

## **Grade 2: LIFE IN THE UNITED STATES**

### **Alignment Guide August 2019**

The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standards*. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application. The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

#### **Inquiry-Based Themes for Life in the United States**

<b>Theme Name</b>	<b>Alignment Guide Abbreviation</b>	<b>Theme Description</b>
History	H	History in the primary grades encourages the use of evidence to study comparison, continuity, and changes while scaffolding content from community to nation.
Geography	G	Geography in the primary grades encourages the study of Earth as a home for humans and how they interact with it.
Economics	E	Economics in the primary grades encourages the study of wants and needs, scarcity, and supply and demand as a basis for understanding how economic decisions affect students' lives.
Civics and Government	CG	Civics and Government in the primary grades encourages the study of a citizen's role and responsibility, including the study of rules, authority, and consequences within their communities.

## Grade 2: Life in the United States Alignment Guide

**Standard 1:** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.

**Enduring Understanding:** Students will employ the historical thinking skills of comparison, cause and effect, continuities and changes, and sourcing to study the diversity of the United States.

**Expository Narrative and Inquiry:** Communities are a part of our state and our state is a part of our nation. Various individuals and events have affected us and patterns emerge to enable us the ability to infer effects of different events. There are numerous historical events, figures, symbols, and observances that are important to the United States and many mean different things to different people in our diverse society. Inquiries can help determine how events over various periods of time are related to each other and patterns in history can begin to be explored. Making inquiries based on a variety of critically valuated evidence provides a solid understanding of how and why places, people, and ideas have changed or stayed the same over time.

**Transdisciplinary Opportunities:** A sampling of additional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

Essential Content	Related Course	Related Course Indicator
Construct Knowledge	ELA	2.I.3
Synthesize Information	ELA	2.I.4
Determine Meaning and Develop Interpretations	ELA	2.RI.5
Research	ELA	2.RI.7
Interact with Others	ELA	2.C.1
Articulate Learning	ELA	2.C.2
Communicate Learning	ELA	2.C.3

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the content in Standard 1 and the themes of the course.

- What symbols should represent the United States?
- How have the lives of different groups changed over time?
- What is happening around us right now that is the result of a past event? How will this event affect us in the future?
- What are some important events that have happened in our nation this year?
- What makes for a good leader?

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**HISTORY**

**Standard 1:** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.

**Enduring Understanding:** Students will employ the historical thinking skills of comparison, cause and effect, continuities and changes, and sourcing to study the diversity of the United States.

**2.H.1:** Identify and compare significant historical events, moments, and symbols in U.S. history.

This indicator was developed to encourage inquiry into historical events, including figures, symbols, and observances, that have been important to the U.S. over time as well as how they impact us.

**Depth of Knowledge:** Level 2 - Basic Reasoning

**Target Skill: CO: Comparison** - Identify comparisons based on common or differing characteristics or contexts.

**Special Days required by state and federal legislation that are appropriate for Grade 2:**

- Section 1-1-615. Black History Month
- Section 53-3-10. Arbor Day (First Friday in December)
- 53 R 47545 Constitution Day (September 17)
- Section 53-3-60. South Carolina Day (March 18)
- Section 53-3-80. Martin Luther King Day (Third Monday in January)
- Section 53-3-150. Patriotism Week (week including November 11)
- Section 53-3-166. Bill of Rights Day (December 15)
- Section 53-3-215. South Carolina Native Plant Week
- Section 59-1-455. Time for Pledge of Allegiance

**Possible Content associated with the skill of Comparison:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Investigate Lewis Latimer, the impact of his work, and compare his work to that of Alexander Graham Bell and Thomas Edison.

