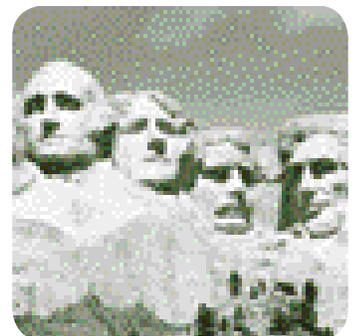
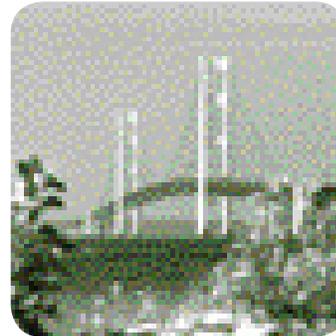


GRADE LEVEL CONTENT EXPECTATIONS

SOCIAL STUDIES



.....

2nd Grade

.....

Welcome to Michigan’s Grade Level Content Expectations for Social Studies

The purpose of social studies instruction is to develop social understanding and civic efficacy. The **Grade Level Content Expectations (GLCE)** balance disciplinary content and processes and skills that contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. These ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Effective social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

These content expectations provide the necessary framework for deliberate professional development. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

The K-8 Social Studies GLCE were developed to meet the following criteria:

Rigor

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

Clarity

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers’ students

Specificity

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

Focus

- prioritize facts, concepts, and skills that should be emphasized at each grade level

Progression

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

Coherence

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a “back-mapping” from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be “on track” for success in college and work

The Challenges of Developing Content Expectations in Social Studies

At the national level and in just about every state, establishing standards and benchmarks in the social studies has been a challenging endeavor, filled with political and pedagogical controversy. Three enduring educational issues have challenged the creation of standards/content expectations to guide instruction and assessment in Michigan: (1) The challenge of integrating separate disciplines, (2) The challenge of representing both thinking and substance, and (3) The challenge of determining an effective K-12 scope and sequence.

First, while everyone recognizes that social studies is an amalgam of four or more disciplines including history, civics, economics and geography, there is no consensus concerning the appropriate mix of these or the appropriate place of each in the curriculum. Critical questions about the relationship among the content areas or even the relative amount of each area in the standards and eventually in the curriculum have not been resolved. Therefore, one critical challenge is to find ways to make connections within and across content areas.

Second, social studies educators face a problem in trying to reflect both disciplinary “thinking” and “substance” in standards documents. This is particularly true in history and civics where people want students to develop more sophisticated ways to think about contemporary issues and to draw upon specific knowledge of the past and the present in their thinking. So, standards and content expectations must include both thinking and knowledge expectations in such a combination that can effectively guide teachers, curriculum designers, and, of course, assessors.

When standards documents stress “thinking” at the expense of “substance,” teachers and educational critics often argue these appear vague and offer little guidance for deciding what content should be taught and tested. Teachers often complain that the mandated tests assess content not specified in standards or benchmarks.

On the other hand, standards that specify more substantive detail face their own critics who argue that such detail is too prescriptive and gives too much content to be effectively assessed in large-scale, multiple-choice dominated exams. A second challenge, therefore, is to provide more substance to meet the criticism that Michigan’s standards were too vague without losing sight of the central purposes for offering social studies to our students.

Finally, there is the challenge of creating a sensible and educationally sound K-12 scope and sequence. For many years, states required the full run of U.S. history in grades 5, 8 and 11. Critics argued this privileged breadth over depth, and urged dividing historical content into three sections for students to study in more depth in 5th, 8th and 11th grades. Still others argued that this arrangement was asking very young students (e.g., 5th graders) to study, remember, and be able to use very sophisticated concepts and events five or six years later when they were studying U.S. history in high school. Most advanced courses rely upon earlier grades to develop foundational skills and knowledge, but do not expect earlier grades to help students achieve the sophisticated study possible in high school. Thus they begin their studies of U.S. history at the “beginning.” In short, social studies educators have developed three different and compelling patterns for structuring the scope and sequence in social studies.

The standards and expectations that follow represent the best efforts of the various writing and review committees to provide the integration, coherence, and the scope and sequence that will guide instruction and assessment in Michigan.

DESIGNING AN ALIGNED CURRICULUM

This document is intended to support dialogue at the school and district level that results in rigorous and relevant curriculum that will prepare students for college and the workplace.

