California History-Social Science

Grade 2

Adopted 1998

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. K-5.CST.1
2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation. K-5.CST.2
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. K-5.CST.3
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. K-5.CST.4
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. K-5.CST.5

Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources. K-5.REP.1
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. K-5.REP.2
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. K-5.REP.3

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. K-5.HI.1
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. K-5.HI.2
3. Students identify and interpret the multiple causes and effects of historical events. K-5.HI.3

Students conduct cost-benefit analyses of historical and current events. K-5.HI.4

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People Who Make a Difference

1. **Students differentiate between things that happened long ago and things that happened yesterday.** 2.1
    1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2.1.1
    2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 2.1.2
    3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). 2.1.3

2. **Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.** 2.2
    1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2.2.1
    2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 2.2.2
    3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 2.2.3
    4. Compare and contrast basic land use in urban, suburban, and rural environments in California. 2.2.4

3. **Students explain governmental institutions and practices in the United States and other countries.** 2.3
    1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2.3.1
    2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force. 2.3.2

4. **Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.** 2.4
    1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 2.4.1
    2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. 2.4.2
    3. Understand how limits on resources affect production and consumption (what to produce and what to consume). 2.4.3

5. **Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).** 2.5