South Dakota Social Studies

Grade 2

WORLD HISTORY: 315-1492

1 **Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 2nd grade.** 2.SS.1

- A The student can move his or her finger on a map and on a globe in the correct cardinal direction when asked. G 2.SS.1.A
- B The student can describe the location of a place on a map and on a globe in relation to the location of a second place by using the terms north, south, east, and west. G 2.SS.1.B
- C The student can use a map key to understand different symbols on a map. G 2.SS.1.C
- D The student can place images depicting historical events in the correct chronological order and explain their relationship to one another. H 2.SS.1.D
- E The student can give examples of virtues and actions related to respecting the rule of law and having the courage to do what is morally right. C 2.SS.1.E
- F The student can identify the major national holidays and their meanings. C 2.SS.1.F
- G The student can identify the following manmade landmarks in the United States: GC 2.SS.1.G
  - 1 The Alamo 2.SS.1.G.1
  - 2 Transcontinental Railroad 2.SS.1.G.2
  - 3 Brooklyn Bridge 2.SS.1.G.3
  - 4 Statue of Liberty 2.SS.1.G.4
  - 5 Crazy Horse Memorial 2.SS.1.G.5
  - 6 Route 66 2.SS.1.G.6
  - 7 Mount Rushmore 2.SS.1.G.7
  - 8 Hoover Dam 2.SS.1.G.8
  - 9 Golden Gate Bridge 2.SS.1.G.9
  - 10 Mackinac Bridge 2.SS.1.G.10
  - 11 Gateway Arch 2.SS.1.G.11
  - 12 One World Trade Center 2.SS.1.G.12

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The student demonstrates knowledge of American geography and map regions. 2.SS.2

A The student locates each of the following on a map: G 2.SS.2.A

1 Equator 2.SS.2.A.1

2 Northern Hemisphere 2.SS.2.A.2

3 Southern Hemisphere 2.SS.2.A.3

4 Tropic of Cancer 2.SS.2.A.4

5 Tropic of Capricorn 2.SS.2.A.5

6 Arctic Circle 2.SS.2.A.6

7 Prime Meridian 2.SS.2.A.7

8 Eastern Hemisphere 2.SS.2.A.8

9 Western Hemisphere 2.SS.2.A.9

B The student explains the following geographic features: G 2.SS.2.B

1 plateau 2.SS.2.B.1

2 isthmus 2.SS.2.B.2

3 tropics 2.SS.2.B.3

4 tundra 2.SS.2.B.4

5 rainforest 2.SS.2.B.5

6 ocean currents 2.SS.2.B.6

7 wind current 2.SS.2.B.7

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3 **The student demonstrates knowledge of the fall of Rome and the Middle Ages.** 2.SS.3

A The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H 2.SS.3.A

B The student identifies the major events during the rule of Constantine, including the legalization of Christianity and the moving of the Roman capital to Constantinople. H 2.SS.3.B

C The student tells the story of the barbarian invasions and the fall of the Roman Empire. H 2.SS.3.C

D The student explains how society changed with the fall of the Roman Empire. H 2.SS.3.D

E The student explains the establishment of monasteries and their role in the Middle Ages. H 2.SS.3.E

F The student identifies the major historical events, cultural features, stories, and religious contributions of the early Muslims. H 2.SS.3.F

G The student identifies the historical events of the Carolingian dynasty and the Viking invasions. H 2.SS.3.G

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I The student explains the practice of feudalism in European societies. H 2.SS.3.H

I The student tells the stories of the Norman Conquest, the rule of King John of England, and the signing of the Magna Carta. HC 2.SS.3.I

4 The student demonstrates knowledge of the Late Middle Ages and the Renaissance. 2.SS.4

A The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades. H 2.SS.4.A

B The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders. H 2.SS.4.B

C The student identifies key developments in Africa, including the influence of Islam and Christianity and the civilizations of Ghana, Mali, and Songhay. H 2.SS.4.C

D The student identifies key developments in India, including Hinduism and Mongol and Muslim rule. H 2.SS.4.D

