

Independent School District of Boise City

213 Second Grade Social Studies

Course Description

The second grade social studies curriculum is an introduction to communities. During the first semester, students will focus on rights and responsibilities in the family and classroom. Second semester studies include the political, environmental, cultural, and economic qualities of the local community. Throughout the year, Second Grade students are also introduced to Native American tribes and their cultures, the lives of the Pilgrims, and the westward movement of pioneers. The curriculum also includes introductory studies about our country's early history. State standards are imbedded throughout the course and guide its instructional objectives.

A Note on State Standards

The second grade curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking and analytical skills, exploration and expansion, migration and immigration, political, social, and economic response to industrialization and technological innovation, international relations and conflicts, cultural and social development, foundations of the American political system, organization and formation of the American system of government, citizen responsibilities and rights, economic fundamentals, economic influences, and geography. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course.

Adopted Materials

We Live Together, Banks, Dr. James Banks, et al. New York: Macmillan/McGraw-Hill School Publishing Company, 2003.

Primary Place, Manfredini, Becky. Morristown, NJ: Silver Burdett Ginn School Division, 1995.

First Semester Timeline

Unit 1	Rules and Laws
Unit 2	Then and Now
Unit 3	Geography

Second Semester Timeline

Unit 4	Our Country
Unit 5	Our Community

Social Studies 2		District Reference 213
Unit 1	Rules and Laws	Semester 1 & ongoing

Instructional Objective		Standard Reference	
213.01 Use the calendar to measure days, weeks, months, and years.		District 21301	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Develop a personal calendar on a monthly basis.	<i>We Live Together</i> , pp. 44-45; 55	TMA
02	Participate in daily calendar activity.	<i>We Live Together</i> ,	TMA

		pp. 44-45; 55; <i>Math Their Way</i> , Chapter 4, Summary Newsletter	
Instructional Objective		Standard Reference	
213.02 Identify the rules of the family and the classroom.		District 21302	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss family rules and responsibilities.	<i>We Live Together</i> , pp. 180-181; 190	TMA
02	Discuss classroom rules and responsibilities.	<i>We Live Together</i> , pp. 37; 250-251; 287	TMA
03	Develop classroom Bill of Rights.	<i>We Live Together</i> , p. A3; <i>Primary Place</i> , p. 48 (TG)	TMA
Instructional Objective		Standard Reference	
213.03 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school.		2.SS.4.1.2	
Associated Instructional Objective:			
Identify the people or groups that make, apply, and enforce rules at home and school.		2.SS.4.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Brainstorm, determine, and display consequences of breaking the rules at school.	<i>We Live Together</i> , pp. 36-39; Classroom/school Discipline Plan;	TMA
02	Write a journal entry on the consequences of breaking family rules.		TMA
03	List the different people or groups that make, enforce, and apply the rules at home and school.		TMA
Instructional Objective		Standard Reference	
213.04 Tell the meaning of the Pledge of Allegiance.		2.SS.4.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recite the Pledge of Allegiance from memory.	<i>We Live Together</i> , p. A6; <i>Primary Place</i> , p. 103 and skill card #12	TMA
02	Discuss what the Pledge of Allegiance means.	<i>We Live Together</i> ,	TMA

