



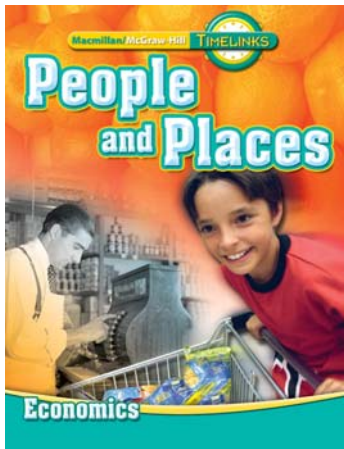
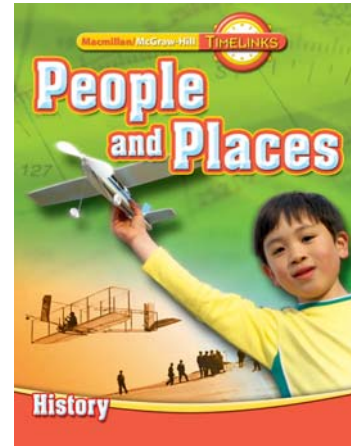
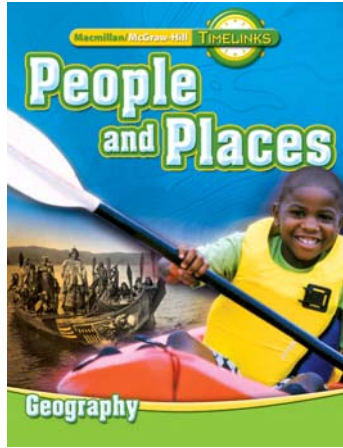
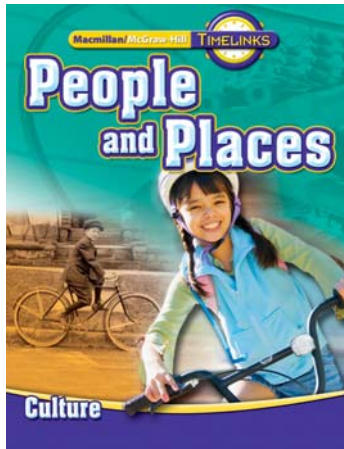
**Macmillan
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Academic Content Standards
Grade Two

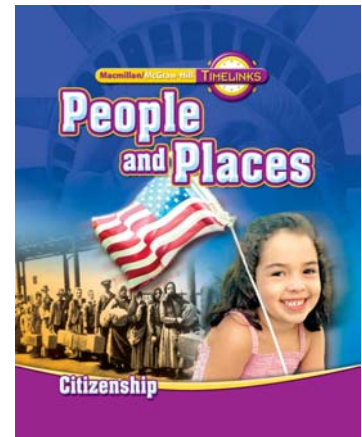


Ohio



People and Places

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STANDARDS		PAGE REFERENCES
History		
Chronology		
1. Measure calendar time by days, weeks, months and years.	Student Edition: Unit 1 6-8	Teacher's Edition: Unit 1 OL 7 Unit 3 BI 4

Codes used for Teacher's Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>1. Measure calendar time by days, weeks, months and years.</p>	<p>Continued from cell above...</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> The Holidays section on pages 2-19 can be used to help facilitate the use of calendars. <i>Idea Factory</i> 41 <i>Student Practice and Activity Workbook</i> 8</p>
<p>2. List the days of the week and months of the year in order.</p>	<p>Student Edition: Unit 1 6-8 (can be used to help facilitate this goal)</p> <p>Teacher Resources: <i>Idea Factory</i> 41</p>
<p>3. Place a series of related events in chronological order on a time line.</p>	<p>Student Edition: Unit 1 6-7</p> <p>Teacher's Edition: Unit 1 OL 7</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> The Holidays section on pages 2-19 can be used to help teach the concept of chronological order or timelines. <i>Idea Factory</i> 41 <i>Student Practice and Activity Workbook</i> 8</p>

