

**California State Standards for Second Grade  
Indian Land Tenure Curriculum  
Standard Two, Lesson Three**

**Standards that students could potentially address:**

**California Content Standards for English-Language Arts**

**LISTENING AND SPEAKING**

**1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

*Comprehension*

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

*Organization and Delivery of Oral Communication*

- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

**2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Recount experiences or present stories:
  - a. Move through a logical sequence of events.
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

**Content Standards for History-Social Studies**

## People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

### **2.1 Students differentiate between things that happened long ago and things that happened yesterday.**

2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

### **2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**

2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.

### **2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

1. Describe food production and consumption long ago and today ,including the roles of farmers, processors, distributors, weather, and land and water resources.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

## Content Standards for Science

### Earth Sciences

e. *Students know* rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

### Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Make predictions based on observed patterns and not random guessing.

c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).

d. Write or draw descriptions of a sequence of steps, events, and observations.

g. Follow oral instructions for a scientific investigation.

# *Content Standards for Visual and Performing Arts*

## *Visual Arts*

### **2.0 CREATIVE EXPRESSION** *Creating, Performing, and Participating in the Visual Arts*

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

#### *Skills, Processes, Materials, and Tools*

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.