As stakeholders (e.g., teachers, administrators, school board members, parents, community members, students, local legislative representatives) work with these standards, they should consider the following questions:

- How are these content standards and expectations reflected in our curriculum and instruction already?
- Where may the curriculum and instruction be strengthened to more fully realize the intent of these standards and expectations?
- What opportunities do these standards and expectations present to develop new and strengthen existing curriculum, leading to instructional excellence?
- How might the standards and expectations be implemented as we take into account what we know about our students, school, and community?
- How might the effectiveness with which our students and schools are meeting the standards and content expectations be assessed?
- How might school-based assessments (e.g., student portfolios, school-based writing assessments, teacher or classroom research, district-level assessments) be used to make data-driven decisions about teaching and learning?

Through dialogue about questions such as these, and building upon the multitude of existing strengths in our current high schools, voices of all stakeholders will participate in the important and continuing process of shaping instructional excellence in Michigan schools and preparing students for college and the workplace.

In 2002, the Michigan State Board of Education adopted the Policy on Learning Expectations. These Expectations and the High School Content Expectations are intended to work together to prepare Michigan's students to face new challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success and to be productive citizens. Students will be prepared to:

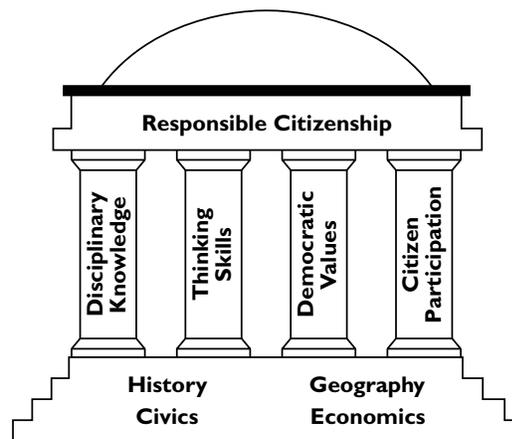
- Gather Information
- Understand Information
- Analyze Issues
- Draw and Justify Conclusions
- Organize and Communicate Information
- Think and Communicate Critically
- Learn and Consider Issues Collaboratively
- Learn Independently
- Create Knowledge
- Act Ethically

THE GOALS OF SOCIAL STUDIES

Social Studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship, knowing how, when, and where to make informed and reasoned decisions for the public good in a pluralistic, democratic society.

Michigan Social Studies

Curriculum Framework



ACTIVE RESPONSIBLE CITIZENS

Our constitutional democracy requires active citizens. Responsible citizenship requires students to participate actively while learning in the classroom. Instruction should provide activities that actively engage students so that they simultaneously learn about civic participation while involved in the civic life of their communities, our state, and our nation. The social studies curriculum prepares students to participate in political activities, to serve their communities, and to regulate themselves responsibly.

The Responsible Citizen

- Uses knowledge of the past to construct meaningful understanding of our diverse cultural heritage and inform his/her civic judgments (Historical Perspective)
- Uses knowledge of spatial patterns on earth to understand processes that shape both the natural environments and the diverse societies that inhabit them (Geographic Perspective)
- Uses knowledge of American government and politics to make decisions about governing his/her community (Civic Perspective)
- Uses knowledge of the production, distribution and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources (Economic Perspective)
- Uses methods of social science investigation to answer questions about society (Inquiry)
- Knows how, when, and where to construct and express reasoned positions on public issues (Public Discourse and Decision Making)
- Acts constructively to further the public good (Citizen Involvement)

USING SOCIAL STUDIES TO DEVELOP DIGITAL-AGE PROFICIENCIES

The use of technology is critical for responsible citizenship. Citizens must know how to read and comprehend narratives from a variety of sources, understand and use data effectively, as well as know how to compile and present valid and reliable data. The development of vocabulary, critical to understanding and communication, is an important component of the social studies curriculum. Finally writing, especially expository, informational and persuasive writing, is an empowering skill needed by all citizens. The ability to clearly communicate one's ideas and reasoned viewpoints is the hallmark of a responsible citizen.

“The current and future health of America’s 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy—21st Century Literacy—that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” —21st Century Workforce Commission National Alliance of Business

In order to thrive in a digital economy, students will need digital-age proficiencies. These proficiencies include:

- Basic, scientific, technological, financial, economic, and civic literacy
- Visual and information literacy
- Cultural literacy and global awareness
- Adaptability, ability to manage complexity, and self-direction
- Curiosity, creativity, and risk-taking
- Higher order thinking and sound reasoning
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
- Prioritizing, planning, and managing for results
- Effective use of real-world tools
- High quality results with real-world application

Understanding the Organizational Structure

The Grade Level Content Expectations for Grades K-8 and the High School Content Expectations for Social Studies are organized by discipline and standard using national standards structures as indicated in the chart below.

