

**STRAND: HISTORY****TOPIC: HISTORICAL THINKING AND SKILLS****Content Statement****1. Time can be shown graphically on calendars and timelines.****CONTENT ELABORATION**

In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order.

In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order.

Students place a series of events in chronological order on a timeline.

**EXPECTATIONS FOR LEARNING**

Measure calendar time by days, weeks, months, and years.

Place a series of related events in chronological order on a timeline.

**Content Statement****2. Change over time can be shown with artifacts, maps, and photographs.****CONTENT ELABORATION**

In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal much about daily life in the past.

Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.

**EXPECTATIONS FOR LEARNING**

Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.

**TOPIC: HERITAGE****Content Statement****3. Science and technology have changed daily life.****CONTENT ELABORATION**

Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education, have changed over time.

**EXPECTATIONS FOR LEARNING**

Describe how science and technology have changed daily life.

**TOPIC: HERITAGE****Content Statement****4. Biographies can show how peoples' actions have shaped the world in which we live.****CONTENT ELABORATION**

Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for the common good in grade three.

Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.

**EXPECTATIONS FOR LEARNING**

Summarize information from a biography to describe how the actions of individuals have impacted the world today.

**STRAND: GEOGRAPHY****TOPIC: SPATIAL THINKING AND SKILLS****Content Statement****5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.****CONTENT ELABORATION**

In second grade, students begin to interpret the location and physical features found on maps using cardinal directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features.

Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.

**EXPECTATIONS FOR LEARNING**

Use print and electronic maps to describe information about location of places.

Construct a map that includes a map title, key, compass rose with cardinal directions.

**TOPIC: PLACES AND REGIONS****Content Statement****6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.****CONTENT ELABORATION**

The human and physical characteristics of places impact the work that people do. The physical environment constrains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions).

Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers).

Physical characteristics include landforms, climate, soils and hydrology.

**EXPECTATIONS FOR LEARNING**

Explain the connection between the work people do and the human and physical characteristics of the place where they live.

**TOPIC: HUMAN SYSTEMS****Content Statement****7. Human activities alter the physical environment, both positively and negatively.****CONTENT ELABORATION**

People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences.

Examples of physical environment modifications include:

- Dams help control flooding and provide areas for recreation but may destroy animal habitats.
- A new highway improves transportation, but valuable farmland may be destroyed.

**EXPECTATIONS FOR LEARNING**

Describe positive and negative results of human changes to the physical environment.

**Content Statement****8. Cultures develop in unique ways, in part through the influence of the physical environment.****CONTENT ELABORATION**

Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture.

Students can examine the different ways various cultures meet basic needs including:

- food;
- clothing;
- shelter;
- language; and
- artistic expression.

Students begin to understand that the physical environment influences the way people meet those needs.

**EXPECTATIONS FOR LEARNING**

Describe how cultures are influenced by their physical environments to meet basic needs.

Compare various cultures from distinctly different physical environments.

**Content Statement****9. Interactions among cultures lead to sharing ways of life.****CONTENT ELABORATION**

As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas.

The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.

**EXPECTATIONS FOR LEARNING**

Describe examples of cultural sharing with respect to food, language, and customs.

**STRAND: GOVERNMENT****TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.****CONTENT ELABORATION**

Students learn that individuals are accountable for their actions. Personal accountability includes:

- making responsible choices;
- taking responsibility for personal actions;
- demonstrating self-direction in tasks within the school;
- engaging in the community (e.g., classroom, cafeteria, playground); and
- respecting self and others.

**EXPECTATIONS FOR LEARNING**

Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.

**Content Statement****11. Groups are accountable for choices they make and actions they take.****CONTENT ELABORATION**

As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken.

Students work collaboratively in groups to:

- determine goals;
- assign tasks for individuals;
- complete assigned responsibilities; and
- determine if goals are reached.

Cooperation in group settings requires personal skills such as:

- managing conflict peacefully and compromise where necessary;
- displaying courtesy to others in the group; and
- respecting self and others.

These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.

**EXPECTATIONS FOR LEARNING**

Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.

**TOPIC: RULES AND LAWS****Content Statement****12. There are different rules and laws that govern behavior in different settings.****CONTENT ELABORATION**

Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include:

- in the classroom;
- on the playground or athletic field;
- at home;
- in the community;
- on the highway;
- in personal interaction with peers and adults; and
- using technology responsibly.

**EXPECTATIONS FOR LEARNING**

Identify the difference between a rule and a law.

Demonstrate an understanding of the different rules and laws in different settings.

**STRAND: ECONOMICS****TOPIC: ECONOMIC DECISION MAKING AND SKILLS****Content Statement****13. Information displayed on bar graphs can be used to compare quantities.****CONTENT ELABORATION**

A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.

**EXPECTATIONS FOR LEARNING**

Construct a bar graph to compare quantities.

Analyze economic data to inform decisions.

**TOPIC: SCARCITY****Content Statement****14. Resources can be used in various ways.****CONTENT ELABORATION**

Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.

**EXPECTATIONS FOR LEARNING**

Describe various uses for a resource.

**TOPIC: PRODUCTION AND CONSUMPTION****Content Statement**

**15. Most people around the world work in jobs in which they produce specific goods and services.**

**CONTENT ELABORATION**

In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market.

For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.

**EXPECTATIONS FOR LEARNING**

Explain why most jobs produce specific goods and services.

**TOPIC: MARKETS****Content Statement**

**16. People use money to buy and sell goods and services.**

**CONTENT ELABORATION**

Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to:

- cash;
- credit card;
- debit card; and
- checks.

**EXPECTATIONS FOR LEARNING**

Explain how people buy and sell goods and services using forms of money.

**TOPIC: FINANCIAL LITERACY****Content Statement**

**17. People earn income by working.**

**CONTENT ELABORATION**

Students understand that people earn income (money) by working at jobs. People spend the money they earn purchasing the things they need and want. People can save a portion of their income for the purchase of future goods and services.

**EXPECTATIONS FOR LEARNING**

Explain how people earn income.