

Grade 2

History

Historical Thinking and Skills

- 1 Time can be shown graphically on calendars and timelines. **HS.2.1**
 - a Use a timeline template to organize three or more events in chronological order. **HS.2.1.A**
 - b Identify a timeline vs. other graphic organizers. **HS.2.1.B**
 - c Identify important dates (e.g., birthdays, holidays, upcoming events, etc.). **HS.2.1.C**
 - d State or write the day's date. **HS.2.1.D**
 - e Identify the year on a calendar. **HS.2.1.E**
 - f Name the months of the year in chronological order. **HS.2.1.F**
 - g Identify the months of the year on a calendar. **HS.2.1.G**
 - h Name the days of the week in chronological order. **HS.2.1.H**
 - i Identify the days of the week on a calendar. **HS.2.1.I**
 - j Participate in calendar activities. **HS.2.1.J**
 - k Engage with an image of a timeline. **HS.2.1.K**
 - l Engage with a calendar. **HS.2.1.L**
- 2 Change over time can be shown with artifacts, maps, and photographs. **HS.2.2**
 - a Compare photographs of people, places, or events from past and present. **HS.2.2.A**
 - b Use photographs to retell about an event or person. **HS.2.2.B**
 - c Use a map to describe a location. **HS.2.2.C**
 - d Identify a map vs. other graphic. **HS.2.2.D**
 - e Engage with maps. **HS.2.2.E**
 - f Compare artifacts from both past and present. **HS.2.2.F**
 - g Describe artifacts from both past and present. **HS.2.2.G**
 - h Engage with artifacts from both past and present. **HS.2.2.H**
 - i Engage with photographs of familiar people or events. **HS.2.2.I**

Heritage

- 3 Science and technology have changed daily life. [HS.2.3](#)
 - a Describe how changes in technology have changed everyday life. [HS.2.3.A](#)
 - b Compare technology for a given topic from past and present (e.g., telephone, cars, maps, etc.). [HS.2.3.B](#)
 - c Describe how science changed a specific technology (e.g., telephone). [HS.2.3.C](#)
 - d Identify technology for a given topic from past and present (e.g., transportation from past and present, communication from past and present, medical care, etc.). [HS.2.3.D](#)
 - e Identify technology tools for specific environment or task. [HS.2.3.E](#)
 - f Engage with technology. [HS.2.3.F](#)
 - 4 Biographies can show how peoples' actions have shaped the world in which we live. [HS.2.4](#)
 - a Discuss how the actions of individuals can impact the world. [HS.2.4.A](#)
 - b Answer the question: How did this person impact the world? [HS.2.4.B](#)
 - c Match the actions of the person detailed in a given biography as "for the common good" or not. [HS.2.4.C](#)
 - d Identify actions of the person detailed in a given biography. [HS.2.4.D](#)
 - e Identify the person detailed in a given biography. [HS.2.4.E](#)
 - f Identify a biography vs. other genres. [HS.2.4.F](#)
 - g Engage with biographies of familiar people. [HS.2.4.G](#)
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Geography

Spatial Thinking and Skills

- 5 Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places. **GE0.2.5**
 - a Create a map that includes a key. **GE0.2.5.A**
 - b Identify that maps can help to answer questions. **GE0.2.5.B**
 - c Point to/identify a given name/location on a map. **GE0.2.5.C**
 - d Identify north south east and west on a map. **GE0.2.5.D**
 - e Identify bodies of water on a map, **GE0.2.5.E**
 - f Identify land on a map. **GE0.2.5.F**
 - g Match map key symbols with that it represents on the map. **GE0.2.5.G**
 - h Identify the map key. **GE0.2.5.H**
 - i Engage with a map key. **GE0.2.5.I**
 - j Engage with a map. **GE0.2.5.J**
- 6 The work that people do is impacted by the distinctive human and physical characteristics in the place where they live. **GE0.2.6**
 - a Match specific work to physical characteristics on a map (e.g., farming to open fields, manufacturing to factories, etc.). **GE0.2.6.A**
 - b Match work to location (e.g., fishing to ocean or lake, building with wood to wooded land, etc.). **GE0.2.6.B**
 - c Brainstorm a list of work people do in the local area. **GE0.2.6.C**
 - d Identify characteristics of the local community. **GE0.2.6.D**
 - e Identify the work of family members or friends. **GE0.2.6.E**
 - f Engage with people from the local community. **GE0.2.6.F**
 - g Engage with a photo of where you live. **GE0.2.6.G**

