

GRADE 2

Communities Here and across the World

<p>Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.</p>	
Indicators	PLT Activities
<p>2-1.1 Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. (G, H, E, P)</p>	<ul style="list-style-type: none"> ● 95 (A) Did You Notice? □ 18 Tale of the Sun
<p>2-1.2 Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations. (G, H)</p>	<ul style="list-style-type: none"> ● 18 Tale of the Sun □ 74 People, Places, Things □ 76 (V) Tree Cookies
<p>2-1.3 Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States. (G, H)</p>	<ul style="list-style-type: none"> ● 18 Tale of the Sun
<p>2-1.4 Recall stories and songs about regional folk figures who have contributed to the development of the cultural history of the United States, including Pecos Bill, Brer Rabbit, Paul Bunyan, Davy Crockett, and John Henry. (G, H)</p>	
<p>Standard 2-2: The student will demonstrate an understanding of the local community and the way it compares with other communities in the world.</p>	
Indicators	PLT Activities
<p>2-2.1 Locate on a map the places and features of the local community, including the geographic features (e.g., parks, water features) and the urban, suburban, and rural areas. (G)</p>	<ul style="list-style-type: none"> □ 20 Environmental Exchange Box

2-2.2 Recognize characteristics of the local region, including its geographic features and natural resources. (G, E)	<input type="checkbox"/> 13 (B) We All Need Trees <input type="checkbox"/> 22 (A) Trees as Habitats <input type="checkbox"/> 30 Three Cheers for Trees <input type="checkbox"/> 32 (A) A Forest of Many Uses
2-2.3 Summarize the roles of various workers in the community, including those who hold government jobs there. (E)	<ul style="list-style-type: none"> ● 74 People, Places, Things
2-2.4 Summarize changes that have occurred in the life of the local community over time, including changes in the use of the land and in the way that people earn their living there. (G, E, H)	<ul style="list-style-type: none"> ● 30 Three Cheers for Trees ● 31 Plant a Tree ● 32 (A) A Forest of Many Uses ● 36 Pollution Search ● 54 (A) I'd Like to Visit a Place Where... ● 87 Earth Manners ● 89 (A) Trees for Many Reasons <input type="checkbox"/> 16 (A) Pass the Plants, Please <input type="checkbox"/> 20 Environmental Exchange Box <input type="checkbox"/> 21(A) Adopt a Tree <input type="checkbox"/> 51 Make Your Own Paper <input type="checkbox"/> 74 People, Places, Things <input type="checkbox"/> 77 (A) Trees in Trouble <input type="checkbox"/> 81 (C) Living with Fire <input type="checkbox"/> 95 (A) Did You Notice?
2-2.5 Compare the history and features of the local community with those of different communities around the world. (G)	<input type="checkbox"/> 20 Environmental Exchange Box
Standard 2-3: The student will demonstrate an understanding of origins, structure, and functions of local government.	
Indicators	PLT Activities
2-3.1 Recognize different types of local laws and those people who have the power and authority to enforce them. (P)	<ul style="list-style-type: none"> ● 74 People, Places, Things <input type="checkbox"/> 81 (C) Living with Fire
2-3.2 Identify the roles of leaders and officials in local government, including law enforcement and public safety officials. (P)	<ul style="list-style-type: none"> ● 74 People, Places, Things
2-3.3 Explain the ways that local and state governments contribute to the federal system, including law enforcement and highway construction. (P)	<ul style="list-style-type: none"> ● 74 People, Places, Things

Standard 2-4: The student will demonstrate an understanding of the division of the world geographically into continents and politically into nation-states.	
Indicators	PLT Activities
2-4.1 Identify on a map the continents and the major nation-states of the world and distinguish between these two entities. (P, G)	
2-4.2 Summarize how nation-states interact with one another in order to conduct trade. (P, H, E, G)	
Standard 2-5: The student will demonstrate an understanding of trade and markets and the role of supply and demand in determining the price and allocation of goods within the community.	
Indicators	PLT Activities
2-5.1 Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing. (E)	
2-5.2 Summarize the concept of supply and demand and explain its effect on price. (E)	
2-5.3 Recognize that people's choices about what they buy will determine what goods and services are produced. (E)	<input type="checkbox"/> 89 (A) Trees for Many Reasons
2-5.4 Identify the relationships between trade and resources both within and among communities, including natural, human, and capital resources. (E)	<ul style="list-style-type: none"> ● 31 Plant a Tree ● 36 Pollution Search ● 87 Earth Manners ● 89 (A) Trees for Many Reasons <input type="checkbox"/> 51 Make Your Own Paper <input type="checkbox"/> 54 (C) I'd Like to Visit a Place Where... <input type="checkbox"/> 81 (C) Living with Fire