

This document outlines the academic goals, the activities and materials used in the Second Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

| Time period | Standard | Resources (unit in textbook, learning center, recurring activity, other) | Internet/Media/ other resource |
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| Weeks 1 to 33 | (1) History. The student understands the origins of customs, holidays, and celebrations. | | |
| | (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation | Throughout the year as we celebrate holidays in our classroom. | |
| Weeks 1 to 33 | (2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. | | |
| | (A) identify contributions of historical figures, including George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation | Reading stories and research of historical figures. | http://www.history.com/ |
| | (B) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation. | | http://www.history.com/ |
| Weeks 1 to 33 | (3) History. The student understands the concepts of time and chronology. The student is expected to: | | |
| | (A) distinguish among past, present, and future; | Daily Calendar Activities | |
| | (B) describe and | Daily Calendar Activities | |

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| | measure calendar time by days, weeks, months, and years; and | | |
| | (C) create a calendar and simple timeline. | Daily Calendar Activities | |
| Weeks 1 to 33 | (4) Geography. The student understands the relative location of places. | | |
| | (A) locate places using the four cardinal directions; and | Discuss, model, and label in the classroom. | http://geography.com/educators.html |
| | (B) describe the location of self and objects relative to other locations in the classroom and school. | Classroom activities indoor and outdoor. | |
| Weeks 15 to 25 | (5) Geography. The student understands the purpose of maps and globes. The student is expected to: | | |
| | (A) create and use simple maps such as maps of the home, classroom, school, and community; and | Provide and make maps | www.nationalgeographic.org |
| | (B) locate the community, Fes, Morocco and the United States on maps and globes. | Globe activities | Google Earth |
| Weeks 1 to 33 | (6) Geography. The student understands various physical and human characteristics. | | |
| | (A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; | "Lizzy Blizzard "activities | www.nationalgeographic.com |
| | (B) identify examples of and uses for natural resources in the | | |

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| | community, state, and nation; and | | |
| | (C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location. | Lizzy Blizzard discussion | |
| Weeks 5 to 6 | (7) Economics. The student understands how families meet basic human needs. | | |
| | (A) describe ways that families meet basic human needs; and | Discussion on needs/wants/basic human needs | |
| | (B) describe similarities and differences in ways families meet basic human needs. | Discussion on families | |
| Weeks 10 to 20 | (8) Economics. The student understands the concepts of goods and services. The student is expected to: | | |
| | (A) identify examples of goods and services in the home, school, and community; | Discussion and activities, such as field trip to medina or Acima | |
| | (B) identify ways people exchange goods and services; and | Discussion | |
| | (C) identify the role of markets in the exchange of goods and services. | | |
| Weeks 7 to 12 | (9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: | | |
| | (A) identify examples of people wanting more than they can | Want vs. needs discussion | www.financialeducatorsCouncil.org/personal-finance-for-kids.html (video series) |

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| | have; | | |
| | (B) explain why wanting more than they can have requires that people make choices; and | Want vs. needs discussion | |
| | (C) identify examples of choices families make when buying goods and services. | Class store | |
| Weeks 1 to 33 | (10) Economics. The student understands the value of work. The student is expected to: | | |
| | (A) describe the components of various jobs and the characteristics of a job well performed; and | Discussion and implementation of classroom jobs. | |
| | (B) describe how specialized jobs contribute to the production of goods and services. | Discussion and research on a variety of jobs | |
| Weeks 1 to 33 | (11) Government. The student understands the purpose of rules and laws. The student is expected to: | | |
| | (A) explain the purpose for rules and laws in the home, school, and community; and | Discussion of classroom rules, school rules, and home rules. | |
| | (B) identify rules and laws that establish order, provide security, and manage conflict. | Discussion of laws and lawlessness. | |
| Weeks 1 to 33 | (12) Government. The student understands the role of authority figures, public officials, and citizens. | | |
| | (A) identify the responsibilities of authority figures in the home, school, and community; | Responsibilities discussion Character Counts Challenge | |

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| | (B) identify and describe the roles of public officials in the community, state, and nation; and | Responsibility discussion | |
| | (C) identify and describe the role of a good citizen in maintaining a constitutional republic. | Character Counts Challenge Implement a service project, such as raising money for orphanage. | |
| Weeks 1 to 33 | (13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. | | |
| | (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; | Daily discuss in conjunction with our school wide citizenship program, Character Counts Challenge. | |
| | (14) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to: | | |
| | (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and | Discussion and daily writing activities | |
| | (B) explain the way | Folktale unit and discussion | |

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| | folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities. | in Language Arts | |
| | (15) Science, technology, and society. The student understands how technology affects daily life, past and present. | | |
| | (A) describe how technology changes the ways families live; | Discuss past without technology | |
| | (B) describe how technology changes communication, transportation, and recreation; and | Discussion | |
| | (C) describe how technology changes the way people work. | Discuss jobs and technology | |
| | (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. | | |
| | (A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music; | Research and oral presentation of various topics throughout the year | |
| | (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and | Research and oral presentation of various topics throughout the year | |
| | (C) sequence and | Weekly language arts lessons | |

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| | categorize information. | | |
| | (17) Social studies skills. The student communicates in oral, visual, and written forms. | | |
| | (A) express ideas orally based on knowledge and experiences; and | Weekly "show and tell" and journal presentations. | |
| | (B) create and interpret visual and written material. | | |
| | (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. | | |
| | (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | Teacher guided problem solving activities | |
| | (B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. | Teacher guided problem solving activities | |