

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Grade Two: Introduction to History and Social Science

Board of Education
Commonwealth of Virginia

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Office of Middle and High School Instructional Services

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills												
<p>Ancient people made contributions that affect the present world.</p>	<p>What contributions did the people of ancient China and Egypt make to the development of written language?</p> <p>What inventions came from ancient China and Egypt?</p> <p>What examples of architecture from ancient China and Egypt still exist today?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • ancient: Long, long ago • architecture: The design of buildings • contribution: The act of giving or doing something <p>Contributions of ancient China and Egypt</p> <table border="1" data-bbox="1052 651 1547 1015"> <thead> <tr> <th></th> <th>China</th> <th>Egypt</th> </tr> </thead> <tbody> <tr> <td>Written language</td> <td>Characters, symbols</td> <td>Hieroglyphics</td> </tr> <tr> <td>Inventions</td> <td>Kite, silk cloth, compass, fireworks</td> <td>Paper made from papyrus, 365-day calendar, clock</td> </tr> <tr> <td>Architecture</td> <td>Great Wall</td> <td>Pyramids</td> </tr> </tbody> </table> <p>Many inventions of ancient China and Egypt are still used today.</p>		China	Egypt	Written language	Characters, symbols	Hieroglyphics	Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock	Architecture	Great Wall	Pyramids	<p>Locate and use information from print and nonprint sources.</p> <p>Gather, classify, and interpret information.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p>
	China	Egypt													
Written language	Characters, symbols	Hieroglyphics													
Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock													
Architecture	Great Wall	Pyramids													

STANDARD 2.2

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>American Indian peoples have lived in Virginia and in other regions of America for thousands of years.</p> <p>American Indians developed different cultures because they lived in different environments of North America.</p> <p>American Indians have made contributions to life in America and continue to make contributions in the present day.</p>	<p>In what ways were past American Indian lifestyles in Virginia similar to and different from those of the Lakota and Pueblo Indians?</p> <p>What are some contributions of American Indian culture to present-day life?</p> <p>How are American Indians of the past different from those of today?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • culture: The beliefs, customs, and way of life of a group of people • region: Places that have common (the same) characteristics • environment: Surroundings <p>Comparison of three American Indian cultures of the past</p> <table border="1" data-bbox="894 623 1663 1016"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td>Eastern Woodlands</td> <td>Powhatan</td> <td>Wood frame houses with bark/reed covering</td> <td>Fishermen, hunters, farmers</td> <td>Walked, paddled canoes</td> </tr> <tr> <td>Plains</td> <td>Lakota</td> <td>Teepees</td> <td>Hunters, horsemen</td> <td>Walked, used horses</td> </tr> <tr> <td>Southwest</td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers, hunters</td> <td>Walked</td> </tr> </tbody> </table> <p>Contributions of American Indians</p> <ul style="list-style-type: none"> • Arts (pottery, weaving, carving) • Knowledge of the environment • Respect for nature • Farming of corn and tobacco <p>Changes in American Indian cultures</p> <ul style="list-style-type: none"> • American Indian cultures have changed over time. • Today, American Indians live and work in Virginia and the United States. 	Region	Indians	Homes	Occupations	Transportation	Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes	Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses	Southwest	Pueblo	Multi-story terraced buildings	Farmers, hunters	Walked	<p>Compare and contrast differing sets of ideas.</p> <p>Gather, classify, and interpret information.</p> <p>Construct and explain simple charts.</p> <p>Collect, organize, and record information.</p>
Region	Indians	Homes	Occupations	Transportation																			
Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes																			
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Southwest	Pueblo	Multi-story terraced buildings	Farmers, hunters	Walked																			

STANDARD 2.3

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities change over time for a variety of reasons.</p>	<p>How and why have communities changed over time?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• community: A place where people live, work, and play• population: The number of people living in a community• transportation: A way of moving people and things from one place to another <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p>	<p>Make and explain graphs.</p> <p>Compare and contrast information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.4

