

**Second Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Concepts	Assessment	Resources
(Application)	2.US.1.1. Students are able to place important historical events in the order in which they occurred.	Time Lines Historical Events <ul style="list-style-type: none"> - First Americans - Explorers - Settlements - Declaration of Independence - Revolutionary War - First President 	Create a timeline for historical events	
(Comprehension)	2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.	Changes in farming, schools, and communities over time. <ul style="list-style-type: none"> • Compare features of present Native American life to that of the past. Illustrate past dwellings (tipi, hogan, longhouse, pueblo) and present-day housing Changes in food, clothing, shelter and transportation		

(Comprehension)	2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.	Thomas Jefferson-Declaration of Independence; Rosa Parks and Martin Luther King-civil rights; Susan B. Anthony-suffrage.		
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Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard	Concepts	Assessment	Resources
(Comprehension)	2.US.2.1. Students are able to compare ways different cultures shared traditions.	List present-day customs that originated in other cultures such as piñatas, Christmas trees, and Christmas Carols. Read legends of other cultures. -Johnny Appleseed Listen to songs from other cultures. Discuss foods from other cultures.		

**Second Grade U.S. History
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • create a comparison of past and present life; • select and research a historical figure who contributed to modern-day life; • create a historical timeline; • select a custom and explain its origins.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • place at least three important historical events in the order in which they occurred; • distinguish between features of modern-day living and those of the past; • identify how historical figures contributed to modern-day life; • compare ways in which different cultures share traditions.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • participate in activities used to compare modern-day living to the past; • participate in activities exploring shared cultural traditions; • answer yes or no questions about historical figures and events.

**Second Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
	(Mastery of this indicator does not emerge until third grade.)

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
Comprehension	2.W.2.1. Students are able to compare holidays celebrated in different countries.	Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Christmas, and Ramadan.	Create an invitation for one of the holidays	"Children Just Like Me Celebrations" – Darling Kindersley, Inc

**Second Grade World History
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none"> • explain why similarities and differences exist in world holidays.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none"> • recognize similarities and differences in world holidays.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none"> • participate in classroom world holiday activities.

**Second Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Concepts	Assessments	Resources
(Application)	2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.	Map and Globe Skills <ul style="list-style-type: none"> • classroom map, label objects in the room • identify the equator • identify North America • identify Atlantic and Pacific Oceans • identify the poles • identify North American countries <ul style="list-style-type: none"> - Canada - Mexico - US Key/legend and symbols		
(Knowledge)	2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.	Find South Dakota and Washington D.C. on a map. <ul style="list-style-type: none"> ✓ Identify seven continents and four major oceans. 		

**Second Grade Geography
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • design an aerial map of a new classroom arrangement; • group landforms and oceans according to their hemisphere; • create an original map of an imaginary country including map key/legend, map title, and directions.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • construct a simple map of the classroom using an aerial view including at least five symbols on the map key/legend; • use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify areas in the classroom on an aerial map; • tell what oceans and continents are and find the equator; • name four cardinal directions and find the map key/legend.

**Second Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	2.C.1.1. Students are able to explain the difference between rules and laws.	Compare school rules to community laws. <ul style="list-style-type: none"> - Rules help people get along - Laws keep people safe 		
(Analysis)	2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.	Define: <ul style="list-style-type: none"> - Laws - Consequences - Law breakers - Safety/Protection 		

(Comprehension)	2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.	Identify Political roles of leaders of local/state/national government <ul style="list-style-type: none"> - the mayor, - the governor, - the legislators, - the congressmen, - senators - the president to local/state/national government ✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States. ✓ Discuss the lawmaking process and how leaders work together.		Jr. Achievement
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Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Application)	2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.	Kids Voting <ul style="list-style-type: none"> ✓ Describe the importance of volunteerism in your community, school and home. Classroom Voting – majority rules		

**Second Grade Civics (Government)
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• categorize rules and laws;• develop consequences for breaking classroom rules;• summarize and compare the political roles of leaders;• demonstrate the meaning of majority rules.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• explain the difference between rules and laws;• identify why laws are needed in a community and that there are legal consequences for lawbreakers;• explain basic political roles of leaders in the larger community;• describe the meaning of majority rule and its related function in a democracy.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• identify one rule or law;• name a political leader's role;• participate in classroom citizenship activities.

**Second Grade Economics
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.	Natural and human resources needed for a business success. ✓ Name a new business in the community. Natural Resources: - trees - oil - soil - wind Human Resources: - jobs/work - time - energy - people ✓ Explain how limited resources require people to make choices about producing and consuming goods and services.		
(Comprehension)	2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.	Financial Decisions: - Income/allowance - Budget		

		<ul style="list-style-type: none"> - Wants vs. needs - borrowing <p>Ways people pay for goods and services</p> <ul style="list-style-type: none"> - cash - check - credit, - debit 		
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**Second Grade Economics
Performance Descriptors**

Advanced	<p>Second grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • categorize human and natural resources; • design a budget.
Proficient	<p>Second grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify the differences between human resources and natural resources; • explain the importance of making informed decisions about spending, borrowing, and saving.
Basic	<p>Second grade students performing at the basic level:</p> <ul style="list-style-type: none"> • name a resource; • participate in classroom money activities.