		pp. A6; 270-271	
Instructional Objective		Standard Reference	
213.05 Explain why rules are necessary at home and school.		2.SS.4.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss some of the laws in the community and talk about the consequences of breaking laws.	<i>We Live Together</i> , pp. 36-39	TMA
02	Re-enact what would happened if there were no rules on the playground or in the classroom.	<i>We Live Together</i> , pp. 37; 250-251; <i>Primary Place</i> , p. 20 (TG)	TMA
Instructional Objective		Standard Reference	
213.06 Obtain information from a variety of sources.		District 21306	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use internet, atlas, dictionary, encyclopedia, newspaper, and multimedia sources.	www.mhschool.com <i>We Live Together</i> , pp. 7; 42; 57; 65; 107; 115; 121; 148-149; 157; 171; 173; 179; 200-201; 225; 231; 237; 249; 287	TMA
02	Utilize basic dictionary skills.	<i>We Live Together</i> , H9-H14; 10; 20; 30; 36; 46; 68; 76; 86-87; 92-93; 102; 124; 126; 132; 136; 142; 152; 158; 164; 182; 184; 194; 196; 202; 208; 214; 220; 240; 242; 260; 274; R8-R19	TMA
Instructional Objective		Standard Reference	
213.07 Identify current events involving the community.		21307	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss current events as appropriate	<i>We Live Together</i> , (examples) pp. 42-43; 57; 149; Newspaper; <i>Scholastic News</i> ; <i>Weekly Reader</i>	TMA
02	Discuss newspaper articles revolving around the community.	<i>We Live Together</i> , (examples) pp. 52-53; 141; Newspaper	TMA
Social Studies 2		District Reference	
		213	

Unit 2	Then and Now	Semester 1 & ongoing
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Instructional Objective		Standard Reference	
213.08 Compare traditions practiced in other parts of the world.		2.SS.5.1.2	
Associated Instructional Objective:			
Compare neighborhoods/communities in various parts of the world.		2.SS.5.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define traditions.	<i>We Live Together</i> , pp. 128-129; 160-161; 169; R19	TMA
02	Record family traditions and share them with the class.	<i>We Live Together</i> , pp. 48-51; 122-123; 140-141	TMA
03	Compare the school's neighborhood with one in another part of the world.		TMA
Instructional Objective		Standard Reference	
213.09 Identify Native American tribes and discuss their cultures.		District 21309	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read and discuss stories about Native American tribes and their cultures.	<i>We Live Together</i> , pp. 126-129; 133; 159; 164-165; 277	TMA
02	Describe differences among tribes.	<i>We Live Together</i> , pp. 126-131	TMA
Instructional Objective		Standard Reference	
213.10 Recognize that Native Americans were inhabitants of North America before colonization.		District 21310	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read and discuss stories about Native Americans before colonization.	<i>We Live Together</i> , pp. 126-129; 159; 164-165; 277	TMA
02	Draw pictures of Native American dwellings.	<i>We Live Together</i> , pp. 124-125; 127; 131	TMA
Instructional Objective		Standard Reference	
213.11 Identify some contributions Native American people have made to the development of the United States.		District 21311	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss how the Native Americans helped the Pilgrims survive.	<i>We Live Together</i> , pp. 136-139	TMA
02	Identify the events surrounding the first Thanksgiving.	<i>We Live Together</i> , pp. 138-139	TMA
03	Generate ideas about aspects of our culture that	<i>We Live Together</i> ,	TMA

	descend from Native Americans.	pp. 130-131; 138-139	
Instructional Objective		Standard Reference	
213.12 Tell who the Pilgrims were and why they came to America.		District 21312	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Read and discuss stories about the Pilgrims and why they came to America.	<i>We Live Together</i> , pp.116-119; 136-139	TMA
02	Explore the living conditions on the <i>Mayflower</i> .	<i>We Live Together</i> , pp. 116-119	TMA
Instructional Objective		Standard Reference	
213.13 Compare how jobs and tools have changed over time.		District 21313	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare jobs and tools of today with the lives of the Pilgrims.	<i>We Live Together</i> , pp. 136-139	TMA
02	Hypothesize about functions of tools of another time period.	<i>We Live Together</i> , pp. 220-225	TMA
Instructional Objective		Standard Reference	
213.14 Describe life during the westward movement and pioneer America.		District 21314	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain why pioneers moved west.	<i>We Live Together</i> , pp. 158-159	TMA
02	Describe how life changed for the pioneers as they moved west.	<i>We Live Together</i> , pp. 158-161	TMA
Instructional Objective		Standard Reference	
213.15 Compare and contrast current transportation with transportation of the past.		District 21315	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Generate a “Then and Now” list outlining forms of transportation from the past and present.	<i>We Live Together</i> , pp. A16-A17; 30-31; 35	TMA
Instructional Objective		Standard Reference	
213.16 Explain the many types of communication used by people today and long ago.		District 21316	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Create a “Then and Now” poster showing how communication has changed.	<i>We Live Together</i> , pp. 21-22; 32-33; 35; Basal Reader: <i>Puff, Flash, Bang</i>	TMA