The student will develop map skills by

- locating the United States, China, and Egypt on world maps;
- understanding the relationship between the environment and the culture of ancient China and Egypt;
- locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																		
<p>People relate to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are the United States, China, and Egypt located on a world map?</p> <p>Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?</p> <p>How did the environment affect the culture of ancient Egypt and China?</p> <p>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Lakota, and Pueblo people relate to their environments?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> climate: The kind of weather an area has over a long period of time land: The solid surface of the Earth environment: Surroundings <p>China is located in Asia. Egypt is located in Africa. The United States is located in North America.</p> <table border="1"> <thead> <tr> <th></th> <th>Climate</th> <th>Land</th> </tr> </thead> <tbody> <tr> <td>China</td> <td>Seasons</td> <td>Forests, hills, mountains, deserts</td> </tr> <tr> <td>Egypt</td> <td>Hot, dry</td> <td>Nile River Valley, deserts, flooding</td> </tr> <tr> <td>Eastern Woodlands (Powhatan)</td> <td>Mild winters, hot, humid summers</td> <td>Rivers, hills, mountains, coastland</td> </tr> <tr> <td>Plains (Lakota)</td> <td>Hot summers, harsh, cold winters</td> <td>Plains, prairies, rolling hills</td> </tr> <tr> <td>Southwest (Pueblo people)</td> <td>Hot days, cold nights, little rainfall</td> <td>High flatlands</td> </tr> </tbody> </table>		Climate	Land	China	Seasons	Forests, hills, mountains, deserts	Egypt	Hot, dry	Nile River Valley, deserts, flooding	Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland	Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills	Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands	<p>Locate regions on maps and globes.</p> <p>Locate and use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p>
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STANDARD 2.4 (continued)

The student will develop map skills by

- a) locating the United States, China, and Egypt on world maps;
- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ways people related to their environment</p> <ul style="list-style-type: none">• The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land.• The ancient Egyptians farmed and irrigated the land near the Nile River.• The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.• The Lakota moved around the region to hunt for buffalo. They later used horses for transportation.• The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).	

STANDARD 2.5

The student will develop map skills by

- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the five oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • equator: An imaginary line around the middle of the Earth • continent: A large body of land on the Earth <p>The seven continents</p> <ul style="list-style-type: none"> • Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes. <p>The five oceans</p> <ul style="list-style-type: none"> • Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes. <p>Selected rivers, mountain ranges, and lakes in the United States</p> <ul style="list-style-type: none"> • Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map. <p>Selected world rivers</p> <ul style="list-style-type: none"> • Locate the Huang He in China and the Nile River in Egypt. 	<p>Locate areas (regions) on maps and globes.</p>

STANDARD 2.6

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People who make maps include a title, map legend, and compass rose.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p>	<p>Maps include the following</p> <ul style="list-style-type: none">• title: The name or kind of map• map legend: A list of shapes and symbols used on a map and an explanation of what each stands for• compass rose: A symbol that shows direction (north, east, south, and west) on a map	<p>Use a map legend.</p> <p>Draw maps of familiar areas.</p> <p>Make and use simple map symbols.</p> <p>Use a compass rose to identify directions.</p>

STANDARD 2.7

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The three main types of resources are natural, human, and capital.	What are natural resources? What are human resources? What are capital resources?	Terms to know <ul style="list-style-type: none">• natural resources: Materials that come directly from nature• human resources: People working to produce goods and services• capital resources: Goods made by people and used to produce other goods and services Examples of resources <ul style="list-style-type: none">• Natural: Water, soil, wood, coal• Human: Farmers, miners, builders, painters• Capital: Hammers, computers, trucks, lawn mowers, factory buildings	Gather, classify, and interpret information.

STANDARD 2.8

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
People acquire goods and services through barter or through the exchange of money.	What is the difference between using barter and using money in exchange for goods and services?	Terms to know <ul style="list-style-type: none">• barter: The exchange of goods and services without the use of money• money: Coins, paper bills, and checks used in exchange for goods and services	Compare and contrast different concepts.

STANDARD 2.9

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• scarcity: Not being able to meet all wants at the same time because resources are limited• consumer: A person who uses goods and services• producer: A person who uses resources to make goods and/or provide services <p>People must make economic choices because resources and goods and services are scarce (limited).</p>	<p>Make decisions based on information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.10

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A good citizen has a variety of responsibilities.	What are some responsibilities of a good citizen?	Responsibilities of a good citizen <ul style="list-style-type: none">• Respecting and protecting the rights and property of others• Taking part in the voting process when making classroom decisions• Describing actions that can improve the school and community• Demonstrating self-discipline and self-reliance• Practicing honesty and trustworthiness	Participate in groups and democratic society. Make decisions.

STANDARD 2.11

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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Individuals in the past have worked successfully to improve the lives of other Americans in the United States.	How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., help to improve the lives other Americans?	Famous Americans and their contributions <ul style="list-style-type: none">• George Washington: He led the fight for freedom from England and helped establish a new country.• Abraham Lincoln: He was the President of the United States who helped to free African American slaves.• Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote.• Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf.• Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.• Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.	Collect, organize, and record information. Gather, classify, and interpret information. Compare and contrast different personalities and behaviors. Explain cause-and-effect relationships.

STANDARD 2.12

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;**
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia cities and counties have elected state and local government officials.</p> <p>The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</p> <p>The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.</p>	<p>How are state and local government officials elected?</p> <p>How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p>Voters in Virginia elect officials to make decisions for them in the state and local governments.</p> <p>The people living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <p>People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</p>	<p>Compare and contrast differing sets of ideas.</p> <p>Make generalizations of data.</p> <p>Gather and classify information.</p>