

California State Standards Grade 2

*Highlighted standards can be used in preparation of Dolores Huerta Day
Social Science*

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

- Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
- Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
- Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

- Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
- Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.
- Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.
- Compare and contrast basic land use in urban, suburban, and rural environments in California

2.3 Students explain governmental institutions and practices in the United States and other countries.

- Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

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- Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

- Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources **Including the roles of farmworkers.
- Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services. * including farmworkers
- Understand how limits on resources affect production and consumption (what to produce and what to consume). *including UFW Strike and Grape Boycott

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride Dolores Huerta).

English Language Arts Standards (Text)

Key Ideas and Details

2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

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2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

2.8 Describe how reasons support specific points the author makes in a text.

2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

2.10 By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

English Language Arts Standards (Writing)

Text Types and Purposes

2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure

Production and Distribution of Writing

2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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Research to Build and Present Knowledge

2.7 Participate in shared research and writing projects (e.g., read a number of books of a single topic to produce a report: record science observations).

2.8 Recall information from experience or gather information from provided sources to answer a question.

