

# **History / Social Science Standards**

## *Level 2*

### **PEOPLE WHO MAKE A DIFFERENCE**

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

**History/Social Science  
Unifying Standards  
Levels K – 12**

- 1.0 Historical Literacy:** Students understand history as an interpretive study of continuity and change within a chronological framework. They know the major events, eras, concepts, people, topics and issues that define and influence United States and world history. They analyze cause and effect relationships, consequences and patterns, make interpretations, judgments and draw conclusions from data using a variety of historical documents that reflect multiple perspectives.
- 2.0 Cultural Literacy:** Students understand the rich, complex nature of a given culture. They recognize that our nation is composed of people from around the world who represent diverse backgrounds, ways of life and various perspectives which are valued and respected. They understand that a culture captures and expresses ideas, beliefs and values over time.
- 3.0 Geographic Literacy:** Students recognize the relationships among place, location, human and environmental interaction, movement, and region. They know that human and environmental processes shape the characteristics of places and regions, and influence historical events and issues. They use, analyze, design, interpret and evaluate geographic information.
- 4.0 Economic Literacy:** Students analyze and understand economic systems and concepts. They explain the basic processes of supply and demand, market economies and distribution of scarce resources. They interpret trends and basic indicators of economic performance in order to analyze economic and political issues.
- 5.0 Sociopolitical Literacy:** Students understand political and social systems, the origins of our national identity, the relationship between a society and its laws, and the differences between democratic and non-democratic systems. They realize that a democracy depends on the participation of responsible, informed, and ethical citizens.
- 6.0 Historical Thinking:** Students develop and apply historical understanding as they read, research, analyze and interpret information from a variety of sources and points of view. They make connections and communicate their thinking through writing, reading, speaking and multi-media presentations.

-(c) = State Standard      (p) PUSD addition      rw= aligned to grade level reading and writing standards  
(n/k) not a focus to address in this unit

**FOCUS GOALS**  
**LEVEL 2**

**1.0 Historical Literacy**

- 1.1 Differentiate between things that happened long ago and in the recent past.
- 1.2 Explain how heroes from the past have made a difference in the lives of others as a result of their actions and character.

**2.0 Cultural Literacy**

- 2.1 Identify points of view that groups of people express, past and present.\*

**3.0 Geographic Literacy**

- 3.1 Apply map skills by describing the absolute and relative locations of people, places, and environments.

**4.0 Economic Literacy**

- 4.1 Begin to identify basic economic concepts and individual participation in the economy.

**5.0 Sociopolitical Literacy**

- 5.1 Explain the function of laws and governments in the United States and other countries.

**6.0 Historical Thinking**

- 6.1 Apply Language Arts literacy skills when making historical connections.

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# HISTORY SOCIAL SCIENCE

## Level 2

### *PEOPLE MAKE A DIFFERENCE*

#### **1.0 Historical Literacy**

##### **1.1 Differentiate between things that happened long ago and in the recent past.**

- Trace the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents. (c1.1)
- Compare and contrast daily life events with those of a grandparent and parent. (c1.2)
- Sequence important life events in the order in which they occurred (e.g., on a timeline or storyboard). (c1.3)

##### **1.2 Explain how heroes from the past have made a difference in the lives of others as a result of their actions and character.**

- Explore and read biographies of scientists, inventors, authors, musicians and artists that might include; Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, and Sally Ride. (c5.0)

#### **2.0 Cultural Literacy**

##### **2.1 Identify points of view that groups of people express, past and present (p)**

- Identify and demonstrate respect for common and different values, ideas, and beliefs.
- Recognize how groups and nations express their points of view when they interact and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, and military force). (c2.3)

#### **3.0 Geographic Literacy**

##### **3.1 Apply map skills by describing the absolute and relative locations of people, places, and environments.**

- Locate on a simple letter-number grid system the specific locations and geographic features in the neighborhood or community (e.g., map the classroom, the school). (c2.1)
- Label a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date. (c2.2)
- Locate on a map where ancestors and families live, trace the movement, describe when the family moved to the local community, and describe how and why the trip was made. (c2.3)

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- Compare and contrast basic land use in urban, suburban and rural environments in California. (c2.4)

#### **4.0 Economic Literacy**

##### **4.1 Begin to identify basic economic concepts and individual participation in the economy.**

- Explain how individuals contribute and participate in our economic system. (c4.0)
- Compare food production and consumption long ago with today, and describe the role of farmers, processors, distributors, weather, land, and water resources. (c4.1)
- Explain the role and interdependence of buyers (consumers) and sellers (producers of goods and services). (c4.2)
- Recognize that limits on resources require people to choose what to produce and what to consume. (c4.3)

#### **5.0 Sociopolitical Literacy**

##### **5.1 Explain the function of laws and governments in the United States and other countries.**

- Describe the differences between making laws, carrying out laws, determining if laws have been violated, and punishment for violations. (c3.1)

#### **6.0 Historical Thinking**

##### **6.0 Apply Language Arts literacy skills when making historical connections.**

- Learn and use historical vocabulary encountered through reading (r.1.0)
- Restate facts and details to clarify, cluster, and classify historical information (r.2.0)
- Use reference sources and tools to gather, organize and interpret information (w 3.0)
- Write narratives and friendly letters to explain or demonstrate understanding of historical information (w 2.0)