

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

LANGUAGE ARTS

Strand	Sub-Strand	Standard	Benchmarks
Reading & Literature	A. Word Recognition, Analysis, and Fluency	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and fluency.	<ol style="list-style-type: none"> 1. Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations to decode words. 2. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words. 3. Fluently read 200 high-frequency words. 4. Read aloud grade-appropriate text with accuracy, fluency and expression. 5. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.
	B. Vocabulary Expansion	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	<ol style="list-style-type: none"> 1. Learn and use new words through explicit instruction and independent reading. 2. Use a growing range of descriptive words when speaking of people, places, things, actions and events. 3. Use context and word structure to help determine a word's meaning. 4. Identify prefixes and suffixes. 5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning. 6. Use a grade-appropriate dictionary or glossary to locate word meanings.
	C. Comprehension	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.	<ol style="list-style-type: none"> 1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text to prepare for reading. 3. Analyze text by using pictures, diagrams, titles and headings. 4. Monitor comprehension, reread and use strategies to self-correct when necessary. 5. Restate the sequence of events or ideas in a text, and summarize. 6. Identify the topic, facts and supporting details in non-fiction texts. 7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts. 8. Make predictions about text and verify outcomes. 9. Summarize text. 10. Follow two-step written directions.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

Strand	Sub-Strand	Standard	Benchmarks
Reading & Literature	D. Literature	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	<ol style="list-style-type: none"> 1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biography) from America, as well as from other countries. 2. Identify and describe main characters, settings and plot. 3. Use details from the story to support interpretation. 4. Compare and contrast works by different authors in the same genre or regarding the same theme. 5. Compare and contrast two works by the same author. 6. Critically read and evaluate texts to determine the author's purpose. 7. Read selections for personal enjoyment.
Writing	A. Types of Writing	The student will compose narrative and informational pieces of writing.	<ol style="list-style-type: none"> 1. Write in a variety of modes to express meaning, including: <ol style="list-style-type: none"> a. narrative, b. informative, c. functional. 2. Use informal writing skills, such as note taking, listing and mapping, to record information or observations.
	B. Elements of Composition	The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.	<ol style="list-style-type: none"> 1. Write sentences employing the composing processes of pre-writing, writing, revising, editing and final copy. 2. Use verbalizations (discussions, interviews or dictating) to prepare for writing.
	C. Spelling, Grammar, & Usage	The student will apply standard English conventions when writing.	<ol style="list-style-type: none"> 1. Identify and correctly use nouns, verbs and pronouns. 2. Identify and use descriptive words such as adjectives and adverbs. 3. Write sentences with correct subject-verb agreement. 4. Use correct end marks for sentences. 5. Apply phonics knowledge and spelling rules to produce correctly spelled words. 6. Use correct spelling for high-frequency sight words, regular plurals, and simple compound words. 7. Spell grade-appropriate words correctly in final draft.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

Strand	Sub-Strand	Standard	Benchmarks
Writing	D. Research	The student will locate and use information in reference materials.	<ol style="list-style-type: none"> 1. Use grade-level appropriate reference material to obtain information. 2. Alphabetize by first and second letter. 3. Use glossaries.
	E. Handwriting & Word Processing	The student will begin to write legibly.	<ol style="list-style-type: none"> 1. Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers. 2. Space words and sentences appropriately.
Speaking, Listening & Viewing	A. Speaking & Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	<ol style="list-style-type: none"> 1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Comprehend text or information presented orally. 3. Follow two or three-step oral directions. 4. Explain and clarify needs, feelings and ideas to peers and adults in complete sentences. 5. Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence. 6. Recite and respond to stories, poems, rhymes, and songs with expression. 7. Use voice level, phrasing, pace and intonation appropriate for language situation. 8. Ask and respond to questions.
	B. Viewing	The student will become familiar with the structure of printed material.	<ol style="list-style-type: none"> 1. Identify the cover, title page, and glossary of a book. 2. Understand that different types of books, such as fiction, nonfiction and reference materials have different purposes.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