K-12 Organizational Chart				
History		Geography	Civics/Government	Economics
National Standards for Historical Thinking		National Geography Standards	National Civics Standards	National Economics Standards (NAEP Categories)
HI The World in Temporal Terms: Historical Habits of Mind 1.1 Temporal Thinking 1.2 Historical Analysis and Interpretation 1.3 Historical Inquiry 1.4 Historical Understanding 1.5 Historical Issues-Analysis and Decision Making		G1 The World in Spatial Terms: Geographical Habits of Mind 1.1 Spatial Thinking 1.2 Geographical Inquiry and Analysis 1.3 Geographical Understanding	C1 Conceptual Foundations of Civic and Political Life 1.1 Nature of Civic Life 1.2 Forms of Government C2 Values and Principles of American Democracy 2.1 Origins 2.2 Foundational Values and Principles	E1 The Market Economy 1.1 Individual, Business, and Government Choices 1.2 Competitive Markets 1.3 Prices, Supply, and Demand 1.4 Role of Government
Themes Representing National Standards (K-4)				
H2 Living and Working Together in Families and Communities, Now and Long Ago H3 The History of Michigan and the Great Lakes Region H4 The History of the United States H5 The History of Peoples from Many Cultures Around the World		G2 Places and Regions 2.1 Physical Characteristics of Place 2.2 Human Characteristics of Place	C3 Structure and Functions of Government 3.1 Structure and Functions 3.2 Powers and Limits 3.3 State and Local Governments 3.4 System of Law and Laws 3.5 The Policy Process 3.6 Characteristics of Nation States	E2 The National Economy 2.1 Understanding National Markets 2.2 Role of Government in the United States Economy
Eras Representing National Standards (5-12)				
Global Analysis of World History Eras 1-8 from three perspectives <ul style="list-style-type: none"> • Cross-temporal/Global • Interregional /Comparative • Regional 	Thematic Analysis of U.S. History Eras 1-9 U1 Beginnings to 1620 U2 Colonization and Settlement U3 Revolution and the New Nation U4 Expansion and Reform U5 Civil War and Reconstruction U6 The Development of an Industrial, Urban, and Global United States U7 The Great Depression and World War II U8 Post-World War II United States U9 America in a New Global Age (P3, P4)	G3 Physical Systems 3.1 Physical Processes 3.2 Ecosystems G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence G5 Environment and Society 5.1 Humans and the Environment 5.2 Physical and Human Systems G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)	C4 Relationship of the United States to Other Nations and World Affairs 4.1 U.S. Foreign Policy 4.2 International Institutions and Affairs 4.3 Conflict and Cooperation Between and Among Nations C5 Citizenship in the United States 5.1 The Meaning of Citizenship 5.2 Becoming a Citizen 5.3 Rights 5.4 Responsibilities 5.5 Dispositions C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)	E3 International Economy 3.1 Economic Systems 3.2 Economic Interdependence – Trade E4 Personal Finance 4.1 Decision Making
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use] P3 Public Discourse and Decision Making P3.1 Identifying and Analyzing Public Issues P3.2 Discourse Regarding Public Issues P3.3 Persuasive Writing on a Public Issue P4 Citizen Involvement				

Understanding Social Studies GLCE Coding

Each Social Studies GLCE is made up of four parts: the grade, the standard category, the standard, and the expectation.



K-4 Expectations are organized by discipline and standard category, standard, and expectation.

Kindergarten Example K – G1.0.2 = Kindergarten, 1st Geography Standard Category, 2nd Expectation

4th Grade Example 4 – C5.0.3 = Grade 4, 5th Civics Standard Category, 3rd Expectation

(The “0” is used as a place holder and indicates that K-4 expectations are organized using the standards categories, and do not use the standard codes listed in the K-12 organizational chart.)

5th and 8th Grades focus on an integrated study of United States History. The expectations are organized by U.S. History and Geography (USHG) Era. The code indicates the era, the standard, and the expectation.

