

MINNESOTA ACADEMIC STANDARDS GRADE 2

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LANGUAGE ARTS

Strand	Sub-Strand	Standard	Benchmarks
Strand: I. READING & LITERATURE	Sub-Strand: A. Word Recognition, Analysis, and Fluency	Standard: 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.	Benchmarks: 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.
Strand: I. READING & LITERATURE	Sub-Strand: B. Vocabulary Expansion	Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Benchmarks: 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.
Strand: I. READING & LITERATURE	Sub-Strand: C. Comprehension	Standard: 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.	Benchmarks: 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.

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			<ul style="list-style-type: none"> 8. Make predictions about text and verify outcomes. 9. Summarize text. 10. Follow two-step written directions.
Strand: I. READING & LITERATURE	Sub-Strand: D. Literature	<p>Standard: 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.</p>	<p>Benchmarks:</p> <ul 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.
Strand: II WRITING	Sub-Strand: A. Types of Writing	<p>Standard: The student will compose narrative and informational pieces of writing.</p>	<p>Benchmarks:</p> <ul style="list-style-type: none"> 1. Write in a variety of modes to express meaning, including: <ul 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.
Strand: II WRITING	Sub-Strand: B. Elements of Composition	<p>Standard: The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.</p>	<p>Benchmarks:</p> <ul 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.
Strand: II. WRITING	Sub-Strand: C. Spelling, Grammar, & Usage	<p>Standard: The student will apply standard English conventions when writing.</p>	<p>Benchmarks:</p> <ul 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.

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Strand: II. WRITING	Sub-Strand: D. Research	Standard: The student will locate and use information in reference materials.	Benchmarks: <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.
Strand: II WRITING	Sub-Strand: E. Handwriting & Word Processing	Standard: The student will begin to write legibly.	Benchmarks: <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.
Strand: III. SPEAKING, LISTENING & VIEWING	Sub-Strand: A. Speaking & Listening	Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.	Benchmarks: <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.
Strand: III. SPEAKING, LISTENING & VIEWING	Sub-Strand: B. Viewing	Standard: The student will become familiar with the structure of printed material.	Benchmarks: <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.

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MATH

Grade	Strand	Standard	No.	Benchmarks	
2	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.	
		2.1.2.1	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
2		Demonstrate mastery of addition and	2.1.2.3	Estimate sums and differences up to 100. <i>For example:</i> Know that $23 + 48$ is about 70.	

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Number & Operation	subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.4	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. <i>For example:</i> Using decomposition, $78 + 42$, can be thought of as: $78 + 2 + 20 + 20 = 80 + 20 + 20 = 100 + 20 = 120$ and using expanded notation, $34 - 21$ can be thought of as: $30 + 4 - 20 - 1 = 30 - 20 + 4 - 1 = 10 + 3 = 13.$
		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	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. <i>For example:</i> Skip count by 5s beginning at 3 to create the pattern 3, 8, 13, 18, <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.
	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	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. <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.
	2.2.2.2	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. <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 $6 + p = 11$.	

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2	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.

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SCIENCE

Strand	Sub-Strand	Standard	Benchmarks
Strand: I. HISTORY AND NATURE OF SCIENCE	Sub-Strand: A. Scientific World View	Standard: The student will understand that science is a human endeavor practiced throughout the world.	Benchmarks: 1. The student will recognize that repeating a scientific investigation will lead to very similar results. 2. The student will recognize that scientific investigations generally work the same way in different places. 3. The student will give examples of scientific advances throughout history. 4. The student will recognize that everyone can do science and invent things and ideas.
Strand: I. HISTORY AND NATURE OF SCIENCE	Sub-Strand: B. Scientific Inquiry	Standard: The student will raise questions about the natural world, make careful observations and seek answers.	Benchmarks: 1. The student will use appropriate tools to gather and organize data. 2. The student will recognize and describe patterns in data.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: A. Structure of Matter	Standard: The student will understand that objects can be sorted and classified based on their properties.	Benchmarks: 1. The student will sort and classify objects in terms of color, size, shape, weight, texture, flexibility and attraction to magnets. 2. The student will classify a substance as a solid, liquid or gas. 3. The student will know that solids have a definite shape and that liquids take the shape of their container. 4. The student will observe that water can be a solid or liquid and can change from one state to the other.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: D. Motion	Standard: The student will know that objects move in various ways.	Benchmarks: 1. The student will observe and describe how objects move in a variety of ways, including, but not limited to, a straight line, a curve, a circle, back and forth and at different speeds. 2. The student will observe that push and pull forces can make objects move.
Strand: III. EARTH AND SPACE SCIENCE	Sub-Strand: A. Earth Structure and Processes	Standard: The student will recognize basic Earth materials.	Benchmarks: 1. The student will observe and describe rocks, soils, water and air.

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Strand	Sub-Strand	Standard	Benchmarks
Strand: IV. LIFE SCIENCE	Sub-Strand: B. Diversity of Organisms	Standard: The student will recognize that plants and animals have life cycles.	Benchmarks: 1. The student will describe life cycles of plants and animals.
Strand: IV. LIFE SCIENCE	Sub-Strand: C. Interdependence of Life	Standard: The student will understand that organisms live in different environments.	Benchmarks: 1. The student will observe and describe some features of plants and animals that allow them to live in specific environments.
Strand: IV. LIFE SCIENCE	Sub-Strand: E. Biological Populations Change Over Time	Standard: The student will understand that biological populations change over time.	Benchmarks: 1. The student will know that some kinds of organisms that once lived on Earth are now extinct, including, but not limited to, dinosaurs, trilobites, mammoths, giant tree ferns and horsetail trees.
Strand: IV. LIFE SCIENCE	Sub-Strand: F. Flow of Matter and Energy	Standard: The student will investigate feeding relationships among organisms.	Benchmarks: 1. The student will observe and describe predator and prey relationships. 2. The student will compare and contrast plant eaters and meat eaters.
Strand: IV. LIFE SCIENCE	Sub-Strand: G. Human Organism	Standard: The student will recognize that people have basic needs.	Benchmarks: 1. The student will know that people need water, food, air, waste removal and a particular range of temperature in their environment, just like other animals behavior.

