

# “Explore and Discover My Role”



With students developing a keen sense of “Why” and “How”, 21st century learners in 2nd grade will continue to foster their understanding of their role in the world. By creating experiences and opportunities for students to practice the Inquiry Cycle across the four Disciplinary Core Concepts, the essential skills for college, career, and civic readiness will be established. Students will explore and question why and how people and governments make decisions that benefit their communities; analyze the process of production, distribution, and consumption; determine how goods and services may be taken for granted; discover how human-environmental interactions affect their understanding of the world; how the world changes as a result of physical characteristics and human activities; begin to interrogate historical sources and to develop understandings of the cause and effect relationships that affect their lives.

The instructional experiences these students encounter in 2nd grade throw open the windows of discovery to propel students toward understanding the variety of ways we interact with the world around us.



## Grade 2: Explore and Discover My Role

Practices in the Inquiry Cycle	
<p style="text-align: center;"><b>Questioning</b></p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> <li>1. <b>Develop compelling questions</b> that promote inquiry around key disciplinary concepts and embedded enduring issues.</li> <li>2. <b>Develop supporting questions</b> that identify facts, concepts and research interpretations associated with a key disciplinary concept.</li> <li>3. <b>Determine the types of sources</b> that will assist in answering compelling and supporting questions.</li> </ol>	<p style="text-align: center;"><b>Evaluating Sources</b></p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> <li>4. <b>Gather relevant information</b> from multiple sources from a wide range of perspectives and <b>evaluate for credibility</b>.</li> <li>5. <b>Identify and utilize evidence</b> to seek solutions to questions.</li> <li>6. <b>Develop and create claims and counterclaims</b> using appropriate evidence to construct strengths and weaknesses</li> </ol>
<p style="text-align: center;"><b>Communicating</b></p> <p><i>Students will independently and collaboratively:</i></p> <ol style="list-style-type: none"> <li>7. <b>Construct viable arguments, relevant explanations and/or public demonstrations</b> that convey ideas and perspectives to a wide array of appropriate audiences.</li> <li>8. <b>Critique the arguments and explanations</b> of others paying particular attention to credibility and relevance of information.</li> <li>9. <b>Address options</b> of individuals and groups to identify and apply a range of strategies and complex reasoning to <b>take public action or propose a solution</b>.</li> </ol>	
<p>10. <b>Engage in disciplinary thinking</b> used by social scientists (<i>historians, economists, political scientists and geographers</i>) independently and proficiently resulting in civic readiness.</p>	
<p><b>Civic Mindedness</b></p> <p><b>2.CM.1 Civic and Political Institutions</b> <i>Explain what governments are and how communities work to accomplish tasks and establish responsibilities.</i></p> <p><b>2.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b> <i>Compare individual and group perspective and how they affect decisions.</i></p> <p><b>2.CM.3 Processes, Rules and Laws</b> <i>Describe how people have tried to improve their communities through rules or laws.</i></p>	<p><b>Geographic Reasoning</b></p> <p><b>2.GR.8 Spatial Views of the World</b> <i>Describe places and the relationships and interactions that shape them using maps, graphs, photographs and other models.</i></p> <p><b>2.GR.9 Human-Environment Interaction</b> <i>Explain how human activities in local-to-global communities affect cultural and environmental characteristics.</i></p> <p><b>2.GR.10 Human Populations Spatial Patterns and Movements</b> <i>Describe connections between the physical environment and the economic activities of a location.</i></p> <p><b>2.GR.11 Global Interconnections</b> <i>Describe how changes in physical and cultural characteristics of world regions affect people.</i></p>
<p><b>Economic Decision Making</b></p> <p><b>2.EDM.4 Economic Decision Making</b> <i>Describe opportunity costs of economic decisions.</i></p> <p><b>2.EDM.5 Exchange and Markets</b> <i>Identify examples of human, capital and natural resources to explain why individuals and businesses specialize and trade.</i></p> <p><b>2.EDM.6 National Economy</b> <i>Describe how examples of capital, human and natural resources are related to goods and services.</i></p> <p><b>2.EDM.7 Global Economy</b> <i>Describe products imported and exported.</i></p>	<p><b>Historical Thinking</b></p> <p><b>2.HT.12 Chronological Reasoning: Causation and Continuity</b> <i>Create and utilize a chronological sequence to generate possible causes for events and developments and how these were shaped by individuals and groups of the past.</i></p> <p><b>2.HT.13 Historical Understanding: Contextualization and Perspectives</b> <i>Compare different accounts of the same historical event.</i></p> <p><b>2.HT.14 Historical Arguments</b> <i>Determine which reasons cause historical events and developments to happen using a secondary source.</i></p> <p><b>2.HT.15 Interpretation and Synthesis</b> <i>Generate questions about a historical source and explain how the source is related to a historical development or event.</i></p>



# "Cause and Effect"



As students are empowered as leaders of their own educational experience, the goal for 21st Century Learners in 7th grade will be to consider deeply the cause of why things happen in addition to thoughtfully examining the effects of these decisions. Students in the seventh grade will look beyond their national borders to develop an understanding of society from a global perspective by creating inquiries and evaluating information to formulate new insights. 21st century learners will seek to deeply understand how

economic decisions are reached through the critical analysis of market outcomes on a national and global scale. As students seek to support and develop their explanations with evidence, they turn toward an examination of critical historical events that may provide them with the insight necessary to develop and support a claim that showcases their ability to analyze and embrace the disciplinary thinking required of a social scientist.