5th Grade Example 5 – U3.2.1 = Grade 5, 3rd USHG Era, 2nd Standard, 1st Expectation

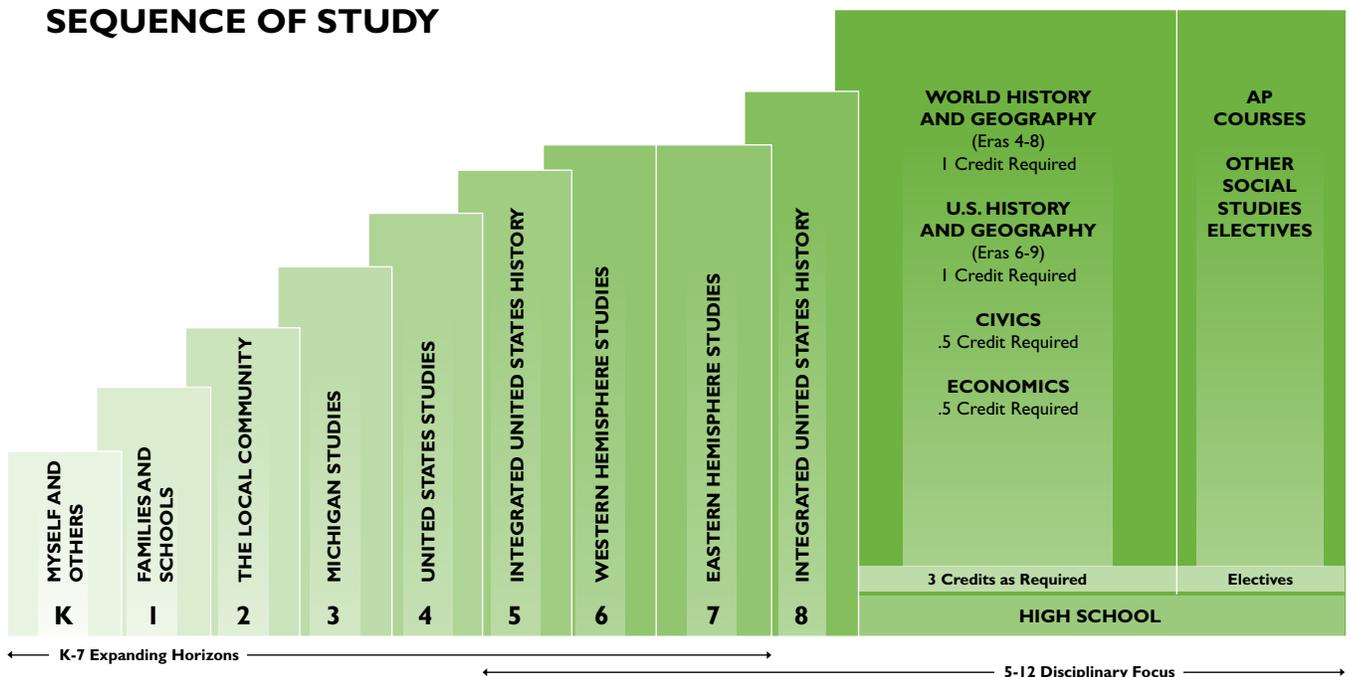
6th and 7th Grades focus on an integrated study of the world. The expectations are organized by discipline and standard category (or World History and Geography (WHG) Era), standard, and expectation.

6th Grade Example 6 – E2.3.1 = Grade 6, 2nd Economics Standard Category, 3rd Standard, 1st Expectation

7th Grade Example 7 – W2.2.4 = Grade 7, 2nd WHG Era, 2nd Standard, 4th Expectation

A parenthesis at the end of an expectation presents a reference to the National Geography Standards or the civics, economics, or history standards that are used in the document (C1, E3, etc., as listed on page 6). The references indicate integration of the content.

SEQUENCE OF STUDY



Using the K- 8 Social Studies GLCE

Using the K-8 Social Studies GLCE: Things to Remember

There are a number of important considerations for teachers to keep in mind as they use Grade Level Content Expectations to plan instruction. It is important to remember that this document

