

## Social Studies Curriculum

### Grade 2

Social Studies instruction incorporates the four strands of history, geography, civics, and economics. Students study individuals who have made significant contributions to the United States and its history. They study three American Indian tribes from three regions (the Eastern Woodlands, Plains, and Southwest) to understand how groups adapt to their environment and meet their basic needs in different ways. Students learn about early European explorers who came to America. They study the ancient empire of Mali and the contemporary culture of Mexico.

### SS.G2

#### Standard 2

#### COMPARE THE LIVES AND CONTRIBUTIONS OF AMERICAN INDIANS

The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

##### State Notes:

Essential Questions:

- In what ways were the Powhatan American Indians (First Americans) in Virginia like and different from the Sioux and Pueblo Indians?
- Who are some of the American Indians (First Americans) who lived in Virginia and in other regions of the United States?
- What are some contributions of the American Indians (First Americans)?

##### FCPS Notes:

This standard includes Pocahontas as a person to know, which is in the VDOE Curriculum Framework for Kindergarten but has been moved to grade 2 within FCPS. It is important to include this material in grade 2 because it will be assessed on the cumulative K-3 test at the end of grade 3.

##### Essential Understanding:

- Many American Indian (First American) tribes lived in Virginia and in other regions of America.
- American Indians (First Americans) met their basic needs in different ways.
- American Indians (First Americans) have made contributions to present-day life.



#### Benchmark 2.a

#### Compare the Lives & Contributions of American Indians (1st Americans)

The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.



#### Indicator 2.a.1

#### Define regions as places that have common characteristics

Define regions as places that have common (the same) characteristics.



#### Indicator 2.a.2

#### Describe the Powhatans of Eastern Woodlands

Describe American Indians in the Eastern Woodlands region:

- Indians: Powhatan
- Homes: wood and bark houses
- Occupations: fishermen, hunters, farmers
- Transportation: walked, paddled canoes



#### Indicator 2.a.3

#### Describe the Sioux of the Plains

Describe American Indians in the Plains region:

- Indians: Sioux

- Homes: teepees
- Occupations: hunters, horsemen, warriors
- Transportation: walked, used horses

 **Indicator 2.a.4**  
**Describe the Pueblo people of the Southwest**

Describe American Indians in the Southwest region:

- Indians: Pueblo
- Homes: multi-story terraced buildings
- Occupations: farmers
- Transportation: walked

 **Indicator 2.a.5**  
**Describe contributions of American Indians**

Describe contributions of American Indians (First Americans):

- arts (jewelry, pottery, weaving)
- legends and stories
- respect for nature
- farming

 **Indicator 2.a.6**  
**Describe Pocahontas: an American Indian girl who helped the settlers**

Describe Pocahontas as an American Indian (First American) girl who was a helper and friend to the settlers in Jamestown. [SOL K.1.a]

 **Indicator 2.a.7**  
**Compare and contrast differing sets of ideas about American Indians**

Compare and contrast differing sets of ideas about American Indians (First Americans).

 **Indicator 2.a.8**  
**Gather & interpret information about the lives of American Indians**

Gather, classify, and interpret information about the lives and contributions of American Indians (First Americans).

 **Indicator 2.a.9**  
**Construct & explain simple charts about the lives of American Indians**

Construct and explain simple charts about the lives and contributions of American Indians (First Americans).

 **Indicator 2.a.10**  
**Collect and record information about the lives of American Indians**

Collect, organize and record information about the lives and contributions of American Indians (First Americans).

 **Indicator 2.a.11**  
**Use artifacts, etc. to gather information about American Indians**

*Use artifacts, folklore, pictures, and songs to gather and share information about the lives and contributions of American Indians (First Americans).*

 **SS.G2**  
**Standard 3**

**IDENTIFY AND COMPARE CHANGES IN COMMUNITY LIFE OVER TIME**

The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

**State Notes:**

Essential Question:

- How and why have communities changed over time?

### Essential Understanding:

- Communities change over time for a variety of reasons.
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### Benchmark 3.a

#### Identify and Compare Changes in Community Life Over Time

The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.



##### Indicator 3.a.1

###### Define community: a place where people live, work, and play

Define community as a place where people live, work, and play.



##### Indicator 3.a.2

###### Define population: the number of people living in a community

Define population as the number of people living in a community.



##### Indicator 3.a.3

###### Define transportation: moving people and things from place to place

Define transportation as a way of moving people and things from one place to another.



##### Indicator 3.a.4

###### Describe how people live today compared to how people lived long ago

Describe how the way people live today is different from the way people lived long ago.



##### Indicator 3.a.5

###### Explain how new inventions have led to changes in buildings, jobs, etc

Explain how new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.



##### Indicator 3.a.6

###### Make and explain graphs showing changes in community life over time

Make and explain graphs showing changes in community life over time.



##### Indicator 3.a.7

###### Compare and contrast information about community life over time

Compare and contrast information about community life over time, including information about buildings, jobs, transportation, and population.



##### Indicator 3.a.8

###### Gather and interpret information about community life over time

Gather, classify, and interpret information about community life over time.

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## SS.G2

### Standard 4

#### DEVELOP MAP SKILLS

The student will develop map skills.