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**HISTORY**

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

Significant Historical Events/ Moments	Significant Historical Figures	Significant American Symbols and Observances
<ul style="list-style-type: none"><li>● Moon Landing and the African Americans responsible for it</li><li>● March on Washington during the Civil Rights Movement</li><li>● Trail of Tears</li><li>● 19<sup>th</sup> Amendment</li><li>● Pearl Harbor</li><li>● Million Man March</li><li>● California Gold Rush</li><li>● September 11, 2001</li></ul>	<ul style="list-style-type: none"><li>● Martin Luther King, Jr.</li><li>● George Washington</li><li>● Abraham Lincoln</li><li>● Mae Jamison</li><li>● Lewis Latimer</li><li>● Eleanor Roosevelt</li><li>● Ruby Bridges</li><li>● Rosa Parks</li><li>● Harriet Tubman</li><li>● Cesar Chavez</li><li>● Sylvia Mendez</li><li>● Hiawatha</li><li>● Maria Tallchief</li><li>● Geronimo</li></ul>	<ul style="list-style-type: none"><li>● Statue of Liberty</li><li>● Liberty Bell</li><li>● American Flag</li><li>● Bald Eagle</li><li>● Star Spangled Banner</li><li>● White House</li><li>● Mount Rushmore</li><li>● Martin Luther King Day</li><li>● Veterans Day</li><li>● Memorial Day</li><li>● Presidents Day</li><li>● Patriots Day</li><li>● Independence Day</li><li>● Labor Day</li><li>● Election Day</li></ul>

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**HISTORY**

**2.H.2:** Examine current or past events from U.S. history, and discuss the possible causes and effects.

This indicator was developed to encourage inquiry into multiple causes and effects of events in U.S. history. This indicator also promotes inquiry into how to practice appropriate group discussion and civic dispositions, especially related to citizens' roles in current events.

**Depth of Knowledge:** Level 3 - Strategic Thinking

**Target Skill: CE: Causation** - Identify multiple causes and effects, to include distinguishing long-term and short-term causes and effects.

**Possible Content associated with the skill of Causation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Examine an approaching hurricane and explore civic dispositions needed to assist in the follow up.

*Student inquiries and/or current events will provide additional content related to Standard 1 that could provide students with opportunities to employ the target skill.*

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**HISTORY**

**2.H.3:** Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.

This indicator was developed to promote inquiry into changes that occur over various periods of time and recognize patterns in history. The indicator was also developed to encourage the exposure to resources, such as charts, graphs, timelines, and tables.

**Depth of Knowledge:** Level 2 - Basic Reasoning

**Target Skill: CC: Continuities and Changes** - Identify historical continuities and changes by recognizing patterns in history.

**Possible Content associated with the skill of Continuities and Changes:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 1.*

- Have students research a topic of personal interest such as a sport, symbol, or form of entertainment and explore how it has changed and stayed the same since it was first introduced in the United States.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |                             |                       |                  |
|-----------------------------|-----------------------|------------------|
| ● U.S. flag                 | ● telephones          | ● minorities in  |
| ● size of the United States | ● civil rights        | government       |
|                             | ● immigrants          | ● global warming |
| ● automobiles               | ● women in government |                  |

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**Indicator 2.H.4:** Evaluate different forms of evidence used in historical inquiry and determine their validity.

This indicator was developed to encourage inquiry into how to critically evaluate sources for validity. The indicator was also developed to promote inquiry into how to ensure data is accurate, citable, complete, credible, current, and objective.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill: E: Evidence** - Identify, source, and utilize different forms of evidence (including primary and secondary sources) used in the study of history.

**Examples of perspectives to consider through Primary Sources:**

- diaries of famous Americans
- Lewis Latimer's sketches
- Images from civil rights movement
- Images of the U.S. flag
- Astronaut journals

**Examples of secondary sources to assist in providing perspective:**

- Brochures
- Maps/Graphs
- Trade books
- Online encyclopedias
- Textbooks
- Biographies
- Videos
- Magazines
- Newspapers
- Peer reviewed scholarly articles/journals
- SC DISCUS databases
- Podcasts
- Museum exhibits (online)
-

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**GEOGRAPHY**

**Standard 2:** Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States.

**Enduring Understanding:** The availability of resources and the physical features associated with them vary in different locations around the U. S. Students will connect these resources with various economic activities.

**Expository Narrative and Inquiry:** Knowing where we are in the world and how we interact with our neighbors is an important aspect of American life. Physical features can change over time by natural and human events and can have profound effects on the way humans live. For examples, New Englanders may live differently than Southerners or Mid-Westerners because of different climates and the various ways they interact and impact their natural surroundings. Economic activity is dependent on the availability of resources in places and over time. Human features reflect attitudes and beliefs that change over time. Inquiries into these activities and their relationship to resources helps prepare young learners for living in an increasingly interconnected world dependent on resource availability.

**Transdisciplinary Opportunities:** A sampling of additional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

Essential Content	Related Course	Related Course Indicator
Construct Knowledge	ELA	2.I.3
Synthesize Information	ELA	2.I.4
Determine Meaning and Develop Interpretations	ELA	2.RI.5
Research	ELA	2.RI.7
Interact with Others	ELA	2.C.1
Articulate Learning	ELA	2.C.2
Communicate Learning	ELA	2.C.3
Animals and Their Environments	Science	2.L.5

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the content of Standard 2 and the themes of the course.

