

## Grade 2 Benchmarks (2015-16)

Benchmark	Concepts	Skills	Essential Question(s)	Learning Targets ("I can..." statements)
2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.	Democracy  Rules  Fairness  Values	Voting -Weighing options -Making a choice	How does the voting process work?  Why is voting important?	I can practice voting in school.  I can explain how the process of voting is kept fair.  I can explain why people vote.
2.1.2.2.1 Explain the importance of constitutions. <i>For example:</i> Examples of constitutions— a classroom constitution, club charter, the United States Constitution.	Rules (laws)  Rights  Values	Explain why constitutions are important (plan to keep order and to protect rights for safety)	Why are constitutions important? What is the role of the constitution? How does a classroom constitution help the class run smoothly?	I can describe what a constitution is.  I can explain why a constitution is important.
2.1.4.7.1. Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. <i>For example:</i> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and students, speak when called on, participate in activities. Responsibilities at school —follow school rules,	Rules, Rights and Responsibilities  Obeying (following) rules	Compare and contrast school and home related to rules, rights and responsibilities  Explain the value of obeying rules	Why are rules important?  Should we always have rules?  How are rules at home different from rules at school? Why are they different?  How are the rules at home similar from the rules at school? Why are they similar?	I can tell why it is important to obey rules.  I can compare and contrast rules at school with rules at home.  I can identify a rule, a right and a responsibility.

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listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.			Why obey rules?  What might happen if there were no rules?	
2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.	Choice  Goal  Alternatives	Decision making  Explain (justify) choice	How do people make choices to reach a goal?  What forces us to make decisions?  How can we make the best decisions to reach our goals?  How do you identify the best choice?	I can explain the choices I make.  I can decide how to reach a goal given a number of choices.
2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen. <i>For example:</i> Joe can visit his grandparents, go to a park, or see a movie. He only has enough time do one activity, so he must choose. His opportunity cost will	Choice  Trade-offs  Opportunity cost	Decision making -weighing options -compromising	What do people give up/ compromise on when making a choice?	I can tell how I get less of something to get more of something else when I make decisions.  I can tell that opportunity cost is my second option when I make a choice.

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be whichever activity he would have selected second.				
<p>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</p> <p><i>For example:</i> Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, services and assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.</p>	<p>Natural Resources</p> <p>Capital Resources</p> <p>Human Resources</p>	<p>Classify materials into the three categories of resources</p>	<p>How are resources related?</p> <p>Why do we sort materials into different categories?</p> <p>How can we sort materials?</p>	<p>I can identify natural resources.</p> <p>I can identify capital resources.</p> <p>I can identify human resources.</p> <p>I can classify (or sort) materials as natural, capital or human resources.</p>
<p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p> <p><i>For example:</i> United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE.</p>	<p>Money</p> <p>Exchanges</p>	<p>Identify that money is used to make exchanges</p>	<p>What can be used to pay for a good or service?</p>	<p>I can explain how money is used.</p>

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<p>2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps. <i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p>Space</p> <p>Spatial information</p> <p>Places (settings)</p>	<p>Create sketch maps</p> <p>Describe items shown on maps</p>	<p>What kind of information is shown on maps?</p>	<p>I can create sketch maps about settings from stories.</p> <p>I can tell about the kinds of things that maps show us.</p>
<p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features. <i>For example:</i> Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans, major rivers, major mountain ranges, other types of landforms in the world.</p>	<p>Location</p> <p>Relative location</p> <p>Cardinal Directions (N, S, W, E)</p>	<p>Locate features on a map or globe</p> <p>Describe how features are related</p>	<p>How can I describe features on a map?</p>	<p>I can locate features on a map or globe.</p> <p>I can use cardinal directions to describe how two features are related.</p>
<p>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States <i>For example:</i> Physical features—the Atlantic Coast,</p>	<p>Location</p> <p>Landmarks</p> <p>Physical features</p>	<p>Use geographic tools to locate landmarks or physical features</p>	<p>How can maps help me locate landmarks and major physical features in the United States?</p>	<p>I can identify landmarks on maps or photos.</p> <p>I can use maps or photos to identify different landforms and bodies of water.</p>

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Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.	Tools of geographers - maps, globes, photos			
2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located. <i>For example:</i> Basic questions—Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?	Location  Tools of geographers - maps, globes, photos	Answer questions about where people live using geographic tools	Where do people live?  In what kinds of locations do people live?	I can use maps to find where people live.  I can use photos to answer questions about where people live.
2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.	Causes  Consequences  Environment  Interaction	Identify how humans and the environment interact	How do environments change after people move into them?  How do people change the environment to help them live better?	I can tell how people impact the environment.  I can tell how the environment impacts people.

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2.4.1.1.1 Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.	Time	Use and create calendars and timelines	How do calendars and timelines help us?	I can create and use a calendar.  I can create and use a timeline.
2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. <i>For example:</i> Historical records—photos, oral histories, diaries/ journals, textbooks, library books. Artifacts— art, pottery, baskets, jewelry, tools.	Time  Change  Historical records  artifacts	Use things from the past to tell how people's lives have changed over time	How do we learn about the past?  How have people's lives changed over time?	I can use an artifact or historical record to describe how lives have changed over time.
2.4.2.4.1 Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.	Daily life (culture)  Time  European contact	Compare and contrast daily life of American Indians in MN from a long time ago and today	How did American Indians in Minnesota live long ago?  How do American Indians in Minnesota live today?	I can compare and contrast daily life of Minnesota Dakota from long ago to today.  I can compare and contrast daily life for Anishinaabe people from long ago to today.

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<p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people. <i>For example:</i> Elements of culture — foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.</p>	<p>Culture Community Beliefs</p>	<p>Describe how you can see the past and the beliefs of a community by looking at the how people live.</p>	<p>How does the way a community lives tell about its past?  How does the daily life of a community show its beliefs?</p>	<p>I can describe how a community shows the way of life of the people who live there.</p>

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