

Grade 2 Social Studies

Social Studies CCRS STANDARDS and ALABAMA COS

CCRS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding	ALEX Resources
<p>1. Relate principles of American democracy to the founding of the nation.</p> <ul style="list-style-type: none"> <li>Identifying reasons for the settlement of the thirteen colonies</li> <li>Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation</li> <li>Demonstrating the voting process, including roles of major political parties</li> </ul> <p>Utilizing school and classroom rules to</p>	<p>History, Civics and Government Living and Working Together in State and Nation 2.SN.1</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify the reasons for the settlement of the thirteen colonies and relate these to the development of American democracy.</li> <li>Recognize the principles of American democracy that are exhibited in primary documents and basic institutions, including: the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation.</li> <li>Demonstrate the voting process and relate the role of political parties to this process.</li> </ul> <p>Relate school and classroom rules to participation in a democracy.</p>	<ul style="list-style-type: none"> <li>relate</li> <li>American</li> <li>democracy</li> <li>identify</li> <li>settlement</li> <li>recognize</li> <li>principles</li> <li>executive</li> <li>legislative</li> <li>judicial</li> <li>demonstrate</li> <li>political parties</li> <li>utilize</li> </ul> <p>democratic values</p>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Reasons for the settlement of the thirteen colonies the voting process.</li> <li>The three branches of government and how they were established</li> <li>The roles of major political parties within the voting process. School and classroom rules.</li> <li>Democratic values as expressed in documents such as the Declaration of Independence, the Constitutio</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Analyze a primary document.</li> <li>Relate the founding of our nation to American democracy.</li> <li>Identify the basic principles of democracy found in the Declaration of Independence.</li> <li>Identify the basic principles of democracy found in the Constitution of the United States.</li> <li>Describe the establishment of the three branches of government.</li> <li>Recognize the roles of the major political parties in the voting process.</li> </ul> <p>Utilize school and classroom rules.</p>	<p>Students understand that:</p> <p>Democracy is the principle on which our nation was founded.</p>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <p><a href="#">ALEX Resources</a></p>

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<p>reinforce democratic values</p>				<p>n, and the Emancipation Proclamation.</p> <p>Vocabulary: American democracy, founding of the nation, settlement, thirteen colonies, Declaration of Independence, Constitution of the United States, government, executive branch, legislative branch, judicial branch, voting process, election, political parties, Democrat, Republican, Independent, Libertarian, rules, democratic values</p>			
<p><b>2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.</b></p> <ul style="list-style-type: none"> <li>Recognizing our country's founding fathers,</li> </ul>	<p><b>History, Civics and Government Living and Working Together in State and Nation 2.SN.2</b></p>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Identify national historic figures, including the founding fathers and other historic male and female American's, and relate them to the democratic values each exemplifies.</li> </ul>	<ul style="list-style-type: none"> <li>historic figures (male and female)</li> <li>celebrations</li> <li>exemplify</li> <li>democratic values</li> <li>recognize</li> </ul>	<p><b>Students know:</b></p> <ul style="list-style-type: none"> <li>Fundamental democratic values including equality, justice, and responsibility for the common good.</li> </ul>	<p><b>Students are able to:</b></p> <ul style="list-style-type: none"> <li>Identify national historic figures and celebrations.</li> <li>Identify the ways historic figures and celebrations exemplify fundamental</li> </ul>	<p><b>Students understand that:</b></p> <ul style="list-style-type: none"> <li>There is an importance and impact of national historic figures and celebrations .</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison</p> <ul style="list-style-type: none"> <li>Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe</li> <li>Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents' Day;</li> </ul>		<ul style="list-style-type: none"> <li>Describe national celebrations, including their significance and democratic values associated with each.</li> <li>Identify American symbols and monuments and describe the history and significance of each.</li> </ul>	<ul style="list-style-type: none"> <li>founding fathers</li> <li>significance</li> <li>national holidays</li> <li>American symbols</li> <li>monuments</li> </ul>	<ul style="list-style-type: none"> <li>The names and significance of national historic figures, both male and female.</li> <li>The significance of national holidays and the relationship of each to democratic values.</li> <li>The history and significance of American symbols and monuments.</li> <li>Vocabulary : democratic values, equality, justice, responsibility</li> </ul>	<p>democratic values.</p> <ul style="list-style-type: none"> <li>Recognize our country's founding fathers and other historic male figures.</li> <li>Recognize historic female figures.</li> <li>Describe national holidays, including the significance of each and the democratic values associated with each.</li> <li>Identify American symbols and monuments and describe the history and significance of each.</li> </ul>		
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<p>Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day</p> <ul style="list-style-type: none"> <li>Describing the history of American symbols and monuments Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial</li> </ul>				<p>ty, common good, founding father, national holiday, American symbol, monument</p>			
<ul style="list-style-type: none"> <li>3. Use various primary sources, including calendars and timelines, for reconstructing the past. Examples: historical letters, stories, interviews with elders, photographs,</li> </ul>	<p>History Living and Working Together in State and Nation 2.SN.3</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Reconstruct a past event using various primary sources, including calendars and timelines.</li> </ul>	<ul style="list-style-type: none"> <li>primary sources</li> <li>calendars</li> <li>timelines</li> <li>reconstructing</li> <li>past</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>How to use a calendar.</li> <li>How to interpret a timeline.</li> <li>Vocabulary : primary sources, calendar, timeline, past, historical</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Read a calendar.</li> <li>Create and use a timeline.</li> <li>Analyze a historical document.</li> <li>Utilize maps, photographs, and other visual historic resources.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Primary sources play an important role in reconstructing the past.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resource</a></li> </ul>

