5</a> <b>Extensions:</b> <a href="#">class collage</a>, <a href="#">class bulletin board</a>, <a href="#">community helper hats</a></p> <p>Resources: <a href="#">Readworks.org</a></p> <p><a href="#">Think Law</a></p>
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<b>Grade Level: 2</b>	<b>Time: Quarter 2</b>		
<b>Unit Climate and Geography</b>	<b>Essential Question</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</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. 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 Poles, cities, states, countries, regions, and landmarks</p> <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</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 help to define a place: weather, temperature, land, soil, plant and animal life.</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</p>	<p><b>Geography</b> <a href="#">Lesson 1</a>, <a href="#">Lesson 2</a>, <a href="#">Lesson 3</a>, <a href="#">Lesson 4</a>, <a href="#">Lesson 5</a>, <a href="#">Lesson 6</a>, <a href="#">Lesson 7</a> <b>Extensions:</b> <a href="#">tpt map mini book</a>, <a href="#">tpt make a map</a>, <a href="#">paint AZ</a>, <a href="#">desert paintings</a>, <a href="#">tpt desert poem</a></p>

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<p>other environmental characteristics affect people's lives in a place or region being studied.</p> <p>2.G1.2 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. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication</p> <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 describe types of weather, climate, and other environmental characteristics</li> <li>• I can describe different region 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> <li>• I can explain why certain regions trade with others. 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 culture and traditions within the community.</li> </ul>	<p>animals</p> <p>demographic</p> <p>region</p> <p>characteristics</p> <p>landforms</p> <p>pollution</p> <p>climate change</p> <p>smog</p> <p>acidification</p> <p>air quality</p> <p>water quality</p> <p>migration patterns</p> <p>barter</p> <p>trade</p> <p>exchange</p> <p>map</p> <p>key</p> <p>legend</p> <p>topography</p> <p>continent</p> <p>weather</p> <p>temperature</p> <p>climate</p>	<p><a href="#">Culture and Traditions-Christmas Around The World</a></p> <p><a href="#">Holidays Around the World</a></p> <p>Resources:</p> <p><a href="#">Readworks.org</a></p> <p><a href="#">Think Law</a></p>
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<b>Grade Level: 2</b>	<b>Time: Quarter 3</b>		
<b>Unit Civilization and Culture</b>	<b>Essential Question</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</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. Key concepts include but are not limited to religion, governments, economic systems, and education.</p> <p><b>Chronological reasoning requires understanding processes of change and continuity over time, which means</b></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) 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><a href="#">Lesson 1</a> Article of the Day Invention of Paper The Teaching of Confucius China and Silk</p> <p><a href="#">Lesson 2</a> What is culture</p> <p><a href="#">Lesson 3</a> Timeline</p> <p>Resources: <a href="#">Readworks.org</a></p> <p><a href="#">Think Law</a></p>

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<b>assessing similarities and differences between historical periods and between the past and present.</b> 2.SP1.1 Create a chronological sequence of multiple events.			
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<b>Grade Level: 2</b>	<b>Time: Quarter 4</b>		
<b>Unit Making Financial Decisions</b>	<b>Essential Question</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p><b>A financially literate individual understands how to manage income, spending, and investment.</b>                      2.E1.1 Identify different occupations and skills needed in a global economy.                      2E1.2 Describe reasons to save or spend money.</p> <p><b>Individuals and institutions are interdependent within market systems.</b>                      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.</p> <p><b>The domestic economy is shaped by interactions between government,</b></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,</li> </ul>	producers consumer goods services costs benefits personal savings income spending investment barter money exchange careers seller buyer earn global economy public service government institutions community	<p><a href="http://Readworks.org">Readworks.org</a></p> <p><a href="#">Lesson 1</a>                      Consumers and producers</p> <p><a href="#">Lesson2</a>                      Trade for goods and services</p> <p><a href="#">Lesson 3</a>                      Goods make in local Community                      Article of the day</p> <p><a href="#">Personal Finance and Choices Alexander that used to be Rich</a></p> <p><a href="#">Lesson 4</a> and <a href="#">Savings Savings - make a bank</a></p> <p>What is a budget?  <a href="#">What is a budget?. Savings. Spending</a></p>

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<p><b>institutions, and private sector.</b> 2.E4.1 Describe the public services that government provide 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> 2.E5.1 Illustrate how a country's resources determine what is produced and traded.</p>	<p>firefighters. • I can describe how people can be both producers and consumers of goods and services.</p>	<p>needs producers</p>	<p><a href="#">Managing My Money</a></p> <p><a href="#">Counting and Changing Coins</a></p> <p><a href="#">Keeping Track of Money</a></p> <p><a href="#">Comparison Shopping</a></p> <p><a href="#">Lesson 5 -Community Helpers-Readworks</a> Article of the Day</p> <p>Resources: <a href="#">Readworks.org</a></p> <p><a href="#">Think Law</a></p>
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