

## 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 the history of Franklin 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.*

### Grade 2 Concepts and Skills

Students should be able to:	
Apply concepts and skills learned in previous grades.	
<b>History and Geography</b>	<b>Resources</b>
1. Use a calendar to identify days, weeks, months, years, seasons. (H)	
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)	
3. Explain the information that historical timelines convey and then put in chronological order events in the student's life (such as the year he or she was born, started school, or moved to a new neighborhood) or in the history of countries studied. (H)	
4. Describe how maps and globes depict geographical information in different ways. (G)	
5. Read globes and maps and follow narrative directions using them. (G, H)	
6. Identify cardinal directions (north, east, south, west,) apply them to maps, locations in the classroom, school, playground, and community. (G)	
(1)6. Define and locate the North and South Poles and the equator. (G)	
(1)7. Define and give examples of a continent, mountain, river, lake, and ocean. (G)	
(3)5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 19 <sup>th</sup> or early 20 <sup>th</sup> century. (H, G)	

<b>Civics and Government</b>	<b>Resources</b>
7. 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 but have the responsibility to follow school rules). (C)	
8. 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, trustworthiness, courage). (C)	
<b>Economics</b>	<b>Resources</b>
9. Give examples of people in the school and community who are both producers and consumers. (E)	
10. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E)	
(3) 10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want than barter. (E) <i>Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.</i>	

### 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 the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G)	
2.2 Locate the present boundaries of the United States, Canada, and Mexico. (G)	
2.3 Locate major oceans: the Arctic, Atlantic, Indian, and Pacific Oceans. (G)	
2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G)	
2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mr. Everest, Mt. McKinley, and the Rocky mountains. (G)	
2.6 Explain the difference between a continent and a country and give examples of each. (G)	
2.7 On a map of the world, locate the continent and a country and give examples of each. (G)	
2.10 Describe and compare different ways people have achieved great distinction (e.g. scientific, professional, political, religious, commercial, military, athletic, or artistic) after reading or listening to a variety of true stories about individuals recognized for their achievements. (H)	
Town of Franklin	Resources
3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)	
3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, C)	
3.13 Give examples of goods and services provided by their local businesses and industries. (E)	