E The student identifies key developments in China, including Confucianism and the major dynasties. H 2.SS.4.E

F The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and shoguns. H 2.SS.4.F

G The student identifies the disruptions to society in the late Middle Ages, including the Black Death, the Great Schism of 1378, and the Hundred Years' War. H 2.SS.4.G

H The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome. H 2.SS.4.H

I The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture. H 2.SS.4.I

AMERICAN HISTORY: 1787-1908

5 The student demonstrates knowledge of the United States Constitution. 2.SS.5

A The student explains what a constitution does. C 2.SS.5.A

B The student explains how representation lets the people choose the most responsible individuals to make the laws. C 2.SS.5.B

C The student listens to and discusses the meaning of the Preamble to the U.S. Constitution and selections from the Bill of Rights. C 2.SS.5.C

D The student explains the difference between legislative (law making), executive (law enforcing), and judicial (law judging) powers. C 2.SS.5.D

E The student explains what Congress, the President, and the Supreme Court each do. C 2.SS.5.E

F The student explains how a law is made. C 2.SS.5.F

G The student explains what a governor and state legislators do. C 2.SS.5.G

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The student demonstrates knowledge of American citizenship and civic participation. 2.SS.6

A The student explains the legal meaning of “citizen” in the United States and how someone becomes a citizen. C 2.SS.6.A

B The student explains the importance of a knowledgeable, good, and hard-working citizenry in America. C 2.SS.6.B

C The student explains each of the following guarantees in the Bill of Rights: freedom of speech, freedom of religion, and right to trial by jury. C 2.SS.6.C

D The student explains the importance of free speech, the free press, and civil dialogue in representative self-government. C 2.SS.6.D

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7 The student demonstrates knowledge of the early United States under the Constitution. 2.SS.7

A The student tells of the major events in George Washington’s presidency, including his efforts to remain neutral in the conflict between revolutionary France and Great Britain. H 2.SS.7.A

B The student listens to and discusses the meaning of George Washington’s Thanksgiving Proclamation in its entirety. H 2.SS.7.B

C The student tells of the major events in Thomas Jefferson’s presidency, including the purchase of the Louisiana Territory, war with the Barbary pirates, and the end of the international slave trade. H 2.SS.7.C

D The student tells the story of the Corps of Discovery exploring the Louisiana Territory, including its path through South Dakota. H 2.SS.7.D

E The student tells the stories of the Burning of Washington and the Battle of New Orleans in the War of 1812. H 2.SS.7.E

F The student listens to and explains the meaning of the first stanza to “The Star-Spangled Banner.” H 2.SS.7.F

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8 The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson. 2.SS.8

A The student names inventions that helped transform the American economy and way of life in the first half of the 19th century, especially in transportation. E 2.SS.8.A

B The student identifies various examples of westward expansion prior to the Civil War. H 2.SS.8.B

C The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery. H 2.SS.8.C

D The student explains the electoral relationship between the number of slave states and the perpetuation of slavery. H 2.SS.8.D

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E The student tells the biography of Andrew Jackson, including: H 2.SS.8.E

1 his upbringing 2.SS.8.E.1

2 his ownership of slaves 2.SS.8.E.2

3 his fighting in the War of 1812 and the Battle of New Orleans 2.SS.8.E.3

4 his actions, both diplomatic and military, toward Native American tribes 2.SS.8.E.4

5 his views on democracy 2.SS.8.E.5

6 his presidency 2.SS.8.E.6

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9 The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery. 2.SS.9

A The student tells about the fur trade, mountain men, and the Santa Fe Trail. H 2.SS.9.A

B The student tells the story of the Trail of Tears, particularly the 1838 Cherokee removal following the Treaty of New Echota. H 2.SS.9.B

C The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states. H 2.SS.9.C

D The student explains the work of the abolitionist movement and leading abolitionists, such as Frederick Douglass, Harriet Tubman, and the Underground Railroad. H 2.SS.9.D