#### State Notes:

Essential Questions:

- Where are the regions of the Powhatan, Sioux, and Pueblo people located on a United States map?
- How are the climates, land, and plant life of these regions similar and different?
- How did people in different regions adapt to their environments?
- Where was the empire of Mali located? [SOL 3.4.a]
- What were the physical and human characteristics of West Africa (Mali)? [SOL 3.4.b]

## FCPS Notes:

Material relating to ancient Egypt and China (formerly G2.4.a) has been moved to grade 3 in FCPS as part of the study of ancient civilizations. Because content specified in the VDOE Curriculum Framework for grade 2 is assessed in a K-3 cumulative test at the end of grade 3, students will be fully prepared.

This standard includes material on the geography of the West African empire of Mali. This standard is in the VDOE Curriculum Framework for Grade 3, but has been moved to 2<sup>nd</sup> grade in FCPS because similar cultural and geographic aspects about the American Indians are included in grade 2, and connections can be made between those aspects. It is important to include this material in grade 2 because it will be assessed on the cumulative K-3 test at the end of grade 3.

## Essential Understanding:

- People adapt to their environment in different ways.
  - The empire of Mali was located in the western region of the continent of Africa. [SOL 3.4.a]
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### **Benchmark 4.b**

#### **Locate the Regions of the Powhatan, Sioux & Pueblo Indians on US Maps**

The student will locate the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps.

##### **Indicator 4.b.1**

#### **Locate the Eastern Woodlands region (Powhatan) on a US map**

Locate the Eastern Woodlands region (Powhatan) on a United States map.

##### **Indicator 4.b.2**

#### **Locate the Plains region (Sioux) on a US map**

Locate the Plains region (Sioux) on a United States map.

##### **Indicator 4.b.3**

#### **Locate the Southwest region (Pueblo) on a US map**

Locate the Southwest region (Pueblo) on a United States map.

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### **Benchmark 4.c**

#### **Compare Climate, Land & Plant Life of Powhatan, Sioux & Pueblo Regions**

The student will compare the climate, land, and plant life of the regions where the Powhatan, Sioux, and Pueblo Indians lived.

##### **Indicator 4.c.1**

#### **Define climate: kind of weather an area has over a long period of time**

Define climate as the kind of weather an area has over a long period of time.

##### **Indicator 4.c.2**

#### **Define land: the shape of the land's surface in an area**

Define land as the shape of the land's surface in an area.

##### **Indicator 4.c.3**

#### **Describe the Eastern Woodlands region: climate, land, & plant life**

Describe the Eastern Woodlands region:

- Climate: mild winters and hot, humid summers
- Land: rivers, hills, mountains, and coastland
- Plant Life: forests and a variety of plant life

##### **Indicator 4.c.4**

#### **Describe the Plains region: climate, land, & plant life**

Describe the Plains region:

- Climate: hot summers and harsh, cold winters
- Land: plains, prairies, and rolling hills

- Plant Life: grasses



#### **Indicator 4.c.5**

##### **Describe the Southwest region: climate, land, & plant life**

Describe the Southwest region:

- Climate: hot days, cold nights, and little rainfall
- Land: high flatlands
- Plant Life: cactus



#### **Indicator 4.c.6**

##### **Locate & use information from resources: climate, land & plant life**

Locate and use information about the climate, land, and plant life of various regions from print and non-print resources.



#### **Indicator 4.c.7**

##### **Collect & record information: climate, land, & plant life of regions**

Collect, organize, and record information about the climate, land, and plant life of various regions.



#### **Indicator 4.c.8**

##### **Gather & interpret information: climate, land, & plant life of regions**

Gather, classify, and interpret information about the climate, land, and plant life of various regions.



### **Benchmark 4.d**

#### **Describe How People in Different Regions Adapt to Their Environment**

The student will describe how people in different regions adapt to their environment.



#### **Indicator 4.d.1**

##### **Describe how Powhatans farmed, hunted, used trees & gathered plants**

Describe how the Powhatans farmed, fished, hunted, used trees to make homes and canoes, and gathered plants for food.



#### **Indicator 4.d.2**

##### **Describe how the Sioux moved around to hunt buffalo & used horses**

Describe how the Sioux moved around the region to hunt for buffalo and used horses for transportation.



#### **Indicator 4.d.3**

##### **Describe how the Pueblo farmed & lived in adobe (clay) house villages**

Describe how the Pueblo farmed the land and lived in villages in adobe (clay) houses.



#### **Indicator 4.d.4**

##### **Describe how the people of Mali used salt & traded it for gold**

Describe how the people of the West African empire of Mali used salt as an important natural resource and traded it for gold. [SOL 3.4.c]



#### **Indicator 4.d.5**

##### **Describe how the people of Mexico adapt to their environment**

*Describe how the people of Mexico adapt to their environment:*

- *Many people live in adobe (clay) houses.*
- *Corn is used to make products including popcorn, tortillas, chips, mats, baskets, and dolls.*
- *The cocoa bean is used to make chocolate.*
- *Silver is used to make goods including jewelry.*
- *Goods are often traded at a "mercado" (outdoor market).*
- *"Pesos" are a unit of Mexican currency.*



#### **Indicator 4.d.6**

##### **Locate & use information: about people's adaptations to environment**

Locate and use information about people's adaptations to their environments from print and non-print resources.