Instructional Objective			Standard Reference
213.17 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.			2.SS.4.2.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Name some important traditions and symbols of our country.	<i>We Live Together</i> , pp. 266-269; 272-273; 288-295	TMA
02	Identify national holidays and their meanings.	<i>We Live Together</i> , pp. 288-295	TMA
Instructional Objective			Standard Reference
213.18 Create and interpret timelines.			District 21318
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Create personal timelines showing life and/or classroom milestones.	<i>We Live Together</i> , pp. 162-163; 172	TMA
02	Discuss how a community has changed over time.	<i>We Live Together</i> , pp. 30-35; 46-51	TMA

Social Studies 2		District Reference
		213
Unit 3	Geography	Semester 1 & ongoing

Instructional Objective			Standard Reference
213.19 Show that map symbols such as key, legend, and scale represent a real object or place.			2.SS.2.1.3
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Understand that a map is an aerial view.	<i>We Live Together</i> , pp. A10-A11; H8-13; 13; 16-17; 29; 43; 53; 70-71; 73-75; 85; 89; 111; 135; 141-142; 165-166; 169; 193; 212-213; 215-217; 227; 230; 240-241; 255; 261; 265; 283; 285; R2-R9	TMA
02	Draw an aerial map of a room, and use a map key containing four symbols to locate objects in the room.	<i>We Live Together</i> , pp. H9-H10; <i>Primary Place</i> , skills Assessment. p. 11	TMA
03	Locate information depicted on a simple map.	<i>We Live Together</i> , pp. H9-H10; 10-11; 14-17; 25; 213	TMA
04	Use legend information on a map to locate	<i>We Live Together</i> ,	TMA

	designated areas.	pp. H9-H10; 10-11; 14-17; 25; 213	
Instructional Objective 213.20 State the cardinal directions and how to use the compass rose.		Standard Reference 2.SS.2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify items that are located on walls in classroom using different cardinal directions.	<i>We Live Together</i> p. 29	TMA
02	Explain how to use a compass rose.	<i>We Live Together</i> , pp. 28-29; 285; <i>Primary Place</i> , p. 99	TMA
03	Use a map to show cardinal directions.	<i>We Live Together</i> , pp. 29; 56; 75; 114; 285; R2-R5	TMA
Instructional Objective 213.21 Know that physical characteristics affect settlement patterns.		Standard Reference District 21321	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Using a map key, show where the largest concentrations of people have settled.	<i>We Live Together</i> , pp. H10; 70-71; 127; 135; Wall map	TMA
02	Using references, make a list of physical characteristics that might draw people to an area.	<i>We Live Together</i> , pp. 76-79; R8-R9; Internet	TMA
Instructional Objective 213.22 Illustrate that boundary lines separate states.		Standard Reference 2.SS.2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Using an atlas or map, identify the boundary lines of the states bordering Idaho.	<i>We Live Together</i> , pp. A10-A11; H11-H12; 70-71; R2-R5; <i>Primary Place</i> , p. 211 (TG); Atlas	TMA
Instructional Objective 213.23 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe.		Standard Reference 2.SS.2.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Label a map and/or globe to identify landforms, bodies of water, and human made features.	<i>We Live Together</i> , pp. H5-H6; H13; 58-63; 64-66; 68-69; 74-81; 84-85; 264-265; 285; R4-R9	TMA