- How do the different physical features found in the United States affect the lives of the people who live there?
- Why is it important for neighboring countries to develop good relationships?
- How does where we live influence how we live?
- What is the impact of human-environment interaction?
- Why do people move from one place to another?



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Alignment Guide**

**GEOGRAPHY**

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**Enduring Understanding:** The availability of resources and the physical features associated with them vary in different locations around the U. S. Students will connect these resources with various economic activities.

**Indicator 2.G.1:** Identify the geographic location of the U. S. in relation to the rest of the world.

This indicator was developed to encourage inquiry into the location of the U.S. on various maps and globes. This indicator promotes further inquiry into bordering nations and oceans.

**Depth of Knowledge:** Level 2 - Basic Reasoning

**Target Skill: GE: Gather Evidence and Communicate Findings** - Identify, use, and interpret different forms of evidence, including primary and secondary sources.

**Possible Content associated with the skill of Gather Evidence and Communicate Findings:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Using, a variety of maps gather and analyze information about the location of the United States and describe it using surrounding features and cardinal directions.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |                       |                 |                            |
|-----------------------|-----------------|----------------------------|
| ● Cardinal Directions | ● Indian Ocean  | ● Puerto Rico              |
| ● Mexico              | ● South America | ● U.S. Virgin Islands      |
| ● Latin America       | ● Europe        | ● Guam                     |
| ● Canada              | ● Africa        | ● American Samoa           |
| ● Atlantic Ocean      | ● Australia     | ● Northern Mariana Islands |
| ● Pacific Ocean       | ● Antarctica    |                            |
| ● Arctic Ocean        | ● Equator       |                            |

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**GEOGRAPHY**

**2.G.2:** Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources.

This indicator was developed to encourage inquiry into using historic images, maps, narratives, texts, or video, to investigate and compare different landforms around the U.S.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill: Mapping (M)-** Identify, use, interpret, and construct maps.

**Possible Content associated with the skill of Mapping:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Using primary and secondary sources, explore and compare maps and images of the construction of Lake Murray and track the changes over time.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |                 |                     |                        |
|-----------------|---------------------|------------------------|
| ● Grand Canyon  | ● San Andreas Fault | ● Rocky Mountains      |
| ● Niagara Falls | ● Mississippi River | ● Charleston peninsula |
| ● Old Faithful  | ● Appalachian       |                        |
| ● Great Lakes   | Mountains           |                        |

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**GEOGRAPHY**

**2.G.3:** Explain how the distribution of human features, physical features, and natural resources within the U. S. changes over time and impacts economic activity.

This indicator was developed to encourage inquiry into how rivers, lakes, mountains, and other land features affect economic activity. This indicator also prompts students to explore how different geographic areas support different activities in different times due to the availability of resources.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skill: Conditions and Connections (CC)** - Identify, compare, and evaluate the development of conditions, connections, and regions.

**Possible Content associated with the skill of Conditions and Connections:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 2.*

- Have students explore different vacation destinations around the country and determine how the availability of resources in those areas affects when and why people tend to travel there.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |             |                |               |
|-------------|----------------|---------------|
| ● beaches   | ● ski resorts  | ● urban areas |
| ● mountains | ● deserts      | ● farm stands |
| ● islands   | ● architecture |               |

## Grade 2: Life in the United States Alignment Guide

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.

**Enduring Understanding:** Creating and utilizing budgets are a foundation to becoming financially literate. Students will analyze components of budgeting; including wants and needs, to develop foundational financial literacy skills.

**Expository Narrative and Inquiry:** Economic decision-making involves how choices are made based on wants, needs, and the availability of goods and services. Learning how to connect economic wants and needs with the means to acquire them is an essential element of living in the modern world. By being cognizant of how human activities and environmental factors can affect pricing, individuals can become smarter consumers and good stewards of their financial resources.