#### **Indicator 4.d.7**

##### **Collect & record information: how people adapted to their environment**

Collect, organize, and record information about how people in different regions adapted to their environment.



#### **Indicator 4.d.8**

##### **Gather & interpret information: people's adaptations to environment**

Gather, classify, and interpret information about how people in different regions adapted to their environment.



#### **Benchmark 4.e**

##### **Locate West Africa on a World Map & Describe its Characteristics**

The student will locate West Africa on a world map and describe its physical and human characteristics. [SOL 3.4.a-b]



#### **Indicator 4.e.1**

##### **Use a world map to locate Mali in the western region of Africa**

Use a world map to locate the empire of Mali in the western region of the continent of Africa. [SOL 3.4.a-b]



#### **Indicator 4.e.2**

##### **Describe the physical characteristics of the empire of Mali**

Describe the physical characteristics of the empire of Mali:

- located in West Africa
- near rivers
- desert-like conditions
- gold mines

[SOL 3.4.a-b]



#### **Indicator 4.e.3**

##### **Describe occupations commonly held in Mali: farmer, miner, trader**

Describe the occupations commonly held in the empire of Mali, including farmer, miner, and trader. [SOL 3.4.a-b]



#### **Indicator 4.e.4**

##### **Locate & use information: about West Africa's location & geography**

Locate and use information about West Africa's location and geography from print and non-print resources. [SOL 3.4.a-b]



#### **Benchmark 4.f**

##### **Locate Mexico on a World Map and Describe Its Physical Characteristics**

The student will locate Mexico on a world map and describe its physical characteristics.



#### **Indicator 4.f.1**

##### **Use a world map to locate Mexico on the continent of North America**

Use a world map to locate Mexico on the continent of North America.



#### **Indicator 4.f.2**

##### **Describe the land and plant life in Mexico**

Describe the land and plant life in Mexico:

- Land: mountains, desert, plateau, rainforest, beaches
- Plant Life: cactus, corn, cocoa trees



## SS.G2

### Standard 5

#### DEVELOP MAP SKILLS: LOCATE GEOGRAPHICAL FEATURES ON GLOBES & MAPS

The student will develop map skills by locating geographical features on globes, world maps, and United States maps.

##### State Notes:

Essential Questions:

- Where are the seven continents, the four oceans, and the equator located on maps and globes?
- Where are the James River, Mississippi River, and Rio Grande River located on a map of the United States?
- Where are the Appalachian Mountains and Rocky Mountains located on a map of the United States?
- On which continents are England, Spain, France, and the United States located? [SOL 3.5.c]
- Where are the countries of Spain, England, France, and the United States located on a world map? [SOL 3.5.c]
- Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Quebec, Canada; and Jamestown, Virginia located on a map? [SOL 3.5.d]

##### FCPS Notes:

This standard includes material on geographic locations related to the European explorers, including the countries in Europe that sponsored exploration and the regions in the Americas that were explored. This standard is in the VDOE Curriculum Framework for grade 3, but has been moved to grade 2 in FCPS as it correlates with the American Indian groups studied in grade 2. The explorers encountered the American Indians, and connections can be made by studying both groups in the same year. It is important to include this material because it will be assessed on the cumulative K-3 test at the end of grade 3.

##### Essential Understanding:

- Maps can be used to locate land and water features.
- Maps and globes help people study the Earth.



### Benchmark 5.a

#### Locate the Equator, 7 Continents and 4 Oceans on Maps and Globes

The student will locate the equator, the seven continents, and the four oceans on maps and globes.



##### Indicator 5.a.1

###### Define and locate the equator

Define the equator as an imaginary line around the middle of the Earth and locate it on maps and globes.



##### Indicator 5.a.2

###### Define continent: a large body of land on the Earth

Define a continent as a large body of land on the Earth.



##### Indicator 5.a.3

###### Identify and locate the seven continents on maps and globes

Identify and locate the seven continents on maps and globes:

- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica



##### Indicator 5.a.4

###### Identify and locate the four oceans on maps and globes

Identify and locate the four oceans on maps and globes:

- Arctic Ocean
  - Atlantic Ocean
  - Indian Ocean
  - Pacific Ocean
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## **Benchmark 5.b**

### **Locate Selected Rivers, Mountain Ranges and Lakes in the United States**

The student will locate selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

#### **Indicator 5.b.1**

##### **Locate selected rivers on a US map**

Locate selected rivers on a United States map:

- James River
- Mississippi River
- Rio Grande

#### **Indicator 5.b.2**

##### **Locate selected mountain ranges on a US map**

Locate selected mountain ranges on a United States map:

- Appalachian Mountains
- Rocky Mountains

#### **Indicator 5.b.3**

##### **Locate the general area of the Great Lakes on a US map**

Locate the general area of the Great Lakes on a United States map.

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## **Benchmark 5.c**

### **Use a World Map to Locate Spain, England, France and the United States**

The student will use a world map to locate the countries of Spain, England, France, and the United States. [SOL 3.5.c]

#### **Indicator 5.c.1**

##### **Use a world map to locate Spain on the continent of Europe**

Use a world map to locate Spain on the continent of Europe. [SOL 3.5.c]

#### **Indicator 5.c.2**

##### **Use a world map to locate England on the continent of Europe**

Use a world map to locate England on the continent of Europe. [SOL 3.5.c]

#### **Indicator 5.c.3**

##### **Use a world map to locate France on the continent of Europe**

Use a world map to locate France on the continent of Europe. [SOL 3.5.c]

#### **Indicator 5.c.4**

##### **Use a world map to locate the US on the continent of North America**

Use a world map to locate the United States on the continent of North America. [SOL 3.5.c]

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## **Benchmark 5.d**

### **Locate the Regions in the Americas Explored by Columbus, Cartier, etc.**

The student will locate the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida),

Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia). [SOL 3.5.d]



**Indicator 5.d.1**

**Identify & locate the region explored by Columbus: San Salvador**

Identify the region explored by Christopher Columbus as San Salvador and use a world map to locate it in the general area of the Bahamas. [SOL 3.5.d]



**Indicator 5.d.2**

**Identify & locate the region explored by Ponce de Leon: St. Augustine**

Use a world map to locate the region explored by Juan Ponce de Leon near St. Augustine in northern Florida. [SOL 3.5.d]



**Indicator 5.d.3**

**Identify & locate the region explored by Cartier: near Quebec (Canada)**

Use a world map to locate the region explored by Jacques Cartier near Quebec in Canada. [SOL 3.5.d]



**Indicator 5.d.4**

**Identify & locate the region explored by Newport: near Jamestown, VA**

Use a world map to locate the region explored by Christopher Newport near Jamestown in Virginia. [SOL 3.5.d]



**Benchmark 5.e**

**Locate Geographic Features Important to the Study of Mexico**

The student will locate geographic features important to the study of contemporary Mexico.



**Indicator 5.e.1**

**Use a world map to locate Mexico on the continent of North America**

Use a world map to locate Mexico on the continent of North America.



**Indicator 5.e.2**

**Locate the Pacific Ocean and the Gulf of Mexico**

Locate the Pacific Ocean and the Gulf of Mexico.



**Indicator 5.e.3**

**Locate the Yucatan Peninsula and the Sonoran Desert**

Locate the Yucatan Peninsula and the Sonoran Desert.



**Indicator 5.e.4**

**Locate Mexico City and identify it as the capital of Mexico**

Locate Mexico City and identify it as the capital of Mexico.



**SS.G2**

**Standard 6**

**DEMONSTRATE MAP SKILLS BY CONSTRUCTING SIMPLE MAPS**

The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

**State Notes:**

Essential Question:

- What is included when making a map?

**Essential Understanding:**

- People who make maps include a title, map legend, and compass rose.

- A map is a drawing that shows what places look like from above and where they are located.
  - A map legend includes symbols that represent objects and places.
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## **Benchmark 6.a**

### **Construct Simple Maps Using a Title, Map Legend and Compass Rose**

The student will construct simple maps using a title, map legend, and compass rose.



#### **Indicator 6.a.1**

##### **Recognize that a map's title gives the name or kind of map**

Recognize that a map's title gives the name or kind of map.



#### **Indicator 6.a.2**

##### **Define map legend: a list of shapes used on a map with explanations**

Define a map legend as a list of shapes and symbols used on a map and an explanation of what each stands for.



#### **Indicator 6.a.3**

##### **Define compass rose: a symbol that shows direction on a map**

Define a compass rose as a symbol that shows direction (north, east, south, and west) on a map.



#### **Indicator 6.a.4**

##### **Use a map legend**

Use a map legend.



#### **Indicator 6.a.5**

##### **Make and use simple map symbols**

Make and use simple map symbols.



#### **Indicator 6.a.6**

##### **Draw maps of familiar areas**

Draw maps of familiar areas.



#### **Indicator 6.a.7**

##### **Use a compass rose to identify directions**

Use a compass rose to identify directions.



## **SS.G2**

### **Standard 7**

#### **DESCRIBE THE DIFFERENCES BETWEEN NATURAL, HUMAN AND CAPITAL RESOURCES**

The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

##### **State Notes:**

Essential Question:

- What are natural, human, and capital resources?

##### **Essential Understanding:**

- The three main types of resources are natural, human, and capital.
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## **Benchmark 7.a**

### **Describe the Differences Between Natural, Human and Capital Resources**

The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).



#### **Indicator 7.a.1**

##### **Describe natural resources: materials that come from nature**

Describe natural resources as materials that come from nature.



#### **Indicator 7.a.2**

##### **Cite examples of natural resources: water, soil, wood, coal**

Cite examples of natural resources: water, soil, wood, coal.



#### **Indicator 7.a.3**

##### **Describe human resources: people working to produce goods and services**

Describe human resources as people working to produce goods and services.



#### **Indicator 7.a.4**

##### **Cite examples of human resources: farmers, miners, builders, painters**

Cite examples of human resources: farmers, miners, builders, painters.



#### **Indicator 7.a.5**

##### **Describe capital resources: goods made by people & used for production**

Describe capital resources as goods made by people and used to produce other goods and services.



#### **Indicator 7.a.6**

##### **Cite examples of capital resources: hammers, computers, trucks, etc.**

Cite examples of capital resources: hammers, computers, trucks, lawn mowers, factory buildings.