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maps, artifacts				letter, artifacts			
4. Use vocabulary to describe segments of time, including <i>year, decade, score, and century.</i>	History Living and Working Together in State and Nation 2.SN.4	Students: <ul style="list-style-type: none"> <li>Describe segments of time using a variety of terms.</li> </ul>	<ul style="list-style-type: none"> <li>describe</li> <li>year</li> <li>decade</li> <li>score</li> <li>century</li> </ul>	Students know: <ul style="list-style-type: none"> <li>Vocabulary associated with time.</li> <li>Vocabulary : year, decade, score, century</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>Describe segments of time using appropriate terms.</li> </ul>	Students understand that: <ul style="list-style-type: none"> <li>Segments of time can be described using a variety of terms, including: year, decade, score, and century.</li> </ul>	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>
5. Differentiate between a physical map and a political map. Examples: physical—illustrating rivers and mountains political—illustrating symbols for states and capitals  Using vocabulary associated with geographical features, including <i>latitude, longitude, and border</i>	Geography Living and Working Together in State and Nation 2.SN.5	Students: <ul style="list-style-type: none"> <li>Identify states, continents, oceans, the equator and other geographic features on maps, globes, and technology resources.</li> <li>Use map elements to locate and describe features on maps, globes, and technology resources.</li> <li>Use appropriate terminology, including directions and intermediate directions, to describe locations on</li> </ul>	<ul style="list-style-type: none"> <li>differentiate</li> <li>geographical features</li> <li>physical map</li> <li>political map</li> <li>geography</li> <li>latitude</li> <li>longitude</li> <li>border</li> </ul>	Students know: <ul style="list-style-type: none"> <li>The difference between political and physical maps and the information that can be gained from each.</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>Select the most appropriate map type to gather needed information.</li> </ul>	Students understand that: <ul style="list-style-type: none"> <li>There are differences between a physical map and a political map and the appropriate uses of each.</li> </ul>	Click below to access all ALEX resources aligned to this standard. <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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		maps, globes and technology resources.					
<p>6. Identify states, continents, oceans, and the equator using maps, globes, and technology.</p> <ul style="list-style-type: none"> <li>Identifying map elements, including title, legend, compass rose, and scale</li> <li>Identifying the intermediate directions of northeast, southeast, northwest, and southwest</li> <li>Recognizing technological resources such as a virtual globe, satellite images, and radar</li> <li>Locating points on a grid</li> </ul>	<p>Geography Living and Working Together in State and Nation 2.SN.6</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify states, continents, oceans, the equator and other geographic features on maps, globes, and technology resources.</li> <li>Students use map elements to locate and describe features on maps, globes, and technology resources.</li> <li>Students use appropriate terminology, including directions and intermediate directions, to describe locations on maps, globes and technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>states</li> <li>continents</li> <li>oceans</li> <li>equator</li> <li>intermediate directions</li> <li>recognize</li> <li>virtual globe</li> <li>satellite images</li> <li>radar</li> <li>locate</li> <li>points on a grid</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Differences among the ways maps, globes, and technological resources represent Earth and portions of the Earth.</li> <li>Location of states, continents, oceans, equator, and other physical and man-made geographic features. Intermediate directions.</li> <li>Vocabulary : states, continents, oceans, equator, map, globe, title, legend,</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Use maps, globes, and technological resources.</li> <li>Locate states, continents, oceans, the equator, and other geographic features.</li> <li>Locate map elements and use them effectively.</li> <li>Use intermediate directions to describe location.</li> <li>Locate points on a grid.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Maps, globes, and geographic technology resources are representations of a variety of geographic features.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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				<p>compass rose, scale, virtual globe, satellite image, radar, northeast, southeast, northwest, southwest</p>			
<p>7. Explain production and distribution processes. Example: tracing milk supply from dairy to consumer</p> <ul style="list-style-type: none"> <li>Identifying examples of imported and exported goods</li> <li>Describing the impact of consumer choices and decisions on supply and demand</li> </ul>	<p>Economics Living and Working Together in State and Nation 2.SN.7</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Explain the production and distribution cycle and relate these to consumer choices and decisions.</li> <li>Diagram the production and distribution cycle for a variety of goods.</li> <li>Identify examples of imported and exported goods.</li> </ul>	<ul style="list-style-type: none"> <li>production</li> <li>distribution</li> <li>import</li> <li>export</li> <li>consumer choices</li> <li>impact</li> <li>supply</li> <li>demand</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The production and distribution cycle.</li> <li>The difference between imported and exported goods consumer choices and decisions.</li> <li>The concepts of supply and demand.</li> <li>Vocabulary : production, producer, resource,</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the production and distribution cycle and relate it to consumer choices and decisions.</li> <li>Trace the production and distribution cycle for a variety of goods.</li> <li>Differentiate between imported and exported goods and provide examples of each.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>The production and distribution cycle and the impact of consumer choices on this cycle.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resource</a></li> </ul>