Instructional Objective 213.24 Compare how environmental conditions affect living styles and clothing in different parts of the country.			Standard Reference 2.SS.2.2.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss how the physical environment affects where and how we live.	<i>We Live Together</i> , pp. 48-53	TMA
02	Find examples of how people live in different environmental conditions.	<i>We Live Together</i> , pp. 48-53	TMA

Social Studies 2		District Reference 213
Unit 4	Our Country	Semester 2

Instructional Objective 213.25 Identify symbols of the United States such as the American flag.			Standard Reference District 21325
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Learn Patriotic songs.	<i>We Live Together</i> , pp. A6; 82-83; 173	TMA
02	Recognize the parts of the flag and their symbolism.	<i>We Live Together</i> , pp. 266-267; 272; <i>Primary Place, Skills Assessment</i> p. 12	TMA
03	Examine other U.S. Symbols (money, logos, eagle) and explain the symbolism.	<i>We Live Together</i> , pp. A12; 266-269; 272-273	TMA
Instructional Objective 213.26 Identify characteristics of good citizens.			Standard Reference 2.SS.4.3.1
Associated Instructional Objective:			
Name historic and contemporary people who model characteristics of good citizenship.			2.SS.4.3.2
No.	Performance Objective	Resource Reference	Assessment Correlation
01	List characteristics of a good citizen.	<i>We Live Together</i> , pp. A14; 42-43; 108-109; 140-141; 192-193; 250-251	TMA
02	Describe the citizenship characteristics of Martin Luther King and Rosa Parks.	<i>We Live Together</i> , pp 278-279; 288; 291	TMA
03	Describe the citizenship characteristics of President Lincoln, Frederick Douglas, etc.	<i>We Live Together</i> , pp. A8; 153-155; 157, 261, 284	TMA
04	Analyze characteristics of American heroes.	<i>We Live Together</i> ,	TMA

		pp. A8-A9; A13-A14; 24-25; 40-41; 82-83; 106-108; 143; 145; 152-153; 156-157; 163; 189; 224-225; 243; 245; 248-249; 274-281; 288; 291	
Instructional Objective		Standard Reference	
213.27 Describe war as a type of conflict.		District 21327	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Participate in role playing exercises to help resolve conflicts.	Boise School District Counseling Program	TMA
02	Know that wars begin with unresolved conflicts.		TMA
Instructional Objective		Standard Reference	
213.28 Describe how individuals play specific roles during times of conflict.		District 21328	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Listen to and discuss stories about the role of individuals during the Civil War.	<i>We Live Together</i> , pp. 152-157	TMA
Instructional Objective		Standard Reference	
213.29 Identify significant early American leaders.		District 21329	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the contributions of significant early American leaders.	<i>We Live Together</i> , pp. A8. 143; 145; 154-55; 157; 261; 284; 292	TMA
02	Listen to and discuss biographies of American leaders: George Washington, Abraham Lincoln, Thomas Jefferson, and Andrew Jackson.	<i>We Live Together</i> , pp. A8-A9; A13; 40-41; 106-107; 156-157; 224-225; 248-249	TMA
Instructional Objective		Standard Reference	
213.30 Contrast the difference between a country, a state, and a city.		District 21330	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compare and contrast the differences among our country, our state, and our city.	<i>We Live Together</i> , pp. A2-A16	TMA
02	On a map, identify and label your city and the state of Idaho within the United States.	Outline Maps	TMA
Instructional Objective		Standard Reference	
213.31 Know that leaders may be elected or appointed.		District 21331	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Identify elected and appointed officials.	<i>We Live Together</i> , pp. 239; 242-243; 245	TMA
02	Discuss the voting process.	<i>We Live Together</i> , pp. 238-239; 244-245; 286	TMA
03	Vote on a classroom issue.	<i>We Live Together</i> , pp. 232-235; 287	TMA
Instructional Objective 213.32 Name the current President of the United States and the current Governor of Idaho.		Standard Reference District 21332	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Match leader's names, titles, and pictures.	<i>We Live Together</i> , pp. 236-281	TMA
Instructional Objective 213.33 Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.		Standard Reference District 21333	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Know that Washington, D.C. is the capital of the United States.	<i>We Live Together</i> , pp. 260-263; www.whitehouse.gov	TMA
02	Understand that every state has capital city.	<i>We Live Together</i> , pp. 214-215; Wall Map	TMA
03	Locate Boise on a map.	<i>We Live Together</i> , pp. 70-71; 85; Wall Map	TMA
Instructional Objective 213.34 Name many of the responsibilities and rights of American citizens.		Standard Reference District 21334	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Give examples of what taking responsibility means and some consequences of making poor choices.	<i>We Live Together</i> , pp. 238-239; 244-245; 286	TMA
02	Examine some of the rights of American citizens.		TMA
Instructional Objective 213.35 Identify similarities between different groups of people.		Standard Reference District 21335	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize that our country, state, and city are comprised of many different types of people.	<i>We Live Together</i> , pp. 70-71; 239; 248-251; 274-281	TMA

