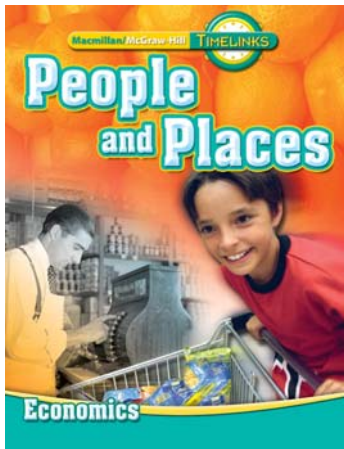
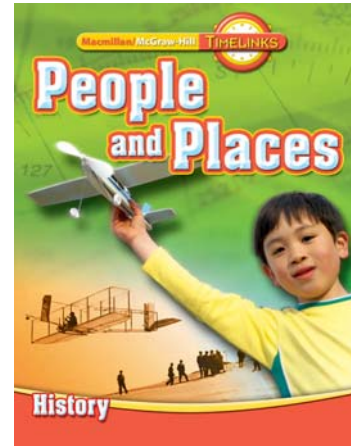
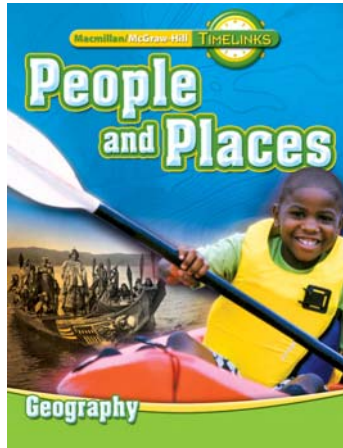
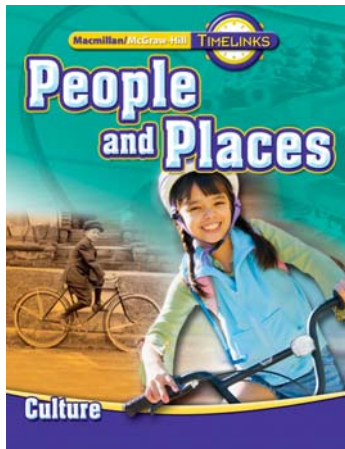




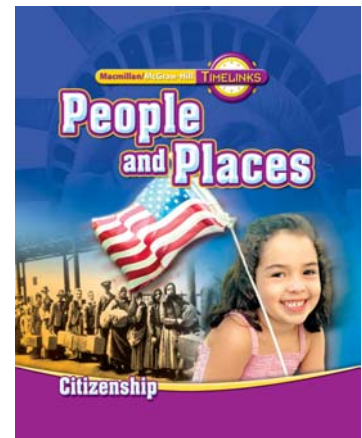
**Macmillan
McGraw-Hill**

History and Social Science
Curriculum Framework
Grade 2



People and Places

© 2009



STANDARDS

PAGE REFERENCES

Grade 2

E Pluribus Unum: From Many, One

Second graders study world and United States history, geography, economics, and government by learning more about who Americans are and where they came from. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about distinctive individuals, peoples, achievements, customs, events, places, or landmarks from long ago and around the world. Students learn more economic concepts by identifying producers, consumers, buyers, and sellers in their own communities.

STANDARDS	PAGE REFERENCES
Grade 2 Concepts and Skills	
<p>Students should be able to:</p> <p>Apply concepts and skills learned in previous grades.</p>	
<u>History and Geography</u>	
<p>1. Use a calendar to identify days, weeks, months, years, and seasons. (H)</p>	<p>Student Edition:</p> <p>The time line on pages 6-7 could easily be adapted to meet this standard, as well as the calendar on page 8.</p>
<p>2. Use correctly words and phrases related to time (<i>now, in the past, in the future</i>), changing historical periods (<i>other times, other places</i>), and causation (<i>because, reasons</i>). (H)</p>	<p>Student Edition:</p> <p><i>Culture 7, R2</i></p> <p>Teacher’s Edition:</p> <p>Unit 1 Q 6</p>
<p>3. Explain the information that historical timelines convey and then put in chronological order events in the student’s life (e.g., the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)</p>	<p>Student Edition:</p> <p><i>Culture 6-7</i></p>
<p>4. Describe how maps and globes depict geographical information in different ways. (G)</p>	<p>Student Edition:</p> <p><i>Culture 18-19</i></p> <p><i>Geography 8-14, 24-25</i></p> <p><i>History 11, 16-17, 19, 37</i></p> <p>Teacher’s Edition:</p> <p>Unit 2 CCA 13, 14, 20, 22; Q 17</p> <p>Unit 3 CCA 16</p>
<p>5. Read globes and maps and follow narrative accounts using them. (G, H)</p>	<p>Student Edition:</p> <p><i>Culture 18-19, 37</i></p> <p><i>Economics 34-35, 37</i></p> <p><i>Geography 8-14, 17-22, 24-25</i></p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 18</p> <p>Unit 2 CCA 10, 16, 18, 19; DI 19; Q 17</p> <p>Unit 3 CCA 16</p> <p>Unit 4 CCA 34</p>