STANDARDS	PAGE REFERENCES
<i>Daily Life</i>	
<p>4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.</p>	<p>Student Edition: Unit 1 29 Unit 3 4-9, 10-15, 24-27 <i>Compare and Contrast</i> 9 <i>Places</i> 13 <i>The Big Idea</i> 9</p> <p>Teacher’s Edition: Unit 3 BI 4, 8; CCA 8, 12</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 30-31 <i>Idea Factory</i> 28 <i>Student Practice and Activity Workbook</i> 20, 24, 26</p>
<p>5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.</p>	<p>Student Edition: Unit 4 12-17, 28-31 <i>People</i> 15</p> <p>Teacher’s Edition: Unit 3 BI 4 Unit 4 AL 15; BI 30; CCA 14; OL 15; Q 13, 14</p> <p>Teacher Resources: <i>Idea Factory</i> 44-47 <i>Student Practice and Activity Workbook</i> 28, 29, 30</p>

STANDARDS	PAGE REFERENCES
<p>6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:</p> <ul style="list-style-type: none"> a. Forms of communication from the past and present; b. Forms of transportation from the past and present. 	<p>Student Edition: Unit 1 34-35 <i>Main Idea and Details</i> 35 Unit 3 6-9 <i>Compare and Contrast</i> 9 <i>The Big Idea</i> 9 <i>Vocabulary</i> 9</p> <p>Teacher’s Edition: Unit 3 AL 7; BI 6, 8; CCA 6, 8; OL 7; Q 5, 6, 8, 9</p> <p>Teacher Resources: <i>Idea Factory</i> 28</p>
<i>Heritage</i>	
<p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ul style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). 	<p>Student Edition: Unit 1 6-9, 16-17, 34-35 <i>Citizenship</i> 10-11 <i>Main Idea and Details</i> 35 <i>Vocabulary</i> 35 Unit 2 <i>People</i> 41 Unit 3 2-3, 30-31 <i>People</i> 25 Unit 4 <i>Citizenship</i> 26-27 <i>People</i> 15 Unit 5 40-43 <i>People</i> 42</p> <p>Teacher’s Edition: Unit 1 BI 24, 34; CCA 10, 11; Q 34, 35 Unit 4 CCA 26, 27 Unit 5 BI 42; CCA 42</p> <p>Teacher Resources: <i>Idea Factory</i> 16, 30, 31, 33 <i>Student Practice and Activity Workbook</i> 10, 17, 23, 25, 39</p>

STANDARDS	PAGE REFERENCES
People in Societies	
<i>Cultures</i>	
<p>1. Describe the cultural practices and products of people on different continents.</p>	<p>Student Edition: Unit 1 27-31 <i>Main Idea and Details</i> 31 <i>The Big Idea</i> 31 <i>Vocabulary</i> 31</p> <p>Teacher’s Edition: Unit 1 BI 26, 30; Q 27, 30, 31</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 9</p>
<i>Diffusion</i>	
<p>2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.</p>	<p>Student Edition: Unit 1 27-31, 33</p> <p>Teacher’s Edition: Unit 1 BI 30; Q 33</p> <p>Teacher Resources: <i>Idea Factory</i> 11 <i>Student Practice and Activity Workbook</i> 9</p>
<p>3. Explain how contributions of different cultures within the United States have influenced our common national heritage.</p>	<p>Student Edition: Unit 1 31 <i>The Big Idea</i> 31</p> <p>Teacher’s Edition: Unit 1 Q 31</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 9</p>

STANDARDS	PAGE REFERENCES
<p>4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.</p>	<p>Student Edition: Unit 1 33, 34-35 <i>People</i> 33</p> <p>Teacher’s Edition: Unit 1 BI 32 Unit 3 BI 14</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 10, 17, 23, 25</p>