E The student tells the biography of Frederick Douglass, including: H 2.SS.9.E

1 his upbringing 2.SS.9.E.1

2 his learning to read 2.SS.9.E.2

3 his escape from slavery 2.SS.9.E.3

4 his abolitionist writings 2.SS.9.E.4

5 his initial and later views on the Declaration of Independence and the Constitution 2.SS.9.E.5

F The student tells the story of women's suffrage efforts in the mid-19th century. H 2.SS.9.F

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10 The student demonstrates knowledge of events leading up to the Civil War. 2.SS.10

A The student explains how the Mexican-American War, the Mexican Cession, and the California Gold Rush reignited the issue of the expansion of slavery. H 2.SS.10.A

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B The student tells the biography of Abraham Lincoln, including: H 2.SS.10.B

1 his upbringing 2.SS.10.B.1

2 his self-education 2.SS.10.B.2

3 his words and actions against the expansion of slavery 2.SS.10.B.3

4 his presidency 2.SS.10.B.4

5 his command of the Union forces in the Civil War 2.SS.10.B.5

6 his Emancipation Proclamation 2.SS.10.B.6

7 his plans for Reconstruction 2.SS.10.B.7

8 his assassination 2.SS.10.B.8

9 the building of the Lincoln Memorial 2.SS.10.B.9

C The student explains Abraham Lincoln's argument against the idea that right and wrong simply depend on what most people want. HC 2.SS.10.C

D The student tells the story of how the Civil War began. H 2.SS.10.D

E The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery. H 2.SS.10.E

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11 The student demonstrates knowledge of the American Civil War and Reconstruction. 2.SS.11

A The student identifies the roles or contributions of the major figures in the Civil War, including Robert E. Lee, Clara Barton, Ulysses S. Grant, and William Tecumseh Sherman. H 2.SS.11.A

B The student tells the stories of the Battle of Gettysburg and Sherman's March to the Sea in the Civil War. H 2.SS.11.B

C The student explains what the Emancipation Proclamation did. HC 2.SS.11.C

D The student explains Abraham Lincoln's view of the war as an effort both to prove that a people could govern themselves on the principle that "all men are created equal," and to preserve the Union that was founded on this truth. HC 2.SS.11.D

E The student listens to and discusses the meaning of Abraham Lincoln's Gettysburg Address. HC 2.SS.11.E

F The student tells of the removal and relocation of the Dakota, Lakota, and Nakota. H 2.SS.11.F

G The student tells the story of and explains the reasons why the Union won the Civil War. H 2.SS.11.G

H The student explains the different effects of the Civil War in the North and the South. H 2.SS.11.H

I The student states and explains the successes and failures of Reconstruction. H 2.SS.11.I

J The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life. H 2.SS.11.J

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12 The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century. 2.SS.12

- A The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century. HE 2.SS.12.A
- B The student explains the reasons and origins of those who immigrated to America after the Civil War. H 2.SS.12.B
- C The student describes the life of pioneers in South Dakota during the late 1800s. H 2.SS.12.C
- D The student explains the symbols of the Great Seal of the State of South Dakota. C 2.SS.12.D
- E The student describes the various responses to poor working conditions and standards of living. HE 2.SS.12.E
- F The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction. H 2.SS.12.F
- G The student explains the ideas and efforts for the betterment of African Americans around 1900, including those of Booker T. Washington, Anna Julia Cooper, and W.E.B. DuBois. H 2.SS.12.G
- H The student tells of the major events in William McKinley's presidency, including the annexation of Hawaii and the Spanish-American War. H 2.SS.12.H
- I The student explains laws concerning child labor, workplace safety regulation, and food regulation. HCE 2.SS.12.I
- J The student tells the biography of Theodore Roosevelt, including: H 2.SS.12.J
  - 1 his upbringing 2.SS.12.J.1
  - 2 his life outside of politics, especially in the West 2.SS.12.J.2
  - 3 his presidency 2.SS.12.J.3
  - 4 his efforts at conservation 2.SS.12.J.4