STANDARDS	PAGE REFERENCES
<u>Civics and Government</u>	
<p>6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)</p>	<p>Student Edition: <i>Culture</i> 8-9, 16, R1 <i>Culture, The Big Idea</i> 9 <i>Citizenship</i> 38 <i>Economics</i> 26-27 <i>Citizenship Grades K-3</i> 38</p> <p>Teacher’s Edition: Unit 1 CCA 17 Unit 4 CCA 14 Unit 5 RC 16</p>
<p>7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)</p>	<p>Student Edition: <i>Citizenship</i> 16-17, 42-43 <i>Citizenship, Critical Thinking</i> 44 <i>Citizenship, People</i> 42 <i>Culture</i> 10-11, 16-17 <i>Culture, The Big Idea</i> 35</p> <p>Leveled Readers: Approaching Level Reader <i>Carl B. Stokes</i> On Level Reader <i>Carl B. Stokes</i> Beyond Level Readers <i>Carl B. Stokes</i> Approaching Level Reader <i>Daniel Boone</i> On Level Reader <i>Daniel Boone</i> Beyond Level Readers <i>Daniel Boone</i> Approaching Level Reader <i>People Helping People</i> On Level Reader <i>People Helping People</i> Beyond Level Reader <i>People Helping People</i></p> <p>Teacher’s Edition: Unit 1 CCA 10, 16; DI 11; RC 10 Unit 5 BI 40, 42; Q 42</p>

STANDARDS	PAGE REFERENCES
<u>Economics</u>	
8. Give examples of people in the school and community who are both producers and consumers. (E)	<p>Student Edition: <i>Economics</i> 2-3, 13-15, 21-25, 29-33, R1 <i>Economics, The Big Idea</i> 33</p> <p>Leveled Readers: Approaching Level Reader <i>From the Farm</i> On Level Reader <i>From the Farm</i> Beyond Level Reader <i>From the Farm</i></p> <p>Teacher’s Edition: Unit 4 BI 22, 24; CCA 14, 22, 30, 32; Q 30, 32, 33</p>
9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)	<p>Student Edition: <i>Economics</i> 2-3, 13-15, 21-25, 29-33, R1 <i>Economics, Around the World</i> 21 <i>Economics, Critical Thinking</i> 36 <i>Economics, The Big Idea</i> 25, 38</p> <p>Leveled Readers: Approaching Level Reader <i>From the Farm</i> On Level Reader <i>From the Farm</i> Beyond Level Reader <i>From the Farm</i></p> <p>Teacher’s Edition: Unit 4 CCA 24, 30, 32</p>
Grade 2 Learning Standards	
Building on knowledge from previous years, students should be able to:	
2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	<p>Student Edition: <i>Geography</i> 12-13, R1 <i>World Atlas Grades K-3</i> 4-5, 6-7, 8-9, 14-22</p> <p>Teacher’s Edition: Unit 2 Q 12-13</p>
2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G)	<p>Student Edition: <i>Geography</i> 10-11, R1 <i>World Atlas Grades K-3</i> 8-9, 10-11, 12-13, 14</p> <p>Teacher’s Edition: Unit 2 DI 11</p>

STANDARDS	PAGE REFERENCES
<p>2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G)</p>	<p>Student Edition: <i>Geography</i> 11, 12-13 <i>World Atlas Grades K-3</i> 4-5, 6-7, 8-9</p> <p>Teacher’s Edition: Unit 2 Q 13</p>
<p>2.6 Explain the difference between a continent and a country and give examples of each. (G)</p>	<p>Student Edition: <i>Geography</i> 9-11 <i>Geography, Around the World</i> 13 <i>World Atlas Grades K-3</i> 8-9</p> <p>Teacher’s Edition: Unit 2 CCA 10; ELL 11; OL 11</p>
<p>2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)</p>	<p>Student Edition: <i>Culture</i> 28-29, 30-31 <i>World Atlas Grades K-3</i> 4-5</p>
<p>2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)</p>	<p>Student Edition: <i>Citizenship</i> 3, 7, 16-17 <i>History</i> 21</p> <p>Teacher’s Edition: Unit 1 BI 26 Unit 4 BI 8, 20</p>
<p>2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students’ families come and explain why they are important. (H, G, C)</p>	<p>Teacher’s Edition: Unit 1 HA 38</p>

STANDARDS	PAGE REFERENCES
<p>2.10 After reading or listening to a variety of true stories about individuals recognized for their achievements, describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic). (H)</p>	<p>Student Edition: <i>History</i> 2-3, 20-21, 30-31</p> <p>Teacher’s Edition: Unit 1 BI 34 Unit 2 LR 2 Unit 3 BI 24, 32</p>