

2-3

CPS History/Social Science Learning Expectations for Grades 2-3

Focus: Time and Place: Physical, Economic and Human Geography of the Early Americas and the Massachusetts Bay Colony—Exploration and Cultural Contacts. (This two-year curriculum moves from the study of early America before contact with Europeans to the study of the early settlements of the Boston/ Cambridge area as well as that of the Massachusetts Bay Colony and early Massachusetts. Students study the physical, economic and human geography of the early Americas, including indigenous peoples).

Students will be able to:

- History: refine their sense of time (“now” “the past”), and recognize in discussion the existence of changing historical periods; construct historical timelines; recognize similarities of character, action and setting between the present and period depicted, and between different periods of time; discuss causal factors of narrative, action and events, continue to learn historical poems, songs, pieces of documents.
- Geography: explain globe and map skills, make simple maps, practice mapping of basic global, continental, nation, state and local areas; identify understanding of geographic cause/ effect in the history being studied; continue to learn global/ local features in conjunction with the history being studied.
- Economics: continue to identify, with teacher assistance, individual and community needs; appreciate how changing, developing, and distributing resources are connected to the history under study: with teacher, understand how resources vary in terms of global distribution.
- Civics/ Government: Understand and participate in the classroom learning community; participate in class discussions and abide by majority decisions; appraise the character of historical figures from stories, biographies and historical narrative; distinguish acting for the common good as opposed to unjustly; understand the cultural value based on liberty and justice from stories, biographies and narrative accounts.

Grades 2-3 continued

The revised framework separates the earlier 2-year span into separate grades.

Grade Two: E Pluribus Unum: From Many, One. (Second graders learn world and United States history, geography, economics and government by learning about who Americans are and where they came from).

The revised frameworks lists ten learning standards for Grade Two:

1. On a map of the world, locate all the continents.
2. Locate the present boundaries of the United States, Canada and Mexico.
3. Locate the major oceans.
4. Locate major rivers in the world.
5. Locate major mountains or mountain ranges in the world.
6. Explain the difference between continent and a country and give an example of each.
7. On a map of the world, locate the continent and the countries of origin for students and their families. Describe those countries' (with the help of relatives) special foods, customs, music, clothing etc.
8. With the help of the school librarian, give examples of traditions/ customs that can be found in America today.
9. Identify/ describe sites, events, landmarks in at least three different countries from which students' families come and tell why they are important.
10. Describe and compare different ways in which people have achieved great distinction in various fields.

Grades 2-3 continued

Grade Three: Regions of the United States: Geography and Early History of New England, Massachusetts, Local Cities and Towns—Geography and History. (Using local sites, museums, etc., third graders learn about the history of Massachusetts from the time of the first arrival of English colonists and their first encounters with native peoples. They also learn local and Massachusetts people and events).

The revised framework lists thirteen learning standards for Grade Three:

1. On a map of the United States, locate the six New England states. Locate the Atlantic Ocean. Locate major Massachusetts cities and geographic features.
2. Identify the Wampanoags and their leaders: describe their way of life.
3. Identify the Pilgrims and explain why they left Europe, describe their
4. Journey and early years in Plymouth Colony.
5. Identify early leaders in Massachusetts, and daily life, education and work of the Puritans.
6. Explain important political, economic and military developments leading to during the American Revolution.
7. Identify the Declaration of Independence, the Constitution and the Bill of Rights as key documents.
8. Read a biography of a Massachusetts person and summarize the person's life and achievements.
9. Locate the city of Cambridge and local geographic features/ landmarks on a map of Massachusetts.
10. Identify historic area buildings, monuments, and sites and explain their purpose.
11. Explain the meaning of the stars and stripes in the American flag, and describe procedures for the care/ display of the flag.
12. Explain when Cambridge was settled, describe the groups of people who have settled in the city since its founding, and tell how objects from the past tell us how everyday life has changed.
13. Give examples of goods and services provided by local businesses/ industries.
14. Give examples of tax-supported facilities/ services provided by local government.