Additionally, the seventh grade experience catapults students into the Inquiry Cycle by utilizing the Inquiry Practices and by planning, implementing, and reflecting upon informed-action. 21st Century Learners need opportunities and experiences that empower them to access and apply complex understandings in order to fully connect the power of causation.



Grade 7: Cause and Effect

Practices in the Inquiry Cycle	
<p style="text-align: center;"><b>Questioning</b></p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> <li><b>Develop compelling questions</b> that promote inquiry around key disciplinary concepts and embedded enduring issues.</li> <li><b>Develop supporting questions</b> that identify facts, concepts and research interpretations associated with a key disciplinary concept.</li> <li><b>Determine the types of sources</b> that will assist in answering compelling and supporting questions.</li> </ol>	<p style="text-align: center;"><b>Evaluating Sources</b></p> <p>Students will independently and collaboratively:</p> <ol style="list-style-type: none"> <li><b>Gather relevant information</b> from multiple sources from a wide range of perspectives and <b>evaluate for credibility</b>.</li> <li><b>Identify and utilize evidence</b> to seek solutions to questions.</li> <li><b>Develop and create claims and counterclaims</b> using appropriate evidence to construct strengths and weaknesses</li> </ol>
<p style="text-align: center;"><b>Communicating</b></p> <p><i>Students will independently and collaboratively:</i></p> <ol style="list-style-type: none"> <li><b>Construct viable arguments, relevant explanations and/or public demonstrations</b> that convey ideas and perspectives to a wide array of appropriate audiences.</li> <li><b>Critique the arguments and explanations</b> of others paying particular attention to credibility and relevance of information.</li> <li><b>Address options</b> of individuals and groups to identify and apply a range of strategies and complex reasoning to <b>take public action or propose a solution</b>.</li> </ol>	
<p>10. <b>Engage in disciplinary thinking</b> used by social scientists (<i>historians, economists, political scientists and geographers</i>) independently and proficiently resulting in civic readiness.</p>	
<b>Civic Mindedness</b>	<b>Geographic Reasoning</b>
<p><b>7.CM.1 Civic and Political Institutions</b> <i>Explain how the U.S. Constitution structures the powers and limitations of government and defines powers and responsibilities of citizens.</i></p> <p><b>7.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b> <i>Compare deliberative processes when making decisions and reaching judgments as an individual and in groups for diverse situations.</i></p> <p><b>7.CM.3 Processes, Rules and Laws</b> <i>Compare historical and contemporary methods of changing society to promote the common good.</i></p>	<p><b>7.GR.8 Spatial Views of the World</b> <i>Construct geographical representations and analyze the spatial patterns regarding cultural and environmental characteristics.</i></p> <p><b>7.GR.9 Human-Environment Interaction</b> <i>Explain how cultural patterns and economic decisions influence environments and daily lives of people in both nearby and distant places.</i></p> <p><b>7. GR. 10 Human Populations Spatial Patterns and Movements</b> <i>Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</i></p> <p><b>7. GR. 11 Global Interconnections</b> <i>Explain how global changes in population distribution influence land use.</i></p>
<b>Economic Decision Making</b>	<b>Historical Thinking</b>
<p><b>7.EDM.4 Economic Decision Making</b> <i>Evaluate approaches to solve various economic problems and offer alternative solutions.</i></p> <p><b>7.EDM.5 Exchange and Markets</b> <i>Describe how changes in supply and demand fuels innovation and entrepreneurship and explain how external benefits and costs influence market outcomes.</i></p> <p><b>7.EDM.6 National Economy</b> <i>Explain the impact of interest rates on borrowing and investing, inflation, deflation and unemployment.</i></p> <p><b>7.EDM.7 Global Economy</b> <i>Analyze the benefits and costs of trade policies and specialization to individuals, businesses, and society.</i></p>	<p><b>7. HT.12 Chronological Reasoning: Causation and Continuity</b> <i>Analyze and explain why the causes and effects of historical events and developments are seen as significant by other individuals, groups and historical periods.</i></p> <p><b>7.HT.13 Historical Understanding: Contextualization and Perspectives</b> <i>Analyze multiple factors that influenced the perspectives of people during different historical eras and explain how and why perspectives of people have changed over time.</i></p> <p><b>7.HT.14 Historical Arguments</b> <i>Create an argument about the past that is supported by relevant evidence generated from *historical and multimedia sources.</i></p> <p><b>7.HT.15 Interpretation and Synthesis</b> <i>Infer sourcing-information from other historical sources for a historical source where information is not easily identified.</i></p>