- **Uses historical, spatial, civic, and economic thinking** –The expectations require students to think – compare, contrast, argue – using social studies concepts and habits of mind. The expectations call upon students to use such thinking to analyze and interpret information in developing their understanding. These expectations do not intend to stress memory over meaning or coverage over understanding. While knowledge of names and definitions is essential, high quality teaching and learning demands a great deal more than just the mastery of discrete collections of facts or terms.
- **Requires active, social studies inquiry** – In using social studies concepts and habits of mind, students should engage in active, disciplined inquiry, analysis, and argumentation. Learning involves purposeful investigations within a community that has established goals, standards, criteria, and procedures for study. It entails learning how to read, write, and use the social studies to understand and participate in the world around us. This calls upon students to frame important social studies problems and questions; to locate and analyze appropriate evidence and data; and to apply social studies concepts and principles to build reasoned and evidence-based interpretations, arguments, or decisions. In short, social studies instruction should provide Michigan students with the kind of reasoned and informed decision making that should characterize each citizen’s participation in American society.
- **Represents Content Expectations and not Pedagogical Organization** –This document lists content expectations for students. It does not establish suggested organization for teaching or learning this content. For example, this document is not presenting expectations in a suggested instructional sequence. The expectations do not represent single lessons, a day’s worth of instruction, or even a unit. Michigan teachers and curriculum coordinators can combine expectations to structure meaningful learning experiences for their students. For example, a teacher could use a compelling historic, geographic, civic, or economic issue or problem to organize weeks of study, while coherently employing many content expectations.
- **Differentiates between required and suggested (e.g.) content** – The expectations specify teachable content in two different ways. On numerous occasions, the expectations will offer examples for teachers to help clarify teachable content. Typically, these examples or suggestions appear in parentheses. The document always identifies such optional content with an “e.g.” or “for example.” These are simply suggestions and teachable options. Teachers may use other examples to meet the expectations. In short, these examples are not required content. In other places, the expectations identify specific content that students should study. This content is never preceded by “e.g.” or “for example.” Unlike the optional examples, a statewide assessment might assess the required content.

K- 5 Overview

K-5 Grade-Specific Contexts		
Kindergarten	Myself and Others	Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others.” Accordingly, each discipline focuses on developing rudimentary understandings through an integrated approach to the field.
First	Families and Schools	In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of school and families. This is the students’ first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.
Second	The Local Community	In second grade, students continue the integrative approach to social studies through the context of the local community. This the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.
Third	Michigan Studies	Third grade students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.
Fourth	United States Studies	Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics through the lens of Michigan history and the United States.
Fifth	Integrated American History	The fifth grade social studies content expectations mark a departure from the social studies approach taken in previous grades. Building upon the geography, civics and government, and economics concepts of the United States mastered in fourth grade and historical inquiry from earlier grades, the fifth grade expectations begin a more disciplinary-centered approach concentrating on the early history of the United States. Students begin their study of American history with American Indian peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students’ understandings of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

K - 5 Overview

K-5 Social Studies Overview Chart

History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together Use historical thinking to understand the past in the local community.</p> <p>Michigan History Use historical thinking to understand the past in Michigan.</p> <p>United States History Use historical thinking to understand the history of the United States in the following eras:</p> <ul style="list-style-type: none"> • Beginnings to 1620 • Colonization and Settlement • Revolution and the New Nation to 1791 	<p>The World in Spatial Terms Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems Understand how human activities help shape the Earth's surface.</p> <p>Environment and Society Understand the effects of human-environment interactions.</p>	<p>Purposes of Government Explain why people create governments.</p> <p>Values and Principles of American Democracy Understand values and principles of American constitutional democracy.</p> <p>Structure and Function of Government Describe the structure of government in the United States and how it functions to serve citizens.</p> <p>Role of the Citizen in American Democracy Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p>	<p>Market Economy Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International Economy Use fundamental principles and concepts of economics to understand economic activity in the global economy.</p>	<p>Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication Communicate a reasoned position on a public issue.</p> <p>Citizen Involvement Act constructively to further the public good.</p>

In second grade, students continue the integrative approach to social studies through the context of the local community. This is the first time students are introduced to a social environment larger than their immediate surroundings and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.

History

In second grade, students further develop abilities to think like a historian by using the tools of the discipline. Students use a timeline of local community events to demonstrate chronological thinking. Using examples from the past, students start to understand the significant role of the individual in shaping history. The content expectations also introduce students to the concept of perspective by asking students to explain why people can describe the same event differently. Additionally, the expectations expand students' ability to think historically as they explore changes over time as well as localized events. In preparing students to evaluate decisions from the past in later grades, the expectations ask students to examine how a local community problem in the past was addressed. Students demonstrate their understanding of history by constructing a historical narrative of the local community, which serves as a building block for more sophisticated analyses and writing in subsequent grades.

