

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 1: American History Concept 1: Research Skills for History	PO 1. <i>Place</i> important life events in chronological order on a timeline.	Units of Study
	PO 2. <i>Place</i> historical events from content studied in chronological order on a timeline.	
	PO 3. <i>Recognize</i> how archaeological research adds to our understanding of the past.	
	PO 4. <i>Use</i> primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source material (e.g., encyclopedias, biographies) to study people and events from the past.	
	PO 5. <i>Retell</i> stories to describe past events, people and places.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2nd Grade		
Concept	Performance Objective	Resources
Strand 1: American History Concept 2: Early Civilizations	PO 1. Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.	Units of Study

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
<p>Strand 1: American History Concept 4: Revolution and New Nation</p> <p>(Note: American colonies being settled by England was introduced in grade 1.)</p>	<p>PO 1. Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.</p>	Units of Study
	<p>PO 2. Recognize dissatisfaction with England’s rule as a key issue that led to the Revolutionary War.</p> <p>Connect with: Strand 2 Concept 6</p>	
	<p>PO 3. Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere’s Ride, battles of Lexington and Concord).</p>	
	<p>PO 4. Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the American Revolution.</p>	
	<p>PO 5. Know that the United States became an independent country as a result of the Revolutionary War.</p>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

	PO 6. Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.	
--	--	--

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 1: American History Concept 5: Westward Expansion	PO 1. Identify the reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States	Units of Study
	PO 2. Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	
	PO 3. Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.	
	PO 4. Describe how new forms of transportation and communications impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph)	
	PO 5. Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans	

Chandler Unified School District –May not be copied without permission

July 2008
Page 5 of 27

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 1: American History Concept 10: Contemporary United States	PO 1. Use information from written documents, oral presentation, and the media to describe current events.	Units of Study
	PO 2. Connect current events with historical events from content and issues studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	
	PO 3. Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 2: World History Concept 6: Age of Revolution	PO 1. Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change. Connect with: Strand 1 Concept 4	Units of Study

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 1: Foundations of Government	PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell Connect with: Strand 1 Concept 4	Units of Study
	PO 2. Recognize the U.S. Constitution provides the American people with common laws and protects their rights.	
	PO 3. Describe the significance of national holidays: a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

	<p>PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs, and traditions.</p>	
	<p>PO 5. Recognized how students work together to achieve common goals.</p>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and roles of Citizenship	PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.	Units of Study
	PO 2. Describe the rights and responsibilities of citizenship: <i>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> <i>b. importance of participation and cooperation in a classroom and community</i> <i>c. why we have rules and the consequences for violating them</i> <i>d. responsibility of voting</i>	
	PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).	
	PO 4. Identify traits of character (e.g., honesty, courage, cooperation, and patriotism) that are important to the preservation and improvement of democracy.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 4: Geography Concept 1: The World In Spatial Terms	PO 1. <i>Recognize</i> different types of maps (e.g., political, physical, thematic) serve various purposes.	Units of Study
	PO 2. <i>Interpret</i> political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols	
	PO 3. <i>Construct</i> a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and key (legend).	
	PO 4. <i>Construct</i> tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

	<p>PO 5. Recognize characteristics of human and physical features:</p> <p>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</p> <p>b. human (i.e., Equator, Northern and Southern Hemispheres, North and South Poles).</p>	
	<p>PO 6. Locate physical and human features using maps, illustrations, images or globes:</p> <p>a. physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</p> <p>b. human (i.e., Equator Northern and Southern Hemispheres, North and South Poles, city, state, country).</p>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 4: Geography Concept 2: Places and Regions	PO 1. Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.	Units of Study
	PO 2. Discuss human features (e.g., cities, parks, railroad tracks, hospital, shops, schools) in the world.	
	PO 3. Discuss physical features (e.g., mountains, rivers, deserts) in the world	
	PO 4. Discuss the ways places change over time.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade

Concept	Performance Objective	Resources
<p align="center">Strand 2: World History Concept 1: Research Skills For History</p>	<p>PO 1. <i>Place</i> important life events in chronological order on a timeline.</p>	<p align="center">Units of Study</p>
	<p>PO 2. <i>Place</i> historical events from content studied in chronological order on a timeline.</p>	
	<p>PO 3. <i>Recognize</i> how archaeological research adds to our understanding of the past.</p>	
	<p>PO 4. <i>Use</i> primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</p>	
	<p>PO 5. <i>Retell</i> stories to describe past events, people and places.</p>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 2: World History Concept 2: Early Civilizations	PO 1. Recognize that civilizations developed in China, India, and Japan.	Units of Study
	PO 2. Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade

Concept	Performance Objective	Resources
Strand 2: World History Concept 5: Encounters and Exchanges	PO 1. Describe how trade (e.g., Marco Polo’s travels to Asia) led to the exchange of goods (i.e., spices, silk) and ideas.	Units of Study

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade

Concept	Performance Objective	Resources
Strand 2: World History Concept 9: Contemporary World	PO 1. Use information from written documents, oral presentations, and the media to describe current events.	Units of Study

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 1—2 nd Grade		
Concept	Performance Objective	Resources
Strand 3: Civics/Government Concept 2: Structure of Government	PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. Connect with: Strand 1 Concept 4	Units of Study
	PO 2. Identify <i>current political leaders of the state and nation:</i> <i>a. President of United States</i> <i>b. Governor of Arizona</i> b. local leaders (e.g., tribal council, mayor)	
	PO 3. Recognize how Arizona and the other states combine to make a nation.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade

Concept	Performance Objective	Resources
<p align="center">Strand 4: Concept 3 Geography: Physical Systems</p> <p>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	<p>Connect with: Science Strand 6 Concept 3</p> <p>Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.</p>	<p align="center">Units of Study</p>

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 4: Geography Concept 4: Human Systems	PO 1. Discuss the differences between urban and rural communities.	Units of Study
	PO 2. Describe the reasons (e.g. jobs, climate, family) for human settlement patterns	
	PO 3. Discuss the major economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.	
	PO 4. Discuss cultural elements (e.g., food, clothing housing, sports, customs, beliefs) in a community of areas studied. Connect with: Reading Strand 2	
	PO 5. Discuss that Asian civilizations have changed from past to present.	
	PO 6. Recognize the connections between city, state, country, and continent.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 4: Geography Concept 5: Environment and Society	PO 1. Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	Units of Study
	PO 2. Recognize ways of protecting natural resources.	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 4: Geography Concept 6: Geographical Applications	<i>PO 1. Discuss geographic concepts related to current events.</i>	Units of Study
	<i>PO 2. Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</i>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 5: Economics Concept 1: Foundations of Economics	PO 1. Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	Units of Study
	PO 2. Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).	
	PO 3. Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	
	PO 4. Recognize that people trade for goods and services.	
	PO 5. Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money). Connect with: Strand 2 Concept 2	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

	<p>PO 6. Recognize that some goods are made in the local community and some are made in other parts of the world.</p>	
	<p>PO 7. Discuss how people can be both producers and consumers of goods and services.</p>	

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.

Semester 2—2nd Grade		
Concept	Performance Objective	Resources
Strand 5: Economics Concept 5: Personal Finance	PO 1. Discuss costs and benefits of personal savings.	Units of Study

i.e. - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples *will* be used in a testing situation

e.g. - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples *may* be used in a testing situation

italicized performance objectives—a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations.