

**Civics-Government**

**Second Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in the democratic process.

**Benchmark 1:** The student understands the purpose of rules as it applies to family, school, and community.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) recognizes that rules provide order and security and benefits all school and community members. 2. understands that consequences exist when rules are broken.	

5/27/2004

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**Benchmark 2:** The student understands the shared ideals of American society.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) identifies and describes the characteristics of a good citizen (e.g., honesty, courage, patriotism, tolerance, respect).	

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**Benchmark 3:** The student understands how the U.S. Constitution allocates power and responsibility in the government.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) recognizes that the U.S. Constitution is a written plan for what government can and cannot do (e.g., knows the Constitution is a list of rules of government compared to the rules for the classroom and school, rules can change overtime).	

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**Benchmark 4:** The student identifies the rights, privileges, and of a good citizen.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (A) discusses how rights and privileges change over time and within location (e.g., the right to vote as when one becomes of age, being louder on the playground may be more acceptable than in the classroom).	

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**Benchmark 5:** The student understands the role of leadership.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. demonstrates leadership in the classroom.	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) knows the difference between goods (objects) and services (activities) and provides examples how each can satisfy people’s wants and needs.</li> <li>2. (K) identifies examples of producers and consumers.</li> <li>3. (A) identifies the opportunity cost of an activity (e.g., next best alternative not chosen).</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students look at a group of pictures and sort them into goods and services. For each picture have students identify whether it satisfies a want or a need.</li> <li>2. Make a Venn diagram of producers and consumers.</li> <li>3. Choice Tray. Give students a tray filled with small items such as gum, candy, toys, etc. Have them choose their two favorite items. Then tell them they may only have one of them. The item returned to the tray is the opportunity cost. <b>*Note*</b> Be sure to distinguish the next best alternative.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Economics****Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 2:** The student understands how the market economy works in the United States.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) - (\$) understands the concept of exchange and the use of money to purchase goods and services within a family, school and community (e.g., trade with barter or money).	1. write a class story about two or more characters who trade by both barter and by use of money. (instructional suggestions are in development and may change)

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**Economics**

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Economics**

**Second Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 4:** The student analyzes the role of the government in the economy.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) - (\$) understands that people earn a income for the work they do and give examples of different kinds of jobs (work) within a community both today and in the past.</li> <li>2. (A) - (\$) understands that people may save part of the income they earn and lists reasons why people save (e.g., buy a house, go on a vacation, meet basic needs, buy toys).</li> </ol>	<ol style="list-style-type: none"> <li>1. brainstorm types of jobs that people have in the community.</li> <li>2. Allow students five minutes to make a list of everything they would buy if they had unlimited money. Compile their choices into a class list and discuss why you would need to save in order to purchase them.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) uses photos and maps to compare differences within a town and/or a state over time.</li> <li>2. (A) makes and uses maps to represent and locate familiar places within towns and Kansas (e.g., title, symbols, legend, compass rose, cardinal directions, grid system).</li> </ol>	

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**Benchmark 2: Places and regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) identifies physical and human changes that have taken place over time in the local region (e.g., new shopping center, tornadoes, a period of drought, Kansas as an inland sea).	

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*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) describes how weather affects environment (e.g., when crops are planted and harvested, lack of rain causes drought, early freeze kills plants).	

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**Geography**

**Second Grade**

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**Benchmark 4: Human Systems:** The student understands how human factors shape patterns of population.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
1. (K) identifies the past and present settlement/development patterns of your community or local area.	

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**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Kansas, United States, and World History**

**Second Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student understands the significance of important individuals and major developments in history.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).</li> <li>2. (A) compares and contrasts the ways people communicate with each other past and present.</li> <li>3. (A) identifies important innovations made in the past that influence today (e.g., airplane – Wright Brothers, automobile – Henry Ford, Ancient China – irrigation, paper; Inca – highways to connect cities).</li> <li>4. (K) recognizes the impact of contributions made by leaders past and present.</li> </ol>	<ol style="list-style-type: none"> <li>1. find pictures of a variety of means of transportation used in the past and present; do a commercial about a particular type of transportation.</li> <li>2. list kinds of communication described in books; make a poster telling how these are alike and how they are different.</li> <li>3. describe how an important innovation from the past affects our lives today.</li> <li>4. use story mapping to record information about a historically significant person's life; develop trading cards by drawing a picture of a notable leader on one side and writing a list of his/her accomplishments on the other.</li> </ol>

**Kansas, United States, and World History**

**Second Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) compares and contrasts daily life of a historic plains Indian family, a pioneer family, and a modern family in Kansas.</li> <li>2. (A) defines immigration and gives past and present examples from Kansas.</li> <li>3. (K) defines history as the story of the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. use stories, artifacts and music to interpret some aspect of daily life for a plains Indian family, a pioneer family, or a modern family in Kansas.</li> <li>2. use primary and secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought immigrants to Kansas.</li> <li>3. write a play based on a folk song or story that describes a part of Kansas history.</li> </ol>

**Kansas, United States, and World History**

**Second Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols which are important to Kansas, United States and World history.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) recognizes the importance of the Declaration of Independence and the Star Spangled Banner.</li> <li>2. (A) locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, U.S. Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill).</li> </ol>	<ol style="list-style-type: none"> <li>1. choose either the Declaration of Independence or the Star Spangled Banner and tell why it is important.</li> <li>2. write clues that describe important national, historic landmarks and sites; have other students guess the name of the landmark or site.</li> </ol>

**Kansas, United States, and World History**

**Second Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 4:** The student engages in historical thinking skills.

Second Grade Knowledge and Application Indicators	Second Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) creates and uses timelines.</li> <li>2. (A) locates information using both primary and secondary sources.</li> <li>3. (A) uses information to understand cause and effect.</li> <li>4. (A) compares and contrasts to draw conclusions.</li> <li>5. (A) uses decision making skills.</li> <li>6. (A) uses research skills (e.g., discusses ideas; formulates broad and specific questions; finds and selects information with help; records, organizes and shares information).</li> </ol>	<ol style="list-style-type: none"> <li>1. create and use personal and historical timelines; make a human timeline – study an historical topic, write an important fact about the topic on a sheet of paper (total of 5-7 facts), give the facts to a small group of students and have them arrange themselves in order along a timeline.</li> <li>2. retell historical stories using primary and secondary sources. (e.g., maps, photos, oral histories, newspapers, letters, etc.)</li> <li>3. select contributions made by past and present leaders and have students describe what was the cause of a contribution and what was the effect of the contribution.</li> <li>4. write a concluding statement showing a comparison.</li> <li>5. practice the process of decision making – decide which innovation from the past has the greatest impact on today’s society, have students gather information about different innovations, list pros and cons of the innovation, and write a paper stating their choice and the reasons for that choice.</li> <li>6. develop a research project on a topic students have been studying; help students to develop a question about the topic and assist students in gathering, organizing, and recording details (in their own words) that will answer the question; give students an opportunity to share their information with others.</li> </ol>