Geography

In developing geographic understandings, students draw upon prior knowledge of spatial awareness, place, human systems, and human-environment interactions from earlier grades to create more complex understandings using the context of the local community. Geographic representations (maps) of areas outside their immediate environment introduce students to the use of symbols, labels, and legends to denote human and natural features. Students use maps to describe the spatial organization of their local community, applying relative location and using distance, direction, and scale. In addition to learning more elaborate distinctions between human and physical characteristics by studying the local community, students compare these characteristics to those of another community. They use these attributes to further their understanding of region by exploring how their local community is part of larger regions such as county, state, and country. Students expand upon the concept of human systems and human-environment interactions by examining local land use, as well as the positive and negative consequences of changing the physical environment. As a starting point for understanding the global economy in later grades, the second grade expectations introduce students to the geographic theme of movement as they explore how people, goods, and ideas move within the local community. These foundations prepare students for a more elaborate understanding of geography, as they examine their state, country, and world in subsequent grades.

Civics and Government

In second grade, students explore government in the United States. Building upon earlier understandings of the purposes for rules in the classroom, second grade students explore the reasons why people form governments. Students begin to understand the distinction between government action and private action, which sets the foundation for understanding the powers and limits of governmental authority in later grades. Students also examine situations in which the local government seeks to balance individual rights with the common good in solving community problems. They describe how the Pledge of Allegiance reflects the core democratic value of patriotism. Using examples of how the local government makes, enforces, and interprets the laws, students begin to explore formal structures of government and how government influences the lives of citizens. These understandings provide foundations for the study of state and national government in later grades.

In second grade, students are introduced to the role of government in the economy as they learn about the role of taxes and fees in paying for government services. The expectations help to prepare students for responsible citizenship by exploring how citizens participate in community decisions and by examining why both personal and civic responsibility are important aspects of community life. Students apply this knowledge by designing and participating in community improvement projects.

Economics

Second grade students build upon basic economic concepts they have applied to personal experiences in previous grades. They continue to work with the concepts of scarcity and choice and learn to identify opportunity cost in consumer decisions. Significantly, the expectations broaden the context of study of communities. Using the lens of the local community, students identify different types of businesses and make connections between local businesses and the economic wants of people or other businesses. Students are introduced to the concepts of natural, human, and capital resources using local community examples. In doing so, they begin to recognize examples of economic specialization and its relationship to trade.

Public Discourse, Decision Making, and Citizen Involvement

Students develop a more sophisticated understanding of public issues, and the importance of citizen action in a democratic republic. Second grade students begin to recognize that conflicts among core democratic values often lead people to want different resolutions to a public policy issue in the local community. They identify public issues in the local community, analyze data about these community issues, and evaluate alternative resolutions. They use core democratic values to demonstrate why people may differ on the resolution of a community issue as they continue to develop competency in expressing their own opinions relative to these issues and justify their opinions with reasons. This foundational knowledge is built upon throughout the grades as students develop a greater understanding of how, when, and where to communicate their positions on public issues with a reasoned argument.

HISTORY**H2 Living and Working Together in Communities**

Use historical thinking to understand the past.

- 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.
- 2 – H2.0.3 Use an example to describe the role of the individual in creating history.
- 2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.
- 2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

GEOGRAPHY**G1 The World in Spatial Terms**

Use geographic representations to acquire, process, and report information from a spatial perspective.

- 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
- 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

- 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
- 2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

G4 Human Systems

Understand how human activities help shape the Earth's surface.

- 2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).
- 2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.
- 2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

G5 Environment and Society

Understand the effects of human-environment interactions.

- 2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.
- 2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.

CIVICS AND GOVERNMENT**C1 Purposes of Government**

Explain why people create governments.

- 2 – C1.0.1 Explain why people form governments.
- 2 – C1.0.2 Distinguish between government action and private action.

C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

- 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.
- 2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

- 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.
- 2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.
- 2 – C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

C5 Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- 2 – C5.0.1 Identify ways citizens participate in community decisions.
- 2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.
- 2 – C5.0.3 Design and participate in community improvement projects that help or inform others. (See P4.2.2)

ECONOMICS**E1 Market Economy**

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

- 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.
- 2 – E1.0.2 Identify businesses in the local community.
- 2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers.
- 2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.
- 2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)**P3.1 Identifying and Analyzing Public Issues**

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- 2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.
- 2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- 2 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

- 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

P4.2 Citizen Involvement

Act constructively to further the public good.

- 2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.
- 2 – P4.2.2 Participate in projects to help or inform others.