#### **Indicator 7.a.7**

##### **Describe natural, human and capital resources found in Mexico**

*Describe different types of resources found in Mexico:*

- *Natural resources – corn, silver, cocoa beans, animals*
- *Human resources – farmer, weaver, teacher*
- *Capital resources – tractor, car, tortilla press*



#### **Indicator 7.a.8**

##### **Gather & interpret information: natural, human and capital resources**

Gather, classify, and interpret information about natural resources, human resources, and capital resources.



## **SS.G2**

### **Standard 8**

#### **DISTINGUISH BETWEEN THE USE OF BARTER & MONEY FOR GOODS AND SERVICES**

**The student will distinguish between the use of barter and money in exchange for goods and services.**

##### **State Notes:**

Essential Question:

- What is the difference between using barter and using money in exchange for goods and services?

##### **Essential Understanding:**

- People acquire goods and services through barter or through the exchange of money.



#### **Benchmark 8.a**

##### **Distinguish Between the Use of Barter and Money**

The student will distinguish between the use of barter and money in exchange for goods and services.

**Indicator 8.a.1****Describe barter: exchange of goods & services without the use of money**

Describe barter as the exchange of goods and services without the use of money.

**Indicator 8.a.2****Describe money: coins and checks used in exchange for goods & services**

Describe money as coins, paper bills, and checks used in exchange for goods and services.

**Indicator 8.a.3****Compare and contrast the use of barter and the use of money**

Compare and contrast the use of barter and the use of money in exchange for goods and services.

**Indicator 8.a.4****Describe trade: exchanging goods or services for money**

Describe trade as the exchange of goods or services for money.

**SS.G2****Standard 9****EXPLAIN THAT SCARCITY MAKES PEOPLE CHOOSE WHAT TO PRODUCE & CONSUME**

The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

**State Notes:**

Essential Questions:

- What is scarcity?
- What is a consumer?
- What is a producer?
- Why do people have to make economic choices?

**FCPS Notes:**

This standard includes material on the economics of the West African empire of Mali. This standard is in the VDOE Curriculum Framework for grade 3 (formerly G3.8), but has been moved to grade 2 in FCPS as part of the study of the world at the time of the explorers. It is important to cover this material because it will be assessed on the cumulative K-3 test at the end of grade 3.

**Essential Understanding:**

- People are both producers and consumers.
- People must make economic choices because resources are limited (scarcity).

**Benchmark 9.a****Explain That Scarcity Requires People to Make Choices**

The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

**Indicator 9.a.1****Define scarcity: not being able to meet all wants at the same time**

Define scarcity as not being able to meet all wants at the same time.

**Indicator 9.a.2****Define consumer: a person who uses goods and services**

Define consumer as a person who uses goods and services.

**Indicator 9.a.3****Define producer: a person who uses resources to make goods/services**

Define producer as a person who uses resources to make goods and/or provide services.

**Indicator 9.a.4**

### **Describe spending: using money or credit to purchase goods & services**

Describe spending as the act of using money or credit to purchase goods or services.



#### **Indicator 9.a.5**

##### **Describe how people make economic choices due to limited resources**

Describe how people make economic choices because resources and goods and services are limited.



#### **Indicator 9.a.6**

##### **Gather & interpret information: scarcity and economic choices**

Gather, classify, and interpret information related to scarcity and economic choices.



#### **Indicator 9.a.7**

##### **Make decisions based on information**

Make decisions based on information.



### **Benchmark 9.b**

#### **Distinguish Between Wants and Needs**

The student will distinguish between wants and needs.



#### **Indicator 9.b.1**

##### **Describe wants: goods & services that are not necessary but wanted**

Describe wants as goods and services that are not required or necessary that people want or desire.



#### **Indicator 9.b.2**

##### **Describe needs: goods & services that are necessary to live**

Describe needs as goods and services that are required or necessary to live.



#### **Indicator 9.b.3**

##### **Compare and contrast wants and needs**

Compare and contrast wants and needs.



### **Benchmark 9.c**

#### **Recognize Concepts of Specialization & Interdependence in Mali**

The student will recognize the concepts of specialization (being an expert in one job, product or service) and interdependence (depending on others) in the production of goods and services in the West African empire of Mali. [SOL 3.8]



#### **Indicator 9.c.1**

##### **Define specialization: choosing to focus on one product or service**

Define economic specialization as choosing to focus on one product or service. [SOL 3.8]



#### **Indicator 9.c.2**

##### **Define interdependence: two or more people need each other for goods**

Define economic interdependence as two or more people depending on each other for goods and services. [SOL 3.8]



#### **Indicator 9.c.3**

##### **Describe specialization in Mali: protecting the empire, growing food**

Describe specialization in the West African empire of Mali: some people specialized in protecting the empire, while others specialized in growing food for the empire. [SOL 3.8]



#### **Indicator 9.c.4**

##### **Describe interdependence in Mali: trading with other people**

Describe interdependence in the West African empire of Mali: the people of Mali traded (gold for salt) with other people. [SOL 3.8]



#### **Indicator 9.c.5**

##### **Gather & interpret information: specialization/interdependence in Mali**

Gather, classify, and interpret information about specialization and interdependence in the West African empire of Mali. [SOL 3.8]



#### **Indicator 9.c.6**

##### **Draw conclusions and make generalizations from data about Mali**

Draw conclusions and make generalizations about data related to specialization and interdependence in the West African empire of Mali. [SOL 3.8]



## **SS.G2**

### **Standard 10**

#### **EXPLAIN THE RESPONSIBILITIES OF A GOOD CITIZEN**

The student will explain the responsibilities of a good citizen.