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				consumer, economy			
<ul style="list-style-type: none"> <li>8. Describe how scarcity affects supply and demand of natural resources and human-made products. Examples: cost of gasoline during oil shortages, price and expiration date of perishable foods</li> </ul>	<p>Economics Living and Working Together in State and Nation 2.SN.8</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Describe the effects of scarcity on supply and demand of natural resources and human-made products.</li> </ul>	<ul style="list-style-type: none"> <li>scarcity</li> <li>affects</li> <li>supply</li> <li>demand</li> <li>natural resources</li> <li>human-made products</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Definition and examples of scarcity.</li> <li>Definition and examples of surplus.</li> <li>The concepts of supply and demand.</li> <li>The difference between natural resources and human-made products.</li> <li>Vocabulary : scarcity, supply, demand, natural resources, human-made products, shortage, surplus,</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Describe the effects scarcity has on supply and demand, including the effects of surplus.</li> <li>Explain the effects of a scarcity of natural resources, including a perception of surplus.</li> <li>Explain the effect of scarcity on human-made products, including the effects of surplus.</li> <li>Describe how the expiration of perishable goods can affect price.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>Scarcity affects supply and demand.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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				cost, price, perishable, expiration			
<p>9. Describe how and why people from various cultures immigrate to the United States. Examples: how—ships, planes, automobiles why—improved quality of life, family connections, disasters</p> <p>Describing the importance of cultural unity and diversity within and across groups</p>	<p>Economics, Geography, History, Civics and Government Living and Working Together in State and Nation 2.SN.9</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify the reasons people immigrate to the United States.</li> <li>Identify the modes of transportation people use when immigrating to the United States.</li> <li>Describe the ways immigrants become integrated into the American culture, including the importance of both cultural unity and diversity.</li> </ul>	<ul style="list-style-type: none"> <li>describe how</li> <li>describe why</li> <li>various cultures</li> <li>immigrate</li> <li>describe the importance</li> <li>cultural unity</li> <li>diversity</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Definition of immigration.</li> <li>Reasons for immigration into the United States modes of transportation used by immigrants from a variety of locations.</li> <li>Reasons for and importance of cultural unity within immigrant communities.</li> <li>Methods of cultural integration and its importance to the</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Identify examples of immigration and the reasons people immigrate to the United States.</li> <li>Describe methods of transportation that people use to immigrate to the United States.</li> <li>Describe the ways immigrants integrate into the culture of the United States and the importance of creating cultural unity while celebrating diversity.</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>People immigrate to the United States in a variety of ways for a variety of reasons and may develop a sense of cultural unity while also maintaining their cultural diversity.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resource</a></li> </ul>