02	Determine similarities and differences among groups of people.	<i>We Live Together</i> , pp. 52-53; 110-111; 168-169; 226-227; 248-249; 274-283; 293	TMA
Instructional Objective 213.36 Know that people come from different countries to live in the United States.		Standard Reference District 21336	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe some of the reasons immigrants come to the United States.	<i>We Live Together</i> , pp. 160-161	TMA
02	Determine the countries of origin of some of the students and/or their parents in the community.	<i>We Live Together</i> , pp. 160-161; Wall map	
03	Compare and contrast pioneers and immigrants.	<i>We Live Together</i> , pp. 158-161; Graphic Organizer	TMA

Social Studies 2		District Reference 213
Unit 5	Our Community	Semester 2

Instructional Objective 213.37 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same.		Standard Reference 2.SS.1.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Create a bar graph showing different groups to which students belong and discuss how those groups have changed or stayed the same.	<i>We Live Together</i> , pp. 90-91; 113; 161; <i>Primary Place</i> , p. 93; Skill Card #10; Math text Chapter 15	TMA
02	Identify the country of origin of different sports, foods, customs, and words.	<i>We Live Together</i> , pp. 214-217; 231; <i>Primary Place</i> , audiocassette "What's for Supper?"	TMA
Instructional Objective 213.38 Identify wants and needs of all families.		Standard Reference 2.SS.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Name and illustrate the three basic needs of all families.	<i>We Live Together</i> , pp. 194-195; <i>Primary Place</i> , pp. 137; 195	TMA

		(TG)	
02	Write a story about an occasion when students did not get what they wanted.	<i>We Live Together</i> , p. 195	TMA
03	Analyze difference between wants and needs.	<i>We Live Together</i> , p. 195	TMA
Instructional Objective 213.39 Define income and identify different ways to earn and save.		Standard Reference 2.SS.3.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	List income from chores done at home, and compare to wants.	<i>We Live Together</i> , pp. 174-177; <i>Primary Place</i> , p. 101 (TG)	TMA
02	Create a pie graph illustrating where income goes.	<i>We Live Together</i> , pp. 198-199	TMA
Instructional Objective 213.40 Identify the difference between goods and services.		Standard Reference 2.SS.3.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the difference between a good and a service.	<i>We Live Together</i> , pp. 196-197; 202-205	TMA
02	Classify people as providers of goods or services.	<i>We Live Together</i> , pp. 228-229; 231	TMA
Instructional Objective 213.41 Explain the difference between producers and consumers.		Standard Reference 2.SS.3.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Investigate the differences between producers and consumers.	<i>We Live Together</i> , pp. 98-99; 202-211	TMA
Instructional Objective 213.42 Describe how humans depend on the environment to meet their basic needs.		Standard Reference 2.SS.2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Make a list describing how humans depend on the environment to meet their basic needs.	<i>We Live Together</i> , pp. 86-89; 174-231 (background)	TMA
02	Create a flow chart describing how food gets from the farm to the table.	<i>We Live Together</i> , pp. 208-213; 258-259; 286	TMA
Instructional Objective 213.43 Identify ways machines and technology is used in homes, schools, and communities.		Standard Reference District 21343	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Make a list of machines that a student may use on a daily basis.	<i>We Live Together</i> , p. 223	TMA

