SECOND GRADE

Living and Working Together in State and Nation

The goal of the second-grade curriculum is to introduce students to major historical events, figures, and symbols related to the principles of American democracy. Young students learn to value differences among people and exemplify a respect for the rights and opinions of others. They develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens. Through a thematic approach to instruction, second-grade students acquire knowledge as they study various cultures, places, and environments.

Content standards for second grade address the disciplines of economics, geography, history, and civics and government. Students benefit from engagement in factual accounts of history, including artifacts related to these histories. Hands-on instruction that relates content to students' lives provides familiarity and allows students to retain and build on newly presented materials. Students gain a deeper understanding of content through independent and cooperative learning, project-based learning, and through the examination of primary and secondary sources.

Students will:

E	G	H	CG
		✓	✓

1. Relate principles of American democracy to the founding of the nation.
   - Identifying reasons for the settlement of the thirteen colonies
   - Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation
   - Demonstrating the voting process, including roles of major political parties
   - Utilizing school and classroom rules to reinforce democratic values

E	G	H	CG
		✓	✓

2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
   - Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison
   - Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe
   - Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents' Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day
   - Describing the history of American symbols and monuments
     Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial

E	G	H	CG
		✓	

3. Use various primary sources, including calendars and timelines, for reconstructing the past.

   Examples: historical letters, stories, interviews with elders, photographs, maps, artifacts

E	G	H	CG
		✓	

4. Use vocabulary to describe segments of time, including *year*, *decade*, *score*, and *century*.

E	G	H	CG
	✓		

5. Differentiate between a physical map and a political map.

   Examples: physical—illustrating rivers and mountains
   political—illustrating symbols for states and capitals

   - Using vocabulary associated with geographical features, including *latitude*, *longitude*, and *border*

E	G	H	CG
	✓		

6. Identify states, continents, oceans, and the equator using maps, globes, and technology.
   - Identifying map elements, including title, legend, compass rose, and scale
   - Identifying the intermediate directions of northeast, southeast, northwest, and southwest
   - Recognizing technological resources such as a virtual globe, satellite images, and radar
   - Locating points on a grid

E	G	H	CG
✓			

7. Explain production and distribution processes.

   Example: tracing milk supply from dairy to consumer

   - Identifying examples of imported and exported goods
   - Describing the impact of consumer choices and decisions on supply and demand

E	G	H	CG
✓			

8. Describe how scarcity affects supply and demand of natural resources and human-made products.

   Examples: cost of gasoline during oil shortages, price and expiration date of perishable foods

E	G	H	CG
✓	✓	✓	✓

9. Describe how and why people from various cultures immigrate to the United States.

   Examples: how—ships, planes, automobiles
   why—improved quality of life, family connections, disasters

   - Describing the importance of cultural unity and diversity within and across groups

E	G	H	CG
✓	✓	✓	

10. Identify ways people throughout the country are affected by their human and physical environments.

Examples: land use, housing, occupation

- Comparing physical features of regions throughout the United States
  Example: differences in a desert environment, a tropical rain forest, and a polar region
- Identifying positive and negative ways people affect the environment
  Examples: positive—restocking fish in lakes, reforesting cleared land
  negative—polluting water, littering roadways, eroding soil
- Recognizing benefits of recreation and tourism at state and national parks 

E	G	H	CG
		✓	

11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.

Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes