



**Grade Two:**  
*Introduction to History and  
Social Science— Focus  
on the United States of  
America*

**Updated: December 2020**

***History and Social Science Standards of Learning  
Curriculum Framework 2015***

Commonwealth of Virginia  
Board of Education  
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## **INTRODUCTION**

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## Grade Two

### Introduction to History and Social Science: Focus on the United States of America

The standards for second-grade students include an introduction to the lives of Americans and their contributions to the United States as well as the heritage of the American Indians, past and present. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

### Skills

- 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in American history;
  - b) using basic map skills to locate places on maps and globes to support an understanding of American history;
  - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;
  - d) asking appropriate questions to solve a problem;
  - e) comparing and contrasting people, places, or events in American history;
  - f) recognizing direct cause-and-effect relationships;
  - g) making connections between past and present;
  - h) using a decision-making model to make informed decisions;
  - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - j) defending positions orally and in writing, using content vocabulary.

### History

- 2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- 2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on
- a) the Powhatan of the Eastern Woodlands;
  - b) the Lakota of the Plains; and
  - c) the Pueblo peoples of the Southwest.

- 2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on
- a) Christopher Columbus;
  - b) Benjamin Franklin;
  - c) Abraham Lincoln;
  - d) George Washington Carver;
  - e) Helen Keller;
  - f) Thurgood Marshall;
  - g) Rosa Parks;
  - h) Jackie Robinson;
  - i) Cesar Chavez; and
  - j) Martin Luther King, Jr.
- 2.5 The student will describe why United States citizens celebrate major holidays, including
- a) Martin Luther King, Jr., Day;
  - b) George Washington Day (Presidents' Day);
  - c) Memorial Day;
  - d) Independence Day (Fourth of July);
  - e) Labor Day;
  - f) Columbus Day;
  - g) Veterans Day; and
  - h) Thanksgiving Day.

## **Geography**

- 2.6 The student will develop map skills by using globes and maps of the world and the United States to locate
- a) the seven continents and the five oceans;
  - b) the equator, the Prime Meridian, and the four hemispheres; and
  - c) major rivers, mountain ranges, lakes, and other physical features in the United States.
- 2.7 The student will locate and describe the relationship between the environment and culture of
- a) the Powhatan of the Eastern Woodlands;
  - b) the Lakota of the Plains; and
  - c) the Pueblo Indians of the Southwest.

## **Economics**

- 2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

## **Civics**

- 2.11 The student will explain the responsibilities of a good citizen, with emphasis on
- a) respecting and protecting the rights and property of others;
  - b) taking part in the voting process when making classroom decisions;
  - c) describing actions that can improve the school and community;
  - d) demonstrating self-discipline and self-reliance;
  - e) practicing honesty and trustworthiness; and
  - f) describing the purpose of rules and laws.
- 2.12 The student will understand that the people of the United States of America
- a) make contributions to their communities;
  - b) vote in elections;
  - c) are united as Americans by common principles; and
  - d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.
- 2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by
- a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
  - b) learning the words and meaning of the Pledge of Allegiance.