02	After taking a field trip to a business, make a list of the machines that were seen and describe how technology was being used.	<i>We Live Together</i> , pp. 208-211; 220-223; HP, Micron, Albertson's, WinCo, Louie's, etc.	TMA
Instructional Objective		Standard Reference	
213.44 Identify technology services in the community.		District 21344	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Name some ways technology provides services in your community.	<i>We Live Together</i> , pp. 220-223	TMA
02	Write about what it would be like without modern day conveniences.	<i>We Live Together</i> , pp. 30-33; 35; 220-223	TMA
Instructional Objective		Standard Reference	
213.45 Explain how natural resources affect economic activities in the local community.		2.SS.3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Compose a paragraph describing a speaker's experiences as a worker in the natural resources area.	<i>We Live Together</i> , pp. 92-99; 102-105; Fish & Game Wildlife Services, BLM	TMA
02	Take a walking field trip and list the different ways the natural resources affect economic activities in Boise.	<i>We Live Together</i> , pp. 92-99; 102-105	TMA

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 2
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 2 build an understanding of the cultural and social development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 2, the student will be able to:

2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives at this grade level.

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives at this grade level.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level.

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives at this grade level.

Goal 1.6: Explain the rise of human civilization.

No objectives at this grade level.

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives at this grade level.

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

No objectives at this grade level.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives at this grade level.

Standard 2: Geography

Students in Grade 2 analyze the spatial organizations of people, places, and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.1.1 Identify landforms, bodies of water, and human made features such as cities and dams on a map and globe.
- 2.SS.2.1.2 State the cardinal directions and how to use the compass rose.
- 2.SS.2.1.3 Show that map symbols such as key, legend, and scale represent a real object or place.
- 2.SS.2.1.4 Illustrate that boundary lines separate states.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.2.2.1 Compare how environmental conditions affect living styles and clothing in different parts of the country.
- 2.SS.2.2.2 Describe how humans depend on the environment to meet their basic needs.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

No objectives at this grade level.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

No objectives at this grade level.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

No objectives at this grade level.

Standard 3: Economics

Students in Grade 2 explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.1.1 Identify wants and needs of all families.

- 2.SS.3.1.2 Define income and identify different ways to earn and save.
- 2.SS.3.1.3 Identify the difference between goods and services.
- 2.SS.3.1.4 Explain between producers and consumers.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.3.2.1 Explain how natural resources affect economic activities in the local community.

Goal 3.3: Analyze the different types of economic institutions.

No objectives at this grade level.

Goal 3.4: Explain the concepts of good personal finance.

No objectives at this grade level.

Standard 4: Civics and Government

Students in Grade 2 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, and that all people in the United States have rights and assume responsibilities.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.1.1 Explain why rules are necessary at home and school.
- 2.SS.4.1.2 Explain that there are benefits for following the rules and consequences for breaking the rules at home and school.
- 2.SS.4.1.3 Identify the people or groups that make, apply, and enforce rules at home and school.

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.2.1 Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.
- 2.SS.4.2.2 Tell the meaning of the Pledge of Allegiance.

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.4.3.1 Identify characteristics of good citizens.
- 2.SS.4.3.2 Name historic and contemporary people who model characteristics of good citizenship.

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives at this grade level.

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level.

Standard 5: Global Perspectives

Students in Grade 2 identify the importance of respecting multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Grade 2, the student will be able to:

- 2.SS.5.1.1 Compare neighborhoods/communities in various parts of the world.
- 2.SS.5.1.2 Compare traditions practiced in other parts of the world.