MATH

Strand	Standard	No.	Benchmarks
Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.1	Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
		2.1.1.2	Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds. <i>For example:</i> Writing 853 is a shorter way of writing 8 hundreds + 5 tens + 3 ones.
		2.1.1.3	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number. <i>For example:</i> Find the number that is 10 less than 382 and the number that is 100 more than 382.
		2.1.1.4	Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100. <i>For example:</i> If there are 17 students in the class and granola bars come 10 to a box, you need to buy 20 bars (2 boxes) in order to have enough bars for everyone.
		2.1.1.5	Compare and order whole numbers up to 1000.
	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.1	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts. <i>For example:</i> Use the associative property to make tens when adding $5 + 8 = (3 + 2) + 8 = 3 + (2 + 8) = 3 + 10 = 13.$
		2.1.2.2	Demonstrate fluency with basic addition facts and related subtraction facts.
		2.1.2.3	Estimate sums and differences up to 100. <i>For example:</i> Know that $23 + 48$ is about 70.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

		2.1.2.4	<p>Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.</p> <p><i>For example:</i> Using decomposition, $78 + 42$, can be thought of as:</p> $78 + 2 + 20 + 20 = 80 + 20 + 20 = 100 + 20 = 120$ <p>and using expanded notation, $34 - 21$ can be thought of as:</p> $30 + 4 - 20 - 1 = 30 - 20 + 4 - 1 = 10 + 3 = 13.$
		2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.
		2.1.2.6	Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
Algebra	Recognize, create, describe, and use patterns and rules to solve real-world and mathematical problems.	2.2.1.1	<p>Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.</p> <p><i>For example:</i> Skip count by 5s beginning at 3 to create the pattern 3, 8, 13, 18,</p> <p><i>Another example:</i> Collecting 7 empty milk cartons each day for 5 days will generate the pattern 7, 14, 21, 28, 35, resulting in a total of 35 milk cartons.</p>
	Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	2.2.2.1	<p>Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.</p> <p><i>For example:</i> One way to represent $n + 16 = 19$ is by comparing a stack of 16 connecting cubes to a stack of 19 connecting cubes; $24 = a + b$ can be represented by a situation involving a birthday party attended by a total of 24 boys and girls.</p>
		2.2.2.2	<p>Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.</p> <p><i>For example:</i> How many more players are needed if a soccer team requires 11 players and so far only 6 players have arrived? This situation can be represented by the number sentence $11 - 6 = p$ or by the number sentence $6 + p = 11$.</p>

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

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Geometry & Measurement	Identify, describe and compare basic shapes according to their geometric attributes.	2.3.1.1	Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).
		2.3.1.2	Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres. <i>For example:</i> Use a drawing program to show several ways that a rectangle can be decomposed into exactly three triangles.
	Understand length as a measurable attribute; use tools to measure length.	2.3.2.1	Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object. <i>For example:</i> It will take more paper clips than whiteboard markers to measure the length of a table.
		2.3.2.2	Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch. <i>For example:</i> Draw a line segment that is 3 inches long.
	Use time and money in real-world and mathematical situations.	2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.
		2.3.3.2	Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount. <i>For example:</i> 50 cents can be made up of 2 quarters, or 4 dimes and 2 nickels, or many other combinations.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

SCIENCE

Strand	Sub-Strand	Standard	No.	Benchmarks		
The Nature of Science and Engineering	The Practice of Science	2. Scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.	2.1.1.2.1	Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.		
			The Practice of Engineering	2. Engineering design is the process of identifying a problem and devising a product or process to solve the problem.	2.1.2.2.1	Identify a need or problem and construct an object that helps to meet the need or solve the problem. For example: Design and build a tool to show wind direction. Another example: Design a kite and identify the materials to use.
					2.1.2.2.2	Describe why some materials are better than others for making a particular object and how materials that are better in some ways may be worse in other ways. For example: Objects made of plastic or glass.
Physical Science	Matter	1. Objects can be described in terms of the materials they are made of and their physical properties.	2.2.1.1.1	Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.		
			2. The physical properties of materials can be changed, but not all materials respond the same way to what is done to them.	2.2.1.2.1	Observe, record and recognize that water can be a solid or a liquid and can change from one state to another.	
	Motion	1. The motion of an object can be described by a change in its position over time.	2.2.2.1.1	Describe an object's change in position relative to other objects or a background. For example: Forward, backward, going up, going down.		