##### **State Notes:**

Essential Question:

- What are some responsibilities of a good citizen?

##### **Essential Understanding:**

- A good citizen has a variety of responsibilities.



#### **Benchmark 10.a**

##### **Respect and Protect the Rights and Property of Others**

The student will respect and protect the rights and property of others.



#### **Indicator 10.a.1**

##### **Describe ways people can respect & protect others' rights & property**

Describe ways in which people can respect and protect the rights and property of others.



#### **Indicator 10.a.2**

##### **Explain it is important to respect & protect others' rights & property**

Explain why it is important to respect and protect the rights and property of others.



#### **Indicator 10.a.3**

##### **Participate in groups: respect/protect the rights & property of others**

*Participate in groups and democratic society by respecting and protecting the rights and property of others.*



#### **Indicator 10.a.4**

##### **Make decisions: respect & protect the rights & property of others**

Make decisions about respecting and protecting the rights and property of others.



#### **Benchmark 10.b**

##### **Take Part in the Voting Process When Making Classroom Decisions**

The student will take part in the voting process when making classroom decisions.



#### **Indicator 10.b.1**

##### **Explain it is important to respect & protect others' rights & property**

Explain why it is important to take part in the voting process when making classroom decisions.



### **Indicator 10.b.2**

#### **Participate in groups: take part in the classroom's voting process**

Participate in groups and democratic society by taking part in the voting process when making classroom decisions.

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### **Benchmark 10.c**

#### **Describe Actions that Can Improve the School and Community**

The student will describe actions that can improve the school and community.



### **Indicator 10.c.1**

#### **Describe specific actions that can improve the school and community**

Describe specific actions that can improve the school and community.



### **Indicator 10.c.2**

#### **Explain importance of taking actions to improve the school & community**

Explain why it is important to take actions that can improve the school and community.



### **Indicator 10.c.3**

#### **Participate in groups: take action to improve the school & community**

Participate in groups and democratic society by taking actions that can improve the school and community.



### **Indicator 10.c.4**

#### **Make decisions: taking actions that can improve the school & community**

Make decisions about taking actions that can improve the school and community.

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### **Benchmark 10.d**

#### **Demonstrate Self-Discipline and Self-Reliance**

The student will demonstrate self-discipline and self-reliance.



### **Indicator 10.d.1**

#### **Describe ways people can demonstrate self-discipline and self-reliance**

Describe ways in which people can demonstrate self-discipline and self-reliance.



### **Indicator 10.d.2**

#### **Explain importance: demonstrating self-discipline and self-reliance**

*Explain why it is important to demonstrate self-discipline and self-reliance.*



### **Indicator 10.d.3**

#### **Participate in groups: demonstrate self-discipline and self-reliance**

Participate in groups and democratic society by demonstrating self-discipline and self-reliance.



### **Indicator 10.d.4**

#### **Make decisions: demonstrating self-discipline and self-reliance**

Make decisions about demonstrating self-discipline and self-reliance.

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### **Benchmark 10.e**

#### **Practice Honesty and Trustworthiness**

The student will practice honesty and trustworthiness.



### **Indicator 10.e.1**

## **Describe ways in which people can practice honesty and trustworthiness**

Describe ways in which people can practice honesty and trustworthiness.



### **Indicator 10.e.2**

#### **Explain importance: practicing honesty and trustworthiness**

Explain why it is important to practice honesty and trustworthiness.



### **Indicator 10.e.3**

#### **Participate in groups: demonstrate honesty and trustworthiness**

Participate in groups and democratic society by demonstrating honesty and trustworthiness.



### **Indicator 10.e.4**

#### **Make decisions: practicing honesty and trustworthiness**

Make decisions about practicing honesty and trustworthiness.



## **SS.G2**

### **Standard 11**

#### **IDENTIFY AMERICANS WHOSE CONTRIBUTIONS IMPROVED THE LIVES OF OTHERS**

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

#### **State Notes:**

Essential Question:

- How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?

#### **Essential Understanding:**

- Individuals in the past have worked successfully to improve the lives of other Americans in the United States.



### **Benchmark 11.a**

#### **Identify Americans Whose Contributions Improved the Lives of Others**

The student will identify Americans whose contributions improved the lives of other Americans.



### **Indicator 11.a.1**

#### **Describe George Washington: led the fight for US freedom from England**

Describe George Washington as a man who led the fight for freedom from England and helped establish a new country.



### **Indicator 11.a.2**

#### **Describe Abraham Lincoln: US President who helped to free the slaves**

Describe Abraham Lincoln as the President of the United States who helped free African American slaves.



### **Indicator 11.a.3**

#### **Describe Susan B. Anthony: led the struggle to give women equal rights**

Describe Susan B. Anthony as a woman who led the struggle to give women equal rights, including the right to vote.



### **Indicator 11.a.4**

#### **Describe Helen Keller: overcame disabilities & worked to help others**

Describe Helen Keller as a woman who overcame disabilities and worked to help others who were blind and deaf.



### **Indicator 11.a.5**

### **Describe Jackie Robinson: 1st African American player in ML Baseball**

Describe Jackie Robinson as the first African American player in the major leagues of baseball, and explain how his actions helped to bring about other opportunities for African Americans.



