**USD #312 Standards for History, Government and Social Studies**

***CHECKLIST*:** ***Second Grade – Then and Now***

|  |  |  |
| --- | --- | --- |
| **Standard** | **Dates Taught** | **Notes** |
| **History** |
| **2-H-1:** Study how and why modes of transportation and communication have changed over time. |  |  |  |  |  |
| **2-H-2:** Analyze why people immigrate and what immigrants contribute to Kansas. |  |  |  |  |  |
| **2-H-3:** Recognize and evaluate how inventors and important inventions from the past influence their daily life today. |  |  |  |  |  |
| **2-H-4:** Investigate the significance of the Declaration of Independence that set forth America as a separate country. |  |  |  |  |  |
| **2-H-5:** Recognize and draw conclusions about why major United State landmarks, historic sites, and the The Star Spangled Banner are important. |  |  |  |  |  |
| **Ideas:**  then and now |  |  |  |  |  |
| symbols |  |  |  |  |  |
| transportation |  |  |  |  |  |
| communication |  |  |  |  |  |
| motivation |  |  |  |  |  |
| inventions |  |  |  |  |  |
| immigration |  |  |  |  |  |
| **People/Roles:** pioneers |  |  |  |  |  |
| Plains Indians |  |  |  |  |  |
| U.S. Inventors |  |  |  |  |  |
| **Places/Institutions**  daily life |  |  |  |  |  |
| landmarks |  |  |  |  |  |
| Plymouth Rock |  |  |  |  |  |
| United States Capitol |  |  |  |  |  |
| Mt. Rushmore |  |  |  |  |  |
| Mesa Verde |  |  |  |  |  |
| The Alamo |  |  |  |  |  |
| Sutter’s Mill |  |  |  |  |  |
| **Events**: airplane/automobile |  |  |  |  |  |
| Paper (Ancient Chinese) |  |  |  |  |  |
| Highways to connect cities (Incas) |  |  |  |  |  |
| Telephone/internet |  |  |  |  |  |
| Declaration of Independence |  |  |  |  |  |
| Star Spangled Banner |  |  |  |  |  |

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| **Civics/Government** |
| **2-CG-1:** Recognize citizens have responsibilities. |  |  |  |  |  |
| **2-CG-2:** Identify and demonstrate key attributes of good citizens and analyze what makes a good leader for their classroom or school. |  |  |  |  |  |
| **2-CG-3:** Recognize that many rules in America today and in the past are from the U.S. Constitution. |  |  |  |  |  |
| **2-CG-4:** Use their knowledge about rules and citizenship to create rules for their classroom. |  |  |  |  |  |
| **Ideas:**  rules |  |  |  |  |  |
| responsibilities |  |  |  |  |  |
| privilege |  |  |  |  |  |
| honesty |  |  |  |  |  |
| courage |  |  |  |  |  |
| patriotism |  |  |  |  |  |
| tolerance |  |  |  |  |  |
| respect |  |  |  |  |  |
| integrity |  |  |  |  |  |
| **People/Roles:** leader |  |  |  |  |  |
|  good citizen |  |  |  |  |  |
| member |  |  |  |  |  |
| **Places/Institutions:** your class |  |  |  |  |  |
| your school |  |  |  |  |  |
| **Events:** meetings |  |  |  |  |  |
| discussions/debates |  |  |  |  |  |
| U.S. Constitution Day |  |  |  |  |  |

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| **Geography** |
| **2-G-1:** Make and use maps. |  |  |  |  |  |
| **2-G-2:** Investigate how people and weather may cause change to a place. |  |  |  |  |  |
| **Ideas:**  concept of mapping |  |  |  |  |  |
| human geography |  |  |  |  |  |
| physical geography |  |  |  |  |  |
| cardinal directions |  |  |  |  |  |
|  **People/Roles:** cartographers |  |  |  |  |  |
| **Places/Institutions:** hometown |  |  |  |  |  |
| school |  |  |  |  |  |
| cities |  |  |  |  |  |
| Kansas City |  |  |  |  |  |
| Wichita |  |  |  |  |  |
| Topeka |  |  |  |  |  |
| Kansas |  |  |  |  |  |
| Rocky Mountains |  |  |  |  |  |
| Gulf of Mexico |  |  |  |  |  |
| Inland sea |  |  |  |  |  |
| Missouri River |  |  |  |  |  |
| **Events:** weather |  |  |  |  |  |
| seasons |  |  |  |  |  |

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| **Standard** | **Dates Taught** | **Notes** |
| **Economic** |
| **2-E-1:** Recognize and evaluate that people make choices about rsources and that those choices have consequences. |  |  |  |  |  |
| **2-E-2:** Investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen. |  |  |  |  |  |
| **2-E-3:** Draw conclusions about how people meet their wants and needs in the past and today. |  |  |  |  |  |
| **Ideas:** wants and needs |  |  |  |  |  |
| trade and barter |  |  |  |  |  |
| income |  |  |  |  |  |
| money |  |  |  |  |  |
| goods and services |  |  |  |  |  |
| saving |  |  |  |  |  |
| spending |  |  |  |  |  |
| earning |  |  |  |  |  |
|  **People/Roles:** producers   |  |  |  |  |  |
| consumers |  |  |  |  |  |
| worker |  |  |  |  |  |
| **Places/Institutions:** banks |  |  |  |  |  |
| stores |  |  |  |  |  |
| **Events:** making |  |  |  |  |  |
| buying |  |  |  |  |  |
| banking |  |  |  |  |  |