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				<p>American culture.</p> <ul style="list-style-type: none"> <li>Vocabulary : immigration, cultures, cultural unity, diversity</li> </ul>			
<p>10. Identify ways people throughout the country are affected by their human and physical environments. Examples: land use, housing, occupation</p> <ul style="list-style-type: none"> <li>Comparing physical features of regions throughout the United States Example: differences in a desert environment, a tropical rain forest, and a polar region</li> <li>Identifying positive and negative ways people affect the environment Examples:</li> </ul>	<p>Economics, Geography, History Living and Working Together in State and Nation 2.SN.10</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Identify ways people are affected by their human and physical environments and provide examples of each.</li> <li>Compare physical features of regions throughout the United States.</li> <li>Identify positive and negative ways people affect the environment, including the benefits of recreation and tourism at state and national parks.</li> </ul>	<ul style="list-style-type: none"> <li>identify</li> <li>human environment</li> <li>physical environment</li> <li>compare</li> <li>physical features</li> <li>regions of the United States</li> <li>recognize benefits</li> <li>recreation</li> <li>tourism</li> <li>state parks</li> <li>national parks</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>Difference between human and physical environments the physical regions of the United States and the features of each.</li> <li>Affects of environment on human behavior and ways of life.</li> <li>Positive and negative affects of humans on the</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>List examples of the ways human and physical environments affect people and the ways they live.</li> <li>Differentiate between regions of the United States based upon their physical features.</li> <li>Differentiate between positive and negative effects that people have on the environment.</li> <li>Explain the benefits of recreation and</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are various ways that people are affected by their human and physical environments, as well as the effects, both positive and negative, that humans have on the environment.</li> </ul>	<p>Click below to access all ALEX resources aligned to this standard.</p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resources</a></li> </ul>

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<p>positive—restocking fish in lakes, reforestation cleared land negative—polluting water, littering roadways, eroding soil</p> <ul style="list-style-type: none"> <li>Recognizing benefits of recreation and tourism at state and national parks (Alabama)</li> </ul>				<p>environment.</p> <ul style="list-style-type: none"> <li>Examples of types of tourism and recreation and the affects of each, including state and national parks.</li> </ul>	<p>tourism, including at state and national parks.</p>		
<ul style="list-style-type: none"> <li>11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States. Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes</li> </ul>	<p>History Living and Working Together in State and Nation 2.SN.11</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>Interpret legends, stories, and songs to identify the contributions each made to the development of the cultural history of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>interpret</li> <li>legends</li> <li>stories</li> <li>songs</li> <li>contributed</li> <li>development</li> <li>cultural history</li> <li>tall tales</li> <li>folk heroes</li> </ul>	<p>Students know:</p> <ul style="list-style-type: none"> <li>The purpose and essential elements of legends, stories, and songs.</li> <li>Examples of legends, stories, and songs that contributed to United States' cultural history</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Interpret legends, stories, and songs.</li> <li>Identify the purpose and essential elements of legends, stories, and songs.</li> <li>Identify the contribution that specific legends, stories, and songs had on the development of</li> </ul>	<p>Students understand that:</p> <ul style="list-style-type: none"> <li>There are legends, stories, and songs that have contributed to the development of the cultural history of the United States.</li> </ul>	<p><b>Click below to access all ALEX resources aligned to this standard.</b></p> <ul style="list-style-type: none"> <li><a href="#">ALEX Resource</a></li> </ul>

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				including American Indian Legends, African American Stories, Tall Tales and stories of Folk Heroes. <ul style="list-style-type: none"> <li>• Vocabulary : legends, stories, songs, cultural history.</li> </ul>	cultural history of the United States.		
		•	•	•	•	•	•