#### **Indicator 11.a.6**

#### **Describe Martin Luther King, Jr: African American minister**

Describe Martin Luther King, Jr. as an African American minister who worked so that all people would be treated fairly by leading peaceful marches and giving speeches.



#### **Indicator 11.a.7**

#### **Collect & record information: improving the lives of other Americans**

Collect, organize, and record information about Americans whose contributions improved the lives of other Americans.



#### **Indicator 11.a.8**

#### **Gather & interpret information: improving the lives of other Americans**

Gather, classify, and interpret information about Americans whose contributions improved the lives of other Americans.



#### **Indicator 11.a.9**

#### **Compare & contrast the personalities/behaviors of specific Americans**

Compare and contrast different personalities and behaviors demonstrated by Americans whose contributions improved the lives of other Americans.



#### **Indicator 11.a.10**

#### **Explain effects of contributions that improved the lives of Americans**

Explain the effects of contributions that improved the lives of Americans.



## **SS.G2**

### **Standard 12**

#### **UNDERSTAND THAT THE US IS A LAND OF PEOPLE WITH DIVERSE ETHNIC ORIGINS**

**The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.**

#### **State Notes:**

Essential Questions:

- How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?
- How are people of different ethnic origins and customs united as Americans?

#### **Essential Understanding:**

- The United States is a land of people who have diverse ethnic origins, customs, and traditions.
- They contribute to their community by practicing the responsibilities of good citizens.
- Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.



#### **Benchmark 12.a**

#### **Understand That the US is a Land of People with Diverse Ethnic Origins**

The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.



#### **Indicator 12.a.1**

#### **Describe how diverse people living in the US contribute to communities**

Describe how people living in the United States have diverse ethnic origins, customs and traditions, and participate in and contribute to their communities.

#### **Indicator 12.a.2**



### **Explain how people contribute to their community by being responsible**

Explain how people contribute to their community by practicing the responsibilities of good citizens.



#### **Indicator 12.a.3**

### **Explain how people in our communities have different origins**

Explain how people in our communities have different ethnic and cultural origins, but are united as Americans by common principles and traditions.



#### **Indicator 12.a.4**

### **Describe how people share common principles**

Describe how people share common principles:

- respecting and protecting the rights and property of others
- participating in school and community activities
- demonstrating self-discipline and self-reliance
- practicing honesty and trustworthiness



#### **Indicator 12.a.5**

### **Compare & contrast customs, traditions & community contributions**

Compare and contrast customs, traditions, and community contributions from diverse cultures.



#### **Indicator 12.a.6**

### **Make generalizations: customs, traditions & community contributions**

Make generalizations about customs, traditions, and community contributions from diverse cultures.



#### **Indicator 12.a.7**

### **Gather & classify information: customs, traditions, contributions**

Gather and classify information about customs, traditions, and community contributions from diverse cultures.



## **SS.G2**

### **Standard 13**

#### **STUDY THE EARLY WEST AFRICAN EMPIRE OF MALI**

**The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade). [SOL 3.2]**

#### **State Notes:**

Essential Questions:

- Why were storytellers so important in the empire of Mali?
- What do we know about the leaders of the empire of Mali?
- Why was the empire of Mali so wealthy?

#### **FCPS Notes:**

This standard addresses the development of the West African empire of Mali. This standard is in the VDOE Curriculum Framework for grade 3, but has been moved to grade 2 in FCPS as part of the study of the world at the time of the explorers. It is important to include this material in grade 2 because it will be assessed on the cumulative K-3 test at the end of grade 3.

#### **Essential Understanding:**

- Most of what we know about Mali's history comes from oral accounts that were handed down from Mali storytellers.
- Mali was ruled by rich and powerful kings.
- Early Mali was a wealthy trading empire before Columbus sailed to America.



### **Benchmark 13.a**

#### **Describe Mali: Oral Tradition, Government, Economic Development**

The student will describe the early West African empire of Mali in terms of its oral tradition, government, and economic development. [SOL 3.2]



#### **Indicator 13.a.1**

##### **Recognize that Africa was home to several great empires**

Recognize that Africa was the home to several great empires, and that the empire of Mali was one of the most prosperous. [SOL 3.2]



#### **Indicator 13.a.2**

##### **Describe how storytellers passed on traditions through generations**

Describe how many storytellers in Mali passed on traditions and stories from one generation to the next. [SOL 3.2]



#### **Indicator 13.a.3**

##### **Describe the kings of Mali: rich & powerful men who controlled trade**

Describe the kings of Mali as rich and powerful men who controlled trade in West Africa. [SOL 3.2]



#### **Indicator 13.a.4**

##### **Explain how Mali's location made it an important trade center & empire**

Explain how Mali became an important trade center and one of the largest and wealthiest empires in the region because of its location across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. [SOL 3.2]



#### **Indicator 13.a.5**

##### **Describe the gold/salt trade in Mali**

Describe the gold/salt trade in Mali:

- For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods.
- Miners found gold in Western Africa.
- Salt was traded for gold.

