


**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation - Students will:***

<p>1. Relate principles of American democracy to the founding of the nation. <b>[2.1.H.CG]</b></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><li>• Utilizing school and classroom rules to reinforce democratic values</li></ul>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 90%-100% (merit)</p> <p>1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)</p> <p>0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good. **[2.2.H.CG]**
- Recognizing our country’s founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison
  - Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe
  - Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents’ Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day
  - Describing the history of American symbols and monuments  
Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial


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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

3. Use various primary sources, including calendars and timelines, for reconstructing the past.

**[2.3.H]**

Examples: historical letters, stories, interviews with elders, photographs, maps, artifacts

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation - Students will:***

4. Use vocabulary to describe segments of time, including <i>year, decade, score, and century</i> . <b>[2.4.H]</b>
Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

5. Differentiate between a physical map and a political map. [2.5.G]

Examples: physical—illustrating rivers and mountains

political—illustrating symbols for states and capitals

- Using vocabulary associated with geographical features, including *latitude*, *longitude*, and *border*

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

6. Identify states, continents, oceans, and the equator using maps, globes, and technology.

**[2.6.G]**

- Identifying map elements, including title, legend, compass rose, and scale
- Identifying the intermediate directions of northeast, southeast, northwest, and southwest
- Recognizing technological resources such as a virtual globe, satellite images, and radar
- Locating points on a grid

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

7. Explain production and distribution processes. [2.7.E]

Example: tracing milk supply from dairy to consumer

- Identifying examples of imported and exported goods
- Describing the impact of consumer choices and decisions on supply and demand

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

<p>8. Describe how scarcity affects supply and demand of natural resources and human-made products. <b>[2.8.E]</b> Examples: cost of gasoline during oil shortages, price and expiration date of perishable foods</p>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation - Students will:***

9. Describe how and why people from various cultures immigrate to the United States.

**[2.9.E.G.H.CG]**

Examples: how—ships, planes, automobiles

why—improved quality of life, family connections, disasters

- Describing the importance of cultural unity and diversity within and across groups

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

**10.** Identify ways people throughout the country are affected by their human and physical environments. [2.10.E.G.H]

Examples: land use, housing, occupation

- Comparing physical features of regions throughout the United States  
Example: differences in a desert environment, a tropical rain forest, and a polar region
- Identifying positive and negative ways people affect the environment  
Examples: positive—restocking fish in lakes, reforestation  
cleared land  
negative—polluting water, littering roadways,  
eroding soil
- Recognizing benefits of recreation and tourism at state and national parks 

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

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
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
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**TEXTBOOK REVIEW FORM – Social Studies – GRADE 2 (STANDARDS)**

***Social Studies Standards for Grade 2- Living and Working Together in State and Nation -  
Students will:***

<p><b>11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States. [2.11.H]</b> Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes</p>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
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