**SOCIAL STUDIES Safety Net Standards – Grade 2**

*Safety Net Standards are based on the Arizona Academic Standards. The Standards are designed so that new learning builds on preceding skills. For pacing and instruction of the Safety Net Standards refer to the WRUSD Curriculum Guide. Every student should understand and use all concepts and skills from the previous grade level. At a minimum, students will maintain previously skills and attain the following:*

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|  | **Strand** | **Code** | **Standard** |
| **1** | **History** | SS02-S1C4-PO1 | Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England. |
| **2** | **History** | SS02-S1C10-PO2 | Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). |
| **3** | **History** | SS02-S1C10-PO3 | Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce). |
| **4** | **Civics/****Government** | SS02-S3C2-PO2 | Identify current political leaders of the state and nation:1. President of the United States
2. Governor of Arizona
3. local leaders (e.g.,tribal council, Navajo Nation President)
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| **5** | **Civics/****Government** | SS02-S3C4-PO4 | Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy. |
| **6** | **Geography** | SS02-S4C1-PO1 | Recognize different types of maps (e.g., political, physical, thematic) serve various purposes. |
| **7** | **Geography** | SS02-S4C1-PO2/PO3 | Interpret and construct political and physical maps of a familiar place (e.g., school, home, neighborhood, fictional place) using the following elements:1. alpha numeric grids
2. title
3. compass rose - cardinal directions
4. key (legend)
5. symbols
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| **8** | **Geography** | SS02-S4C1-PO4 | Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state). |
| **9** | **Economics** | SS02-S5C1-PO5 | 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). |
| **10** | **Economics** | SS02-S5C1-PO7 | Discuss how people can be both producers and consumers of goods and services. |