

Standards for Grade 2

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester 3	

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity 2: Human Rights 3: Call to Family and Community	4: Dignity and Work Rights of Workers 5: Option for the Poor 6: Global Solidarity 7: Care for God's Creation
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Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts FA: fine arts	M: mathematics T: technology	SC: science O: other
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Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate **#PA: Partially adequate** **#NA: Not Adequate**

Assessment – Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught **M: Minimal Emphasis** **B: Basic Emphasis** **S: Strong Emphasis**

Assessment – Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a <i>few</i> of the students are proficient	2: About <i>half</i> of the students are proficient	3: <i>Most</i> of the students are proficient
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Grade 2 – Standard 1

2.1 Students differentiate between those things that happened long ago and yesterday by:

Legend

T: Timeline: **Q**=quarter **Tr**=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts **M**=math **SC**=science **T**=tech **FA**=fine arts **O**=other

R: Resources: **A**=adequate **PA**=partially adequate **NA**=not adequate

A: Degree of teaching emphasis **0**: not taught **M**=minimal emphasis **B**=basic **S**=strong

A: Degree of mastery **1**= few students are proficient **2**: \pm half proficient **3**: most proficient

Benchmarks	T		I			R	A	
2.1.1 tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents	Q1	Tr1	<u>ST</u>	<u>ST</u>	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
2.1.2 comparing and contrasting their daily lives with those of parents and grandparents	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
2.1.3 placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 2 - Standard 2

2.2. Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:

Legend

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A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
2.2.1 locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
2.2.2 labeling a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
2.2.3 locating on a map where their ancestors live(d), describing when their family moved to the local community, and describing how and why they made their trip	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
2.2.4 comparing and contrasting basic land use in urban, suburban and rural environments in California	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 2 - Standard 3

2.3. Students explain the institutions and practices of governments in the United States and other countries, in terms of:

Legend

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Benchmarks	T		I			R	A	
2.3.1 the difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
2.3.2 the ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 2 - Standard 4

2.4. Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills in terms of:

Legend

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Benchmarks	T		I			R	A	
2.4.1 food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources	Q1	Tr1	<u>ST</u>	<u>ST</u>	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
2.4.2 the role and interdependence of buyers (consumers) and sellers (producers) of goods and services	Q1	Tr1	<u>ST</u>	<u>ST</u>	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
2.4.3 how limits on resources require people to choose what to produce and what to consume	Q1	Tr1	<u>ST</u>	<u>ST</u>	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 2 - Standard 5

2.5. Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride)

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Benchmarks	T		I			R	A	
2.5.1 The standard is the benchmark	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

<p style="text-align: center;">Historical and Social Sciences Analysis Skills Grades K-5</p>

PLEASE NOTE

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

Research, Evidence and Point of View

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

Historical Interpretation

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events