[SOL 3.2]



#### **Indicator 13.a.6**

##### **Describe Timbuktu: important city in Mali with famous university**

Describe Timbuktu as an important city in Mali that had a famous university with a large library containing Greek and Roman books. [SOL 3.2]



#### **Indicator 13.a.7**

##### **Collect and record information about early West African empire of Mali**

Collect and record information about the early West African empire of Mali. [SOL 3.2]



## **SS.G2**

### **Standard 14**

#### **STUDY THE EXPLORATION OF THE AMERICAS**

**The student will study the exploration of the Americas. [SOL 3.3]**

##### **State Notes:**

Essential Questions:

- Who were some of the important European explorers from Spain, England, and France?
- What were the different motivations of these early European explorers?
- What were the successes of these early European explorers?

##### **FCPS Notes:**

This standard includes material on the European explorers. This standard is in the VDOE Curriculum Framework for grade 3, but has been moved to 2<sup>nd</sup> grade in FCPS as it correlates with the American Indian groups studied in grade 2. The explorers encountered the American Indians, and connections can be made by studying both groups in the same year. It is important to include this material in grade 2 because it will be assessed on the cumulative K-3 test at the end of grade 3.

##### **Essential Understanding:**

- The first explorers had different motivations, had different sponsors, and met different successes.



## **Benchmark 14.a**

### **Describe Accomplishments of Columbus, Ponce de Leon, Cartier & Newport**

The student will describe the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport. [SOL 3.3.a]



#### **Indicator 14.a.1**

##### **Define explorer: person who travels seeking new discoveries**

Define explorer as a person who travels, seeking new discoveries. [SOL 3.3.a]



#### **Indicator 14.a.2**

##### **Define European: a person from one of the countries in Europe**

Define a European as a person from one of the countries in Europe. [SOL 3.3.a]



#### **Indicator 14.a.3**

##### **Define Americas: North and South America**

Define the Americas as North and South America.



#### **Indicator 14.a.4**

##### **Describe Marco Polo: the 1st European to travel the Silk Route to Asia**

*Describe Marco Polo as the first European to travel the Silk Route to Asia.*



#### **Indicator 14.a.5**

##### **Describe Columbus: first European to discover a sea route to America**

Describe Christopher Columbus as the first European to discover a sea route to America. [SOL 3.3.a]



#### **Indicator 14.a.6**

##### **Describe Ponce de Leon: first European to land in Florida**

Describe Juan Ponce de Leon as the first European to land in Florida (near St. Augustine). [SOL 3.3.a]



#### **Indicator 14.a.7**

##### **Describe Cartier: European explorer of the St. Lawrence River Valley**

Describe Jacques Cartier as a European who explored the St. Lawrence River Valley (near Quebec, Canada). [SOL 3.3.a]



#### **Indicator 14.a.8**

##### **Describe Newport: European explorer of Jamestown and the James River**

Describe Christopher Newport as a European who arrived at present-day Jamestown and was one of the first men to reach the Fall Line of the James River. [SOL 3.3.a]



#### **Indicator 14.a.9**

##### **Locate & use info from sources about the explorers' accomplishments**

Locate and use information from print and non-print sources about the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport. [SOL 3.3.a]



#### **Indicator 14.a.10**

##### **Distinguish between relevant and irrelevant information: explorers**

Distinguish between relevant and irrelevant information related to the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport. [SOL 3.3a]



#### **Indicator 14.a.11**

##### **Gather and interpret information: explorers' accomplishments**

Gather, classify, and interpret information about the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport. [SOL 3.3.a]



## **Benchmark 14.b**

### **Identify Reasons for Exploring, Information Gained, Results of Travels**

The student will identify reasons for exploring, the information gained, and the results from the travels. [SOL 3.3.b]



#### **Indicator 14.b.1**

##### **Describe the explorations of Christopher Columbus**

Describe the explorations of Christopher Columbus:

- Sponsor: Spain
- Reason: to find a western sea route to Asia
- Result: discovered “New World” (landed at San Salvador)

[SOL 3.3.b]



#### **Indicator 14.b.2**

##### **Describe the explorations of Juan Ponce de Leon**

Describe the explorations of Juan Ponce de Leon:

- Sponsor: Spain
- Reasons: to discover riches and land to conquer
- Result: gave Spain claim to Florida

[SOL 3.3.b]



#### **Indicator 14.b.3**

##### **Describe the explorations of Jacques Cartier**

Describe the explorations of Jacques Cartier:

- Sponsor: France
- Reason: to colonize the New World
- Result: gave France a North American claim

[SOL 3.3.b]



#### **Indicator 14.b.4**

##### **Describe the explorations of Christopher Newport**

Describe the explorations of Christopher Newport:

- Sponsor: England
- Reasons: to discover riches, to find a western sea route to Asia, to colonize Virginia
- Results: made four additional voyages bringing more people to Jamestown

[SOL 3.3.b]



#### **Indicator 14.b.5**

##### **Locate & use information from resources about reasons for exploring**

Locate and use information from print and non-print resources about the reasons for exploring, the information gained, and the results from the travels. [SOL 3.3.b]



#### **Indicator 14.b.6**

##### **Distinguish between relevant & irrelevant information about exploring**

Distinguish between relevant and irrelevant information about the reasons for exploring, the information gained, and the results from the travels. [SOL 3.3.b]



#### **Indicator 14.b.7**

##### **Gather & interpret information: reasons for exploring, etc.**

Gather, classify, and interpret information about the reasons for exploring, the information gained, and the results from the travels. [SOL 3.3.b]