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

Strand	Sub-Strand	Standard	No.	Benchmarks
			2.2.2.1.2	<p>Demonstrate that objects move in a variety of ways, including a straight line, a curve, a circle, back and forth, and at different speeds.</p> <p>For example: Spinning toy and rocking toy.</p> <p>Another example: Construct objects that will move in a straight line or a curve such as a marble or toy car on a track.</p>
Physical Science	Motion	2. The motion of an object can be changed by push or pull forces.	2.2.2.2.1	<p>Describe how push and pull forces can make objects move.</p> <p>For example: Push and pull objects on smooth and rough surfaces.</p>
			2.2.2.2.2	<p>Describe how things near Earth fall to the ground unless something holds them up.</p>
Earth and Space Science	Interdependence Within the Earth System	2. Weather can be described in measurable quantities and changes from day to day and with the seasons.	2.3.2.2.1	<p>Measure, record and describe weather conditions using common tools.</p> <p>For example: Temperature, precipitation, sunrise/sunset, and wind speed/direction.</p>
Life Science	Structure and Function in Living Systems	1. Living things are diverse with many different observable characteristics.	2.4.1.1.1	<p>Describe and sort plants into groups in many ways, according to their physical characteristics and behaviors.</p>
	Interdependence Among Living Systems	1. Natural systems have many components that interact to maintain the system	2.4.2.1.1	<p>Recognize that plants need space, water, nutrients and air, and that they fulfill these needs in different ways.</p>
	Evolution in Living Systems	1. Plants and animals undergo a series of orderly changes during their life cycles.	2.4.3.1.1	<p>Describe the characteristics of plants at different stages of their life cycles.</p> <p>For example: Use live organisms or pictures to observe the changes that occur during the life cycles of bean plants or marigolds.</p>

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
U.S. History	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> 1. Students will compare family life in his or her community from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 	<ol style="list-style-type: none"> 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
	B. Famous People and Events in U.S. History	The student will recognize people and events that made significant contributions to U.S. History.	<ol style="list-style-type: none"> 1. Student will know individuals and groups associated with key turning points in U.S. History. 	<ol style="list-style-type: none"> 1. George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the Women's Suffrage movement; Rosa Parks and the Civil Rights movement; military veterans and service to country.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

	C. Many Peoples and Cultures Meet in the Making of North America	The student will demonstrate knowledge of the people who settled in North America.	<ol style="list-style-type: none"> 1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. 2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations. 	<ol style="list-style-type: none"> 1. Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, and Arctic; Ojibwe, Dakota) 2. Scandinavian, Spanish, Dutch, French, and English explorations, conflict, cooperation, trade, disease; Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and Pilgrims.
Strand	Sub-Strand	Standard	Benchmarks	Examples
World History	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> 1. Students will compare family life in their own communities from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 	<ol style="list-style-type: none"> 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore. 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village. 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
	B. Civilizations in World History	The student will demonstrate knowledge of the historical development of past cultures around the world.	Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.	China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali
	C. Famous People in World History	The student will recognize individuals or groups that have shaped the world.	Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.	Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie.