**Transdisciplinary Opportunities:** A sampling of additional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

Essential Content	Related Course	Related Course Indicator
Solve real-world/story problems involving money	Math	2.MDA.7 and 2.ATO.1
Add & Subtract Fluently	Math	2.NSBT.5
Construct Knowledge	ELA	2.I.3
Synthesize Information	ELA	2.I.4
Determine Meaning and Develop Interpretations	ELA	2.RI.5
Research	ELA	2.RI.7
Interact with Others	ELA	2.C.1
Articulate Learning	ELA	2.C.2
Communicate Learning	ELA	2.C.3
Animals and Their Environments	Science	2.L.5B.3

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the content of Standard 3 and the themes of the course.

- How do you decide if you want to spend your money or save your money? How do we meet our needs and wants with a limited budget?
- If our class is planning a field trip to the zoo and a class party at the end of the year, how do make sure we have enough money for both events?
- What would happen if the neighborhood grocery store closed? How would it affect other local businesses and the community? How would it affect the cost we pay for food?
- How does the weather affect the price of food or other goods, services, needs and wants?
- How does a business owner decide what goods and services to offer in their area?

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**ECONOMICS**

**Standard 3:** Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States.

**Enduring Understanding:** Creating and utilizing budgets are a foundation to becoming financially literate. Students will analyze components of budgeting; including wants and needs, to develop foundational financial literacy skills.

**2.E.1:** Examine the purpose of currency and how income, savings, and spending are parts of a budget.

This indicator was developed to encourage inquiry into the purpose of currency and how currency is related to economic activity. The indicator was also designed to promote inquiry into decision-making concerning spending and saving money.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill: ER: Establish Relationships** - Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establish Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- Create a class economy assigning each student a job that they will receive payment (income) for completing in the form of classroom currency. They will also be able to create a budget based on their income from the assigned jobs. Also create a system for bonuses for doing extra in the class and fines for not completing their assigned job. The income that they receive should be used towards paying “rent” for their desk. The income earned will be used at the classroom auction or store. Students have to then make decisions on saving and/or spending.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |                    |                           |             |
|--------------------|---------------------------|-------------|
| ● wants            | ● planning for the future | ● borrowing |
| ● needs            | ● bartering               | ● debt      |
| ● opportunity cost | ● trading                 |             |

## Grade 2: Life in the United States

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## ECONOMICS

**2.E.2:** Explain how budgets change as wants and needs or the availability of goods and services change.

This indicator was developed to encourage inquiry into economic decision making, specifically how choices are made based on both wants and needs and the availability of goods and services.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: IN: Interpret** - Gather, interpret, and construct data and graphs to evaluate the impact of changes in the economy

**Possible Content associated with the skill of Interpret:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

- After the school's bookkeeper presents the basics of the school's budget to the students, have students practice civic dispositions and examine additional ways the school can make money.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- fundraising
- boom times
- wants versus needs
- bust times

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**ECONOMICS**

**2.E.3:** Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings.

This indicator was developed to encourage inquiry into different factors that must be considered when creating a budget.

**Depth of Knowledge:** Level 4 - Extended Reasoning

**Target Skill: CC: Communicate and Conclude** - Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicate and Conclude:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

-Create a budget for a class party.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- housing
- utilities
- entertainment
- medical expenses

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**ECONOMICS**

**2.E.4:** Interpret data to show how geographic location and available resources impact economic decision-making.

This indicator was developed to encourage inquiry into how location is related to resources and economics as resources change temporally in addition to vary spatially.

**Depth of Knowledge:** Level 2 – Basic Reasoning

**Target Skill: IP: Informed Participation** - Use acquired knowledge to engage in the governing process through informed decision making.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 3.*

-Students can brainstorm possible businesses for an area, a proposed location for the business, and infer the costs for the resources needed for the business based on the availability of resources throughout the year.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- geographic location
- resources
- weather
-



## Grade 2: Life in the United States Alignment Guide

**Standard 4:** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.

**Enduring Understanding:** Students will develop the skills necessary to address shared problems in a respectful and productive manner.

**Expository Narrative and Inquiry:** Responsible citizenship, proper civic dispositions, and participation in government are some components needed for the continued success of our country. By exploring civic dispositions (i.e.: empathy, compassion, honesty, respect and cooperation) students can see how these support cooperation within a diverse society such as the United States. Our country's basic rights build off of these dispositions to create a society allowing various historic figures who epitomize these traits to positively affect our country. Ultimately, students inquire to identify and propose solutions to problems at the national level.

**Transdisciplinary Opportunities:** A sampling of additional grade level indicators are listed below which could allow opportunities to link concepts and skills from other disciplines with this standard to create a transdisciplinary approach for inquiry-based instruction where students solve real-world problems.