STANDARDS	PAGE REFERENCES
Geography	
<i>Location</i>	
<p>1. Read and interpret a variety of maps.</p>	<p>Student Edition:</p> <p>Unit 1 <i>Map and Globe Skills</i> 18-19 <i>Skill 37</i></p> <p>Unit 2 5-7, 8-15, 17 <i>Map and Globe Skills</i> 24-25 <i>Skill 45</i></p> <p>Unit 3 <i>Map and Globe Skills</i> 16-17 <i>Skill 37</i></p> <p>Unit 4 <i>Map and Globe Skills</i> 34 <i>Skill 37</i></p> <p>Unit 5 <i>Map and Globe Skills</i> 30-31 <i>Skill 45</i></p> <p>Teacher’s Edition:</p> <p>Unit 1 CCA 18, 19 Unit 2 CCA 13, 18; Q 17 Unit 3 CCA 16 Unit 4 CCA 34, 35 Unit 5 CCA 30, 31</p> <p>Teacher Resources:</p> <p><i>Idea Factory</i> 7, 8, 9, 10</p> <p><i>Student Practice and Activity Workbook</i> 6, 15, 22, 31, 37</p> <p><i>World Atlas Grades K-3</i> 4-22</p>

STANDARDS	PAGE REFERENCES
<p>2. Construct a map that includes a map title and key that explains all symbols that are used.</p>	<p>Student Edition: Unit 1 <i>Writing Activity</i> 19 Unit 2 <i>Writing Activity</i> 25 Unit 3 <i>Writing Activity</i> 17</p> <p>Teacher’s Edition: Unit 1 WA 19 Unit 2 CCA 20, 22 Unit 3 CCA 16 Unit 4 CCA 34 Unit 5 CCA 31</p> <p>Teacher Resources: <i>Idea Factory</i> 10 (can be used to help facilitate this goal)</p>
<p>3. Name and locate the continents and oceans.</p>	<p>Student Edition: Unit 2 11-15</p> <p>Teacher’s Edition: Unit 2 BI 12; MR 15; Q 13</p> <p>Teacher Resources: <i>World Atlas Grades K-3</i> 4-5, 8-9, 14-22</p>

STANDARDS	PAGE REFERENCES
<i>Places and Regions</i>	
<p>4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.</p>	<p>Student Edition: Unit 2 17-23 <i>Map and Globe Skills</i> 24-25 Skill 45 <i>The Big Idea</i> 23 <i>Vocabulary</i> 23</p> <p>Teacher’s Edition: Unit 2 BI 16, 22; CCA 18, 22; Q 17, 21, 23</p> <p>Teacher Resources: <i>Idea Factory</i> 24 <i>Student Practice and Activity Workbook</i> 14, 15 <i>World Atlas Grades K-3</i> 10-11</p>
<i>Human Environmental Interaction</i>	
<p>5. Compare how land is used in urban, suburban and rural environments.</p>	<p>Student Edition: Unit 1 21-25 Unit 2 33-35, 39-41 Unit 4 21, 29</p> <p>Teacher’s Edition: Unit 1 BI 22; Q 21, 22 Unit 2 Q 40 Unit 4 BI 30</p> <p>Teacher Resources: <i>Idea Factory</i> 8, 9, 10 <i>Student Practice and Activity Workbook</i> 8</p>
<p>6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.</p>	<p>Student Edition: Unit 2 39-41</p> <p>Teacher’s Edition: Unit 2 BB 39; Q 39</p>

STANDARDS	PAGE REFERENCES
Economics	
<i>Scarcity and Resource Allocation</i>	
<p>1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).</p>	<p>Student Edition: Unit 2 34 Unit 4 23, 32</p> <p>Teacher’s Edition: Unit 2 Q 35 Unit 4 BI 20</p>
<i>Production, Distribution and Consumption</i>	
<p>2. Explain how people are both buyers and sellers of goods and services.</p>	<p>Student Edition: Unit 4 2-3, 21, 25, 29-33 <i>The Big Idea</i> 33</p> <p>Teacher’s Edition: Unit 4 Q 29, 30, 32, 33</p>
<p>3. Recognize that most people work in jobs in which they produce a few special goods or services.</p>	<p>Student Edition: Unit 4 13-15, 21-23, 29-31</p> <p>Teacher’s Edition: Unit 4 BI 28, 30; CCA 14; Q 13</p> <p>Teacher Resources: <i>Idea Factory</i> 44, 45, 46, 47 <i>Student Practice and Activity Workbook</i> 29</p>
<p>4. Explain why people in different parts of the world earn a living in a variety of ways.</p>	<p>Student Edition: Unit 4 24-25 <i>Around the World</i> 21</p> <p>Teacher’s Edition: Unit 4 BI 20, 24; Q 24</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 29</p>

