

# MINNESOTA ACADEMIC STANDARDS GRADE 2

## SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: A. Family Life Today and in the Past</b>	<b>Standard:</b> The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 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>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: B. Famous People and Events in U.S. History</b>	<b>Standard:</b> The student will recognize people and events that made significant contributions to U.S. History.	<b>Benchmarks:</b> 1. Student will know individuals and groups associated with key turning points in U.S. History.	<b>Examples:</b> 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.
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: C. Many Peoples and Cultures Meet in the Making of North America</b>	<b>Standard:</b> The student will demonstrate knowledge of the people who settled in North America.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 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><b>Strand:</b> <b>III. WORLD HISTORY</b></p>	<p><b>Sub-Strand:</b> <b>A. Family Life Today and in the Past</b></p>	<p><b>Standard:</b> 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><b>Benchmarks:</b> 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><b>Examples:</b> 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><b>Strand:</b> <b>III. World History</b></p>	<p><b>Sub-Strand:</b> <b>B. Civilizations in World History</b></p>	<p><b>Standard:</b> The student will demonstrate knowledge of the historical development of past cultures around the world.</p>	<p><b>Benchmarks:</b> Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p>	<p><b>Examples:</b> China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali</p>
<p><b>Strand:</b> <b>III. World History</b></p>	<p><b>Sub-Strand:</b> <b>C. Famous People in World History</b></p>	<p><b>Standard:</b> The student will recognize individuals or groups that have shaped the world.</p>	<p><b>Benchmarks:</b> 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><b>Examples:</b> Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie.</p>
<p><b>Strand:</b> <b>IV. HISTORICAL SKILLS</b></p>	<p><b>Sub-Strand:</b> <b>A. Concepts of Time</b></p>	<p><b>Standard:</b> The student will demonstrate chronological thinking.</p>	<p><b>Benchmarks:</b> 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><b>Examples:</b> 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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<b>Strand:</b> <b>IV. HISTORICAL SKILLS</b>	<b>Sub-Strand:</b> <b>B. Historical Resources</b>	<b>Standard:</b> The student will understand that we can learn about the past from different sorts of evidence.	<b>Benchmarks:</b> 1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.	<b>Examples:</b> 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.
<b>Strand:</b> <b>V. GEOGRAPHY</b>	<b>Sub-Strand:</b> <b>A. Concepts of Location</b>	<b>Standard:</b> The student will use directional and positional words to locate and describe people, places and things.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 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
<b>Strand:</b> <b>V. GEOGRAPHY</b>	<b>Sub-Strand:</b> <b>A. Concepts of Location</b>	<b>Standard:</b> The student will demonstrate working knowledge of the cardinal directions.	<b>Benchmarks:</b> 1. Students will use cardinal and intermediate directions to locate places.	<b>Examples:</b> Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)

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<p><b>Strand:</b> <b>VI. ECONOMICS</b></p>	<p><b>Sub-Strand:</b> <b>A. Economic Choices</b></p>	<p><b>Standard:</b> The student will understand that economic choices are necessary in life.</p>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</li> <li>2. Students will explain that money can be used to buy goods and services.</li> <li>3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.</li> <li>4. Students will give examples of tradeoffs (opportunity costs).</li> <li>5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Food vs. video game</li> <li>2. Quarter in gum ball machine</li> <li>3. Not everything on birthday wish list is received</li> <li>4. Invited to two birthday parties on the same day</li> <li>5. Earnings from lemonade stand can be put in piggy bank or spent on candy</li> </ol>
<p><b>Strand:</b> <b>VI. ECONOMICS</b></p>	<p><b>Sub-Strand:</b> <b>B. Producers and Consumers</b></p>	<p><b>Standard:</b> The student will understand the relationship between producers and consumers in regard to goods and services.</p>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Students will distinguish between producers and consumers and between goods and services.</li> <li>2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Farmer vs. dinner at restaurant; hamburger vs. haircut</li> <li>2. Trees for paper, people, scissors.</li> </ol>
<p><b>Strand:</b> <b>VII. GOVERNMENT AND CITIZENSHIP</b></p>	<p><b>Sub-Strand:</b> <b>A. Civic Values, Skills, Rights and Responsibilities</b></p>	<p><b>Standard:</b> The student will describe civic values, rights and responsibilities in a republic.</p>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.</li> <li>2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights.</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline</li> <li>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.</li> </ol>

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<p><b>Strand:</b> <b>VII.</b> <b>GOVERNMENT</b> <b>AND</b> <b>CITIZENSHIP</b></p>	<p><b>Sub-Strand:</b> <b>A. Civic Values,</b> <b>Skills, Rights and</b> <b>Responsibilities</b></p>	<p><b>Standard:</b> The student will understand the importance of participation in civic life and demonstrate effective civic skills.</p>	<p><b>Benchmarks:</b> 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><b>Examples:</b></p>
<p><b>Strand:</b> <b>VII.</b> <b>GOVERNMENT</b> <b>AND</b> <b>CITIZENSHIP</b></p>	<p><b>Sub-Strand:</b> <b>B. Beliefs and</b> <b>Principles of</b> <b>United States</b> <b>Democracy</b></p>	<p><b>Standard:</b> The student will understand the role of government, rules, and law and why we have them.</p>	<p><b>Benchmarks:</b> 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><b>Examples:</b> 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><b>Strand:</b> <b>VII.</b> <b>GOVERNMENT</b> <b>AND</b> <b>CITIZENSHIP</b></p>	<p><b>Sub-Strand:</b> <b>B. Beliefs and</b> <b>Principles of</b> <b>United States</b> <b>Democracy</b></p>	<p><b>Standard:</b> The student will know key symbols, songs and locations that represent our nation and state.</p>	<p><b>Benchmarks:</b> 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><b>Examples:</b> 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 4<sup>th</sup>, 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.
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: C. Roots of the Republic</b>	<b>Standard:</b> The student will understand the importance of key founding documents of the U.S.	<b>Benchmarks:</b> 1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	<b>Examples:</b>
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: C. Roots of the Republic</b>	<b>Standard:</b> The student will become familiar with statesmen and their leadership and guidance of the republic.	<b>Benchmarks:</b> 1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	<b>Examples:</b>
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: D. Governmental Institutions and Processes of the United States</b>	<b>Standard:</b> The student will know basic functions of government.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, lice officers.