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SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
Strand: I. U.S. HISTORY	Sub-Strand: A. Family Life Today and in the Past	Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	Benchmarks: 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.	Examples: 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).
Strand: I. U.S. HISTORY	Sub-Strand: B. Famous People and Events in U.S. History	Standard: The student will recognize people and events that made significant contributions to U.S. History.	Benchmarks: 1. Student will know individuals and groups associated with key turning points in U.S. History.	Examples: 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.
Strand: I. U.S. HISTORY	Sub-Strand: C. Many Peoples and Cultures Meet in the Making of North America	Standard: The student will demonstrate knowledge of the people who settled in North America.	Benchmarks: 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.	Examples: 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.

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<p>Strand: III. WORLD HISTORY</p>	<p>Sub-Strand: A. Family Life Today and in the Past</p>	<p>Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.</p>	<p>Benchmarks: 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.</p>	<p>Examples: 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).</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: B. Civilizations in World History</p>	<p>Standard: The student will demonstrate knowledge of the historical development of past cultures around the world.</p>	<p>Benchmarks: Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p>	<p>Examples: China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: C. Famous People in World History</p>	<p>Standard: The student will recognize individuals or groups that have shaped the world.</p>	<p>Benchmarks: 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.</p>	<p>Examples: Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie.</p>
<p>Strand: IV. HISTORICAL SKILLS</p>	<p>Sub-Strand: A. Concepts of Time</p>	<p>Standard: The student will demonstrate chronological thinking.</p>	<p>Benchmarks: 1. Students will define and use terms for concepts of historical time. 2. Students will place events in chronological order and construct timelines.</p>	<p>Examples: 1. "Long, long ago," recent past, present and future; days of the week, months of the year, seasons 2. Visual or graphic representations of their own life histories and of the topics studied.</p>

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<p>Strand: IV. HISTORICAL SKILLS</p>	<p>Sub-Strand: B. Historical Resources</p>	<p>Standard: The student will understand that we can learn about the past from different sorts of evidence.</p>	<p>Benchmarks: 1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.</p>	<p>Examples: 1. 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.</p>
<p>Strand: V. GEOGRAPHY</p>	<p>Sub-Strand: A. Concepts of Location</p>	<p>Standard: The student will use directional and positional words to locate and describe people, places and things.</p>	<p>Benchmarks: 1. Students will describe the location of people, places and things by using positional words. 2. Students will use maps and globes to locate places referenced in stories and real life situations. 3. Students will explain that an address locates a specific place. 4. 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. 5. Students will use the equator and poles as reference points to describe locations. 6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.</p>	<p>Examples: 1. Near/far, above/below, left/right, behind/in front 3. Street address, apartment number, classroom number 4. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west 5. 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 6. Determine which is farther from Minnesota: Texas or Alaska</p>
<p>Strand: V. GEOGRAPHY</p>	<p>Sub-Strand: A. Concepts of Location</p>	<p>Standard: The student will demonstrate working knowledge of the cardinal directions.</p>	<p>Benchmarks: 1. Students will use cardinal and intermediate directions to locate places.</p>	<p>Examples: Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)</p>

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<p>Strand: VI. ECONOMICS</p>	<p>Sub-Strand: A. Economic Choices</p>	<p>Standard: The student will understand that economic choices are necessary in life.</p>	<p>Benchmarks: <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. </p>	<p>Examples: <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 </p>
<p>Strand: VI. ECONOMICS</p>	<p>Sub-Strand: B. Producers and Consumers</p>	<p>Standard: The student will understand the relationship between producers and consumers in regard to goods and services.</p>	<p>Benchmarks: <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. </p>	<p>Examples: <ol style="list-style-type: none"> 1. Farmer vs. dinner at restaurant; hamburger vs. haircut 2. Trees for paper, people, scissors. </p>
<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</p>	<p>Standard: The student will describe civic values, rights and responsibilities in a republic.</p>	<p>Benchmarks: <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. </p>	<p>Examples: <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. </p>

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<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</p>	<p>Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p>	<p>Benchmarks: 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. 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.</p>	<p>Examples:</p>
<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: B. Beliefs and Principles of United States Democracy</p>	<p>Standard: The student will understand the role of government, rules, and law and why we have them.</p>	<p>Benchmarks: 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.</p>	<p>Examples: 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.</p>
<p>Strand: VII. GOVERNMENT AND CITIZENSHIP</p>	<p>Sub-Strand: B. Beliefs and Principles of United States Democracy</p>	<p>Standard: The student will know key symbols, songs and locations that represent our nation and state.</p>	<p>Benchmarks: 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</p>	<p>Examples: 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,</p>

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			holidays and explain why people celebrate them.	Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will understand the importance of key founding documents of the U.S.	Benchmarks: 1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will become familiar with statesmen and their leadership and guidance of the republic.	Benchmarks: 1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: D. Governmental Institutions and Processes of the United States	Standard: The student will know basic functions of government.	Benchmarks: 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.	Examples: 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, lice officers.