STANDARDS	PAGE REFERENCES
<i>Markets</i>	
5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.	Student Edition: Unit 4 6, 8-9, 13, 24-25 <i>Places</i> 9 Teacher’s Edition: Unit 4 CCA 8; Q 6, 24, 25
Government	
<i>Role of Government</i>	
1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.	Student Edition: Unit 1 <i>Vocabulary</i> 9 Unit 5 8-9, 12-15, 26-27, 33-35 <i>Cause and Effect</i> 9 <i>Citizenship</i> 16-17 <i>Vocabulary</i> 9, 35 Teacher’s Edition: Unit 1 BI 8 Unit 5 BI 8, 32; CCA 16, 17; Q 8, 9, 12, 26, 33 Teacher Resources: <i>Citizenship Grades K-3</i> 32-35, 36-37 <i>Idea Factory</i> 54, 55 <i>Student Practice and Activity Workbook</i> 34, 40

STANDARDS	PAGE REFERENCES
<p>2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:</p> <ul style="list-style-type: none"> a. Making and enforcing laws; b. Providing leadership; c. Providing services; d. Resolving disputes. 	<p>Student Edition: Unit 1 6-7, 8-9 Unit 5 2-3, 5-9, 33-35 <i>Cause and Effect</i> 9 <i>Citizenship</i> 16-17 <i>The Big Idea</i> 9 <i>Vocabulary</i> 9</p> <p>Teacher’s Edition: Unit 5 BI 12; Q 12, 14</p> <p>Teacher Resources: <i>Idea Factory</i> 51 <i>Student Practice and Activity Workbook</i> 33, 34, 40</p>
<p>3. Explain the importance of landmarks in the United States and the ideals that they represent including:</p> <ul style="list-style-type: none"> a. The Washington Monument; b. The Jefferson Memorial; c. The Lincoln Memorial. 	<p>Student Edition: Unit 5 2, 4, 18, 19, 20-21, 22-23 <i>Places</i> 26</p> <p>Teacher’s Edition: Unit 5 BI 20, 22; CCA 22; Q 19, 22, 23</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 26-28 <i>Idea Factory</i> 52 <i>Student Practice and Activity Workbook</i> 35</p>

STANDARDS	PAGE REFERENCES
<i>Rules and Laws</i>	
<p>4. Explain the purpose of rules in the workplace.</p>	<p>The following pages can be applied to the workplace.</p> <p>Student Edition: Unit 1 6-7, 9, 16-17 Unit 5 15, 35</p> <p>Teacher’s Edition: Unit 1 Q 6, 9</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 5 (can be used to help facilitate this goal)</p>
<p>5. Predict the consequences of following rules or violating rules in different settings.</p>	<p>Student Edition: Unit 1 6-7, 9, 16-17 <i>Main Idea and Details</i> 9 Unit 5 15, 35</p> <p>Teacher’s Edition: Unit 1 CCA 8; Q 6, 9 Unit 5 Q 14</p>
Citizenship Rights and Responsibilities	
<i>Participation</i>	
<p>1. Demonstrate skills and explain the benefits of cooperation when working in group settings:</p> <ol style="list-style-type: none"> Manage conflict peacefully; Display courtesy; Respect others. 	<p>Student Edition: Unit 1 7, 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 9, 17 Unit 2 <i>Citizenship</i> 36-37 Unit 4 <i>Citizenship</i> 26-27</p> <p>Teacher’s Edition: Unit 1 CCA 11, 16; DI 11; Q 6</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 38 <i>Idea Factory</i> 26</p>