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

Historical Skills	A. Concepts of Time	The student will demonstrate chronological thinking.	<ol style="list-style-type: none"> Students will define and use terms for concepts of historical time. Students will place events in chronological order and construct timelines. 	<ol style="list-style-type: none"> “Long, long ago,” recent past, present and future; days of the week, months of the year, seasons Visual or graphic representations of their own life histories and of the topics studied.
	B. Historical Resources	The student will understand that we can learn about the past from different sorts of evidence.	<ol style="list-style-type: none"> Students will compare different kinds of historical sources and describe the different sorts of information the sources provide. 	<ol style="list-style-type: none"> Archeological and geological evidence; legends and mythology; oral traditions; documents such as diaries, letters, and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools; visual and mathematical graphics such as tables, flow charts, graphs.
Strand	Sub-Strand	Standard	Benchmarks	Examples
Geography	A. Concepts of Location	The student will use directional and positional words to locate and describe people, places and things.	<ol style="list-style-type: none"> Students will describe the location of people, places and things by using positional words. Students will use maps and globes to locate places referenced in stories and real life situations. Students will explain that an address locates a specific place. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. Students will use the equator and poles as reference points to describe locations. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer. 	<ol style="list-style-type: none"> Near/far, above/below, left/right, behind/in front. Street address, apartment number, classroom number. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator. Determine which is farther from Minnesota: Texas or Alaska.
		The student will demonstrate working knowledge of the	<ol style="list-style-type: none"> Students will use cardinal and intermediate directions to locate places. 	Students will describe the directional relationships between home and places

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

		cardinal directions.		studied (N, NE, E, SE, S, SW, W, NW).
Economics	A. Economic Choices	The student will understand that economic choices are necessary in life.	<ol style="list-style-type: none"> 1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 2. Students will explain that money can be used to buy goods and services. 3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs). 5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose. 	<ol style="list-style-type: none"> 1. Food vs. video game. 2. Quarter in gum ball machine. 3. Not everything on birthday wish list is received. 4. Invited to two birthday parties on the same day. 5. Earnings from lemonade stand can be put in piggy bank or spent on candy.
Economics	B. Producers and Consumers	The student will understand the relationship between producers and consumers in regard to goods and services.	<ol style="list-style-type: none"> 1. Students will distinguish between producers and consumers and between goods and services. 2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services. 	<ol style="list-style-type: none"> 1. Farmer vs. dinner at restaurant; hamburger vs. haircut 2. Trees for paper, people, scissors.
Government and Citizenship	A. Civic Values, Skills, Rights and Responsibilities	The student will describe civic values, rights and responsibilities in a republic.	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. 2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights. 	<ol style="list-style-type: none"> 1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline 2. Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family.
		The student will understand the importance of participation in civic life and demonstrate effective civic skills.	<ol style="list-style-type: none"> 1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives. 	

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

			<ol style="list-style-type: none"> 2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority. 3. Students will explain the importance of voting and how one vote can make a difference. 4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important. 	
	B. Beliefs and Principles of United States Democracy	The student will understand the role of government, rules, and law and why we have them.	<ol style="list-style-type: none"> 1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. 3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government. 	<ol style="list-style-type: none"> 1. Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare 3. Constitution is a written plan that creates, organizes, and describes what government does, classroom constitutions.
	B. Beliefs and Principles of United States Democracy	The student will know key symbols, songs and locations that represent our nation and state.	<ol style="list-style-type: none"> 1. Students will recognize the symbols, songs, locations that uniquely identify our nation. 2. Students will recognize symbols that are significant for the state of Minnesota. 3. Students will describe key national holidays and explain why people celebrate them. 	<ol style="list-style-type: none"> 1. U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs. 2. The state flag, flower, quarter dollar, and bird 3. July 4th, Memorial Day, Flag Day, Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving.
	C. Roots of the Republic	The student will understand the importance of key founding documents of the U.S.	1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	
		The student will become familiar with statesmen and their leadership and	1. Students will identify the beliefs and actions of statesmen including presidents George Washington and	

MINNESOTA ACADEMIC STANDARDS GRADE 2

Revised 11/09

	D. Governmental Institutions and Processes of the United States	<p>guidance of the republic.</p> <p>The student will know basic functions of government.</p>	<p>Abraham Lincoln.</p> <ol style="list-style-type: none"> 1. Students will describe examples of specific services provided by government. 2. Students will name people involved in government, including current and past government leaders, employees, and volunteers. 	<ol style="list-style-type: none"> 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, lice officers.
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