Human Systems

- 7 Human activities alter the physical environment, both positively and negatively. **GEO.2.7**
 - a Sort human changes to the physical environment as positive or negative impact. **GEO.2.7.A**
 - b Identify way people have changed the physical environment (e.g. construct roads, farm the land, build on land, dump garbage, etc.) **GEO.2.7.B**
 - c Identify how work may impact the physical environment. **GEO.2.7.C**
 - d Identify the work people do every day. **GEO.2.7.D**
 - e Identify how taking food and water from the physical environment may change the environment. **GEO.2.7.E**
 - f Identify food, clothing, and shelter as coming from the physical environment. **GEO.2.7.F**
 - g Actively participate in daily routines or activities (e.g., shower/bathe, travel, eat, work, etc.). **GEO.2.7.G**
 - 8 Cultures develop in unique ways, in part through the influence of the physical environment. **GEO.2.8**
 - a Discuss how diverse cultural practices change based on different physical environments. **GEO.2.8.A**
 - b Compare homes, material goods, and jobs from two or more different physical environments. **GEO.2.8.B**
 - c Link cultural practices to a way of life in a specific location or region. **GEO.2.8.C**
 - d Describe one or more family traditions based on local seasons. **GEO.2.8.D**
 - e Identify one or more local foods or material goods based on seasons in a physical environment. **GEO.2.8.E**
 - f Identify what materials from the local environment were used to build a specific home. **GEO.2.8.F**
 - g Identify one's own home style. **GEO.2.8.G**
 - h Engage with photographs that represent diverse homes. **GEO.2.8.H**
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Government

Civic Participation and Skills

- 9 Interactions among cultures lead to sharing ways of life. **GVT.2.9**
 - a Identify shared cultural practices. **GVT.2.9.A**
 - b Associate cultural practices with family traditions. **GVT.2.9.B**
 - c Demonstrate respectful interest in diverse cultural practices. **GVT.2.9.C**
 - d Identify diverse cultural practices across groups of people from the local community: foods, language, clothing, buildings, the arts and traditions/beliefs. Culture is defined: the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions and organizations, and their material goods, such as food, clothing, buildings, tools, and machines. **GVT.2.9.D**
 - e Identify clothing worn during a special family event vs. every day that have been influenced by the groups' location (e.g., climate specific, local colors, emblems/icons, etc.). **GVT.2.9.E**
 - f Identify foods eaten during holiday vs. everyday meals based on local availability. **GVT.2.9.F**
 - g Engage with people from diverse cultures. **GVT.2.9.G**
- 10 Respect for the rights of self and others includes making responsible choices and being accountable for personal actions. **GVT.2.10**
 - a Identify personal rights. **GVT.2.10.A**
 - b Identify demonstrations of respect for others. **GVT.2.10.B**
 - c Identify consequence for a given choice. **GVT.2.10.C**
 - d Make responsible choices (e.g., follow rules, take turns, show kindness, etc.). **GVT.2.10.D**
 - e Identify choices as self-determined. **GVT.2.10.E**
 - f Identify a situation where a choice can be made (e.g., selecting a game to play, how we interact with others, etc.). **GVT.2.10.F**
 - g Demonstrate action. **GVT.2.10.G**
 - h Engage to make a choice. **GVT.2.10.H**
- 11 Groups are accountable for choices they make and actions they take. **GVT.2.11**
 - a Evaluate personal work and the work of the team. **GVT.2.11.A**
 - b Work together as a group to accomplish a task. **GVT.2.11.B**
 - c Own responsibility for completing part of the whole in a group task. **GVT.2.11.C**
 - d Contribute own work and ideas to a group. **GVT.2.11.D**
 - e Use a system to manage conflict peacefully. **GVT.2.11.E**
 - f Use a system to organize group work (e.g., set a goal, assign tasks/steps, etc.). **GVT.2.11.F**
 - g Establish group norms/rules that all members will follow. **GVT.2.11.G**

h Communicate with the group. [GVT.2.11.H](#)

i Engage with group members. [GVT.2.11.I](#)

Rules and Laws

12 There are different rules and laws that govern behavior in different settings. [GVT.2.12](#)

a Identify that rules and laws shape behavior. [GVT.2.12.A](#)

b Match rules to specific settings. [GVT.2.12.B](#)

c Identify the rules in a given environment (e.g., classroom, home, restaurant, playground, in the car, etc.). [GVT.2.12.C](#)

d Engage in behaviors that follow the rules in a given setting. [GVT.2.12.D](#)