Essential Content	Related Course	Related Course Indicator
Construct Knowledge	ELA	2.I.3
Synthesize Information	ELA	2.I.4
Determine Meaning and Develop Interpretations	ELA	2.RI.5
Research	ELA	2.RI.7
Interact with Others	ELA	2.C.1
Articulate Learning	ELA	2.C.2
Communicate Learning	ELA	2.C.3

**Possible questions for inquiry:** Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the content of Standard 4 and the themes of the course.

- Which civic disposition is the most valuable?
- What are ways in which civic leaders demonstrate civic dispositions?
- How do our First Amendment rights protect individuals?
- How can citizens actively help solve a national problem?
- What are some ways we can respond to an environmental issue? Social issue? Emergency?
- What makes someone an effective leader?
- What important rights and responsibilities do citizens have in early America and what are important rights and responsibilities of citizens today?

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**CIVICS & GOVERNMENT**

**Standard 4:** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.

**Enduring Understanding:** Students will develop the skills necessary to address shared problems in a respectful and productive manner.

**2.CG.1:** Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society.

This indicator was developed to encourage inquiry into how civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) support cooperation within a diverse society.

**Depth of Knowledge:** Level 2: Basic Reasoning

**Target Skill: ER: Establish Relationships** - Clearly state, define, explain, and draw connections between ideas and terms.

**Possible Content associated with the skill of Establish Relationships:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

-At the beginning of the year, as the teacher is setting up the classroom culture, engage students in discussions and role plays about how to build relationships in a diverse society. The teacher should include any cultural or ethnic group represented in their class and those that are not represented. This should be an ongoing activity throughout the year. It can be revisited as students read literature that opens the door for this type of discussion or role play.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- cultural groups
- ethnic groups
- diverse society

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**CIVICS & GOVERNMENT**

**2.CG.2:** Use primary and secondary sources to research a national figure who demonstrated civic dispositions.

This indicator was developed to encourage inquiry into past and present national figures who demonstrated civic dispositions (i.e., compassion, cooperation, empathy, honesty, and respect) by exploring a variety of sources, such as children's literature, historic documents, photographs and images, or news sources.

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill: IN: Interpret** - Gather and interpret evidence, including primary and secondary sources, to analyze data and establish an informed opinion.

**Possible Content associated with the skill of Interpret:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

-Students can choose a national figure from the past or present and research that individual using primary and secondary sources. Students will decide which civic dispositions the figure demonstrated and explain why.

*Please see the possibilities listed under 2.H.1.*

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**CIVICS & GOVERNMENT**

**2.CG.3:** Analyze how rights are granted to U. S. citizens through the founding documents.

This indicator was developed to encourage inquiry into the rights that are granted under the Constitution, the Bill of Rights, and the First Amendment to understand how these individual freedoms help form the framework of our society.

**Depth of Knowledge:** Level 3: Complex Reasoning

**Target Skill: CC: Communicate and Conclude** - Utilize research from a variety of sources to discuss policies and ideas in order to create a well-developed argument.

**Possible Content associated with the skill of Communicate and Conclude:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

- Have students research the rights granted in the First Amendment and select a right that they feel is most important. Group students according to the right that they selected. Have students collaborate to create a visual representation (tableaux, comic strip, collage, etc.) of each right. Students should present their work to the other groups.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- |                        |                     |                                    |
|------------------------|---------------------|------------------------------------|
| ● Freedom of the Press | ● Freedom of Speech | ● Right to Petition the Government |
| ● Freedom of Religion  | ● Right to Assemble |                                    |

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**CIVICS & GOVERNMENT**

**2.CG.4:** Use evidence to propose and communicate a resolution to a national issue.

This indicator was developed to encourage inquiry into identifying and proposing solutions to problems at the national level.

**Depth of Knowledge:** Level 4 - Extended Thinking

**Target Skill: Informed Participation (IP)** - Use acquired knowledge to engage in the governing process through informed decision making.

**Possible Content associated with the skill of Informed Participation:**

*This is an example of content that can be explored with this skill that speaks to the entirety of Standard 4.*

Students should work together to offer solutions to-an identified problem. The teacher should revisit this issue several times throughout the year to allow students to think about possible solutions and encourage them to discuss the issue with other adults in their lives.

*Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skill.*

- pollution
- rising sea levels
- global warming
- recycling
- unemployment
- homelessness
- education
- diversity