

Second Grade Kansas History, Government, and Social Studies Standards

Focus: Then and Now (Past and Present)

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

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| Standard 1: Choices have consequences. | | | | | | | | | | | | | | | | | | | | | | | |
| The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures. | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1 | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers. | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2 | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3 The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4 The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| Standard 2: Individuals have rights and responsibilities. | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 The student will use his/her understanding of rights and responsibilities to address contemporary issues. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| Standard 3: Societies are shaped by beliefs, ideas, and diversity. | | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |
| 3.4 The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society. | | | | | | | | | | | | | | | | | | | | | | | |
| dates ----> | | | | | | | | | | | | | | | | | | | | | | | |