Economics

Economic Decision Making and Skills

13 Information displayed on bar graphs can be used to compare quantities. [GVT.2.13](#)

a Compare quantities in a bar graph. [GVT.2.13.A](#)

b Construct a bar graph. [GVT.2.13.B](#)

c Populate the bar graph by shading given quantities in each category. [GVT.2.13.C](#)

d Label bar graph with numbers and categories [GVT.2.13.D](#)

e Identify quantities and categories from data source. [GVT.2.13.E](#)

f Select a data source to identify quantities to compare (e.g., number of books read per month, number of snow days per month, weather patterns, etc.). [GVT.2.13.F](#)

g Identify a bar graph vs. other types of graphs. [GVT.2.13.G](#)

h Engage with an image of a bar graph. [GVT.2.13.H](#)

Scarcity

14 Resources can be used in various ways. [ECON.2.14](#)

a Describe why a resource may become unavailable. [ECON.2.14.A](#)

b Identify when resources are available or unavailable. [ECON.2.14.B](#)

c Identify who uses specific resources (e.g., students and book companies use paper, landscapers and homeowners use mulch, carpenters, and furniture manufacturers use lumber, etc.). [ECON.2.14.C](#)

d Identify how specific resources are used in multiple ways (e.g., trees are used for: lumber, paper, mulch, etc.). [ECON.2.14.D](#)

e Identify local resources (e.g., trees, corn, soybeans, oil, etc.). [ECON.2.14.E](#)

f Construct a grocery list. [ECON.2.14.F](#)

g Engage with multi-use products. [ECON.2.14.G](#)

Production and Consumption

- 15 Most people around the world work in jobs in which they produce specific goods and services. [ECON.2.15](#)
- a Explain why people work in jobs that provide goods or services. [ECON.2.15.A](#)
 - b Participate in production of a good or service (e.g., class jobs, assembly line product, etc.). [ECON.2.15.B](#)
 - c Match specific jobs with the good(s) or service(s) they provide. [ECON.2.15.C](#)
 - d Provide a service to someone in the class, home, or community. [ECON.2.15.D](#)
 - e Brainstorm a list jobs/services. [ECON.2.15.E](#)
 - f Define services as the act of helping or doing work for someone. [ECON.2.15.F](#)
 - g Identify examples of producers within the community. [ECON.2.15.G](#)
 - h Define produce as to make, create, assemble, or construct. [ECON.2.15.H](#)
 - i Define goods as products/objects people want. [ECON.2.15.I](#)
 - j Engage with goods. [ECON.2.15.J](#)

Markets

- 16 People use money to buy and sell goods and services. [ECON.2.16](#)
- a Explore that different countries have different types of money. [ECON.2.16.A](#)
 - b Make a real or pretend transaction. [ECON.2.16.B](#)
 - c Practice using currency in trade for a good or service. [ECON.2.16.C](#)
 - d Match the cost of a good or service with currency. [ECON.2.16.D](#)
 - e Identify the cost of a specific good or service. [ECON.2.16.E](#)
 - f Identify who keeps the money from a sale. [ECON.2.16.F](#)
 - g Identify how money is exchanged to sell goods and services. [ECON.2.16.G](#)
 - h Identify who gives the money during a purchase. [ECON.2.16.H](#)
 - i Explain how money is exchanged to buy goods and services. [ECON.2.16.I](#)
 - j Order the steps in making a purchase. [ECON.2.16.J](#)
 - k Identify coins and bills as money. [ECON.2.16.K](#)
 - l Identify goods and services to purchase. [ECON.2.16.L](#)
 - m Engage with money. [ECON.2.16.M](#)
 - n Engage with people. [ECON.2.16.N](#)

Financial Literacy

- 17 People earn income by working. [ECON.2.17](#)
- a Explore careers. [ECON.2.17.A](#)
 - b Identify that some earnings can be saved for larger purchases or future spending. [ECON.2.17.B](#)
 - c List ways people spend the money they earn by working. [ECON.2.17.C](#)
 - d Identify that money is needed to buy wants and needs. [ECON.2.17.D](#)
 - e Examine how different jobs earn different amounts of money. [ECON.2.17.E](#)
 - f Identify jobs that earn money. [ECON.2.17.F](#)
 - g Identify how people get money. [ECON.2.17.G](#)
 - h Engage with money. [ECON.2.17.H](#)
 - i Engage in work. [ECON.2.17.I](#)