

## Eads Elementary School History Standards 2<sup>nd</sup> Grade

### **HISTORY STANDARD #1**

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
2.1.a.	Distinguish between past, present, and future time.				
2.1.b.	Create an historical narrative of their own, such as their families', their school's, or community's history or construct a brief oral narrative describing, in sequence, a past event..				
2.1.c.	Develop "picture timelines" of their own lives or events in the history of their own or another family, using photos from home, drawing pictures to fill any gaps, and arranging the set chronologically to identify events or actions and their consequences.				
2.1.d.	Compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time in Colorado.				

### **HISTORY STANDARD #2**

Students know how to use the processes and resources of historical inquiry.

<b>Ref.</b>	<b>Expectation</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
2.2.a.	Pose and answer questions about the lives of children and families in the past.				
2.2.b.	Gather information about the past from fiction and non-fiction books, oral history, photographs and graphs.				
2.2.c.	Read geographic symbols and identify the geographic features of places represented in picture maps, air photos, and terrain models of places now and in the past (eg: name and locate the town, city, community, or state where they reside.)				
2.2.d.	Analyze historical fiction on such criteria as the accuracy of the story's historical details and sequence of events.				
2.2.e.	Compare and contrast their daily lives with those of their parents and grandparents.				
2.2.f.	Trace the history of a family through the use of primary sources including artifacts, photographs, interviews, and documents.				

### **HISTORY STANDARD #3:**

Students understand that societies are diverse and have changed over time.

<b>Ref.</b>	<b>Expectations</b>	<b>P</b>	<b>PP</b>	<b>NI</b>	<b>US</b>
2.3.a.	Describe various holidays & celebrations in different cultures.				
2.3.b.	Identify the cultural heritage evident in their neighborhoods or schools (eg: restaurants, and stores.)				
2.3.c.	Identify ways that people in neighborhoods can help and support each other (eg: yard care, Neighborhood Watch, snow shoveling, etc.)				

**HISTORY STANDARD #4:**

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Ref.	Expectation	P	PP	NI	US
2.4.a.	Identify technological developments that affect the neighborhood (eg: street lights, water service, electricity).				
2.4.b.	Identify money as a limited resource.				
2.4.c.	Describe choices about how to spend limited resources and discuss the fact that these choices have consequences.				
2.4.d.	Describe how people obtain goods and services (barter, trade, and money.)				
2.4.e.	Identify food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources.				
2.4.f.	Identify how limits on resources require people to choose what to produce and what to consume.				
2.4.g.	Identify economic reasons for people moving west.				
2.4.h.	Explain how the decision made by pioneers to go west altered the availability of resources for Native Americans (eg: killing buffalo, etc.)				

**HISTORY STANDARD #5:**

Students understand political institutions and theories that have developed and changed over time.

Ref.	Expectations	P	PP	NI	US
2.5.a.	Explain the need for and benefits of rules & personal responsibility in a neighborhood or community.				
2.5.b.	Give examples of various ways decisions are made (eg: majority vote, compromise, and personal).				
2.5.c.	Give examples of how families and communities depend on each other.				
2.5.d.	Explain the difference between making laws, carrying out laws, and determining if laws have been violated: and identify the government bodies that perform these functions at the local, state, and national levels.				

**HISTORY STANDARD #6:**

Students know that religious and philosophical ideas have been powerful forces throughout history.

Ref.	Expectations	P	PP	NI	US
2.6.a.	Recognize the families have different traditions.				
2.6.b.	Recite the Pledge of Allegiance and recognize it as a statement of our country's foundations.				
2.6.c.	Identify celebrations and practices traditional in their communities (eg: harvest days, cultural celebrations, and historical celebrations.)				
2.6.d.	Identify various art forms used in celebrations (eg: dance, music, parades, and holiday decorations)				
2.6.e.	Learn formulations of the "Golden Rule" as expressed in major religions and ethical teachings, and practice applying it in their treatment of others.				

Adopted Spring 2003