STANDARDS	PAGE REFERENCES
<i>Rights and Responsibilities</i>	
<p>2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).</p>	<p>Student Edition: Unit 1 9 <i>The Big Idea</i> 9</p> <p>Teacher’s Edition: Unit 1 Q 8, 9</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 38 <i>Student Practice and Activity Workbook</i> 5 (can be used to help facilitate this goal)</p>
<p>3. Demonstrate citizenship traits including:</p> <ul style="list-style-type: none"> a. Honesty; b. Self-assurance; c. Respect for the rights of others; d. Persistence; e. Patriotism. 	<p>Student Edition: Unit 1 7, 16-17 <i>Citizenship</i> 10-11 <i>The Big Idea</i> 9, 17 Unit 2 <i>Citizenship</i> 36-37 Unit 4 <i>Citizenship</i> 26-27 Unit 5 37</p> <p>Teacher’s Edition: Unit 1 CCA 11, 16 Unit 4 CCA 26, 27 Unit 5 HOP 3</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 38 <i>Idea Factory</i> 26 <i>Student Practice and Activity Workbook</i> 5, 18</p>

STANDARDS	PAGE REFERENCES
Social Studies Skills and Methods	
<i>Obtaining Information</i>	
<p>1. Obtain information from oral, visual and print sources.</p>	<p>Student Edition: Unit 1 29 Unit 3 29-33 <i>History Activity</i> 38</p> <p>Teacher’s Edition: Unit 3 Q 29</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 2-38 <i>Idea Factory</i> 11, 38, 58 <i>Student Practice and Activity Workbook</i> 6, 22, 28, 31, 37</p>
<p>2. Identify sources used to gather information:</p> <p>a. People;</p> <p>b. Printed materials;</p> <p>c. Electronic sources.</p>	<p>Student Edition: Unit 1 29 Unit 3 9, 29-33 <i>History Activity</i> 38 <i>People</i> 24 <i>Vocabulary</i> 33</p> <p>Teacher’s Edition: Unit 3 BI 24; Q 29</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 30-31 <i>Idea Factory</i> 11, 38, 58 <i>Student Practice and Activity Workbook</i> 6, 22, 28, 31, 37</p>

STANDARDS	PAGE REFERENCES
<i>Thinking and Organizing</i>	
<p>3. Predict the next event in a sequence.</p>	<p>Student Edition: Unit 4 <i>Sequence</i> 11, 19, 25, 33</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 30, 39</p>
<p>4. Distinguish the difference between fact and fiction in oral, visual and print materials.</p>	<p>Student Edition: The following page references can be used to discuss facts.</p> <p>Unit 2 <i>Around the World</i> 13</p> <p>Unit 3 2-3</p> <p><i>Places</i> 13</p> <p>Unit 5 3, 28-29</p> <p><i>Around the World</i> 12</p> <p><i>Event</i> 7</p> <p>Teacher's Edition: Unit 3 BI 2, 32</p> <p>Unit 5 BI 6, 8, 10, 12, 14, 20, 22, 28, 36, 38</p> <p>Teacher Resources: <i>Citizenship Grades K-3</i> 30-31</p>

STANDARDS	PAGE REFERENCES
<i>Communicating Information</i>	
<p>5. Communicate information in writing.</p>	<p>Student Edition: Unit 1 <i>Community Activity</i> 38 <i>Writing Activity</i> 19 Unit 2 <i>Geography Activity</i> 46 <i>Writing Activity</i> 25 Unit 3 <i>Writing Activity</i> 17 Unit 4 <i>Economics Activity</i> 38 Unit 5 <i>Government Activity</i> 46</p> <p>Teacher’s Edition: Unit 1 CCA 8, 14, 18 Unit 2 HOP 3 Unit 3 CCA 20, 22 Unit 4 CCA 16, 17, 30, 35 Unit 5 CCA 6, 14, 16</p> <p>Teacher Resources: <i>Idea Factory</i> 11, 12, 14, 15, 18, 19, 20, 22, 23, 28, 31, 36, 43, 53, 58 <i>Student Practice and Activity Workbook</i> 9, 10, 16, 25, 28, 38</p>
<i>Problem Solving</i>	
<p>6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.</p>	<p>Student Edition: Unit 4 5-9</p> <p>Teacher’s Edition: Unit 4 CCA 6, 8</p> <p>Teacher Resources: <i>Student Practice and Activity Workbook</i> 12, 16, 28</p>