

Houghton Mifflin Harcourt
***People We Know* © 2012**

correlated to the

Minnesota Academic Standards in Social Studies,
Grade 2

Standards		Page References
Grade 2		
2.1	Citizenship and Government	
2.1.1	Civic Skills	
2.1.1.1	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	
2.1.1.1.1	Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.	SE 3, 25, 28-29, 54, 194-195 TE IK
2.1.2	Civic Values and Principles of Democracy	
2.1.2.2	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.	
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.	SE 37, 54, 197

Standards		Page References
2.1.2.8.1	<p>Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.</p> <p><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 other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, 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.</p>	<p>SE 3, 9-13, 55-56 TE 10</p>
2.2	Economics	
2.2.1	Economic Reasoning Skills	
2.2.1.1	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	
2.2.1.1.1	Given a goal and several alternative choices to reach that goal, select the best choice and explain why.	SE 14-15, 56, 242-243, 290-291, 292-293
2.2.3	Fundamental Concepts	

Standards		Page References
2.2.3.3	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	
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 be whichever activity he would have selected second.	SE 290, 290-291, 292-293
2.2.3.5	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	
2.2.3.5.1	Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources. <i>For example:</i> Natural resources—trees, iron ore, coal, pigs. Capital resources—hammer, computer, assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.	SE 114-117, 294-299, 317

Standards		Page References
2.2.3.5.2	<p>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>	SE 284, 309, 317
2.3	Geography	
2.3.1	Geospatial Skills	
2.3.1.1	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	
2.3.1.1.1	<p>Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</p> <p><i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	SE 47, 66-69, 74-75, 82-83, 90-91, 101, 104
2.3.1.1.2	<p>Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p><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>	SE 46-47, 55, 67, 70-71, 82-83, 90-91, 94-95, 103, 103, 136-137, 142-143, 232-233, 263

Standards		Page References
2.3.1.1.3	<p>Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</p> <p><i>For example:</i> Physical features—the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.</p>	<p>SE 76-81, 82-83, 92-93, 197-199 TE 57K</p>
2.3.1.1.4	<p>Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p><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?</p>	<p>SE 60-61, 86-87, 88-89, 92-93, 96-97, 102,136-137</p>
2.3.4	Human-Environment Interaction	
2.3.4.9	The environment influences human actions; and humans both adapt to, and change, the environment.	
2.3.4.9.1	Identify causes and consequences of human impact on the environment and ways that the environment influences people.	<p>SE 108-109, 114-119, 124-125, 129, 132-135, 148-150</p>
2.4	History	
2.4.1	Historical Thinking Skills	

Standards		Page References	
2.4.1.1	Historians generally construct chronological narratives to characterize eras and explain past events and change over time.		
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.	SE	31, 73, 84-85, 123, 192-193, 209, 245, 250-251, 262, 283
		TE	179
2.4.1.2	2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.		
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.	SE	174-175, 184-185
		TE	153K
2.4.2	Peoples, Cultures and Change Over Time		
2.4.2.4	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout 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.	SE	<i>Not addressed</i>
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.	SE	218-219, 226-231, 234-235, 246-249, 252, 253, 261