

# *A Blueprint for Learning*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

## **Key features of the reformatted version are:**

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

## **Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).**

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
  - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

## **SOCIAL STUDIES** **Second Grade**

### **CULTURE**

*Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.*

<b>Key</b>	<b>Reporting Category</b>	
<b>I</b>		Recognize most cultures preserve important personal and public items from the past.
<b>I</b>		Recognize communities have customs and cultures that differ.
<b>I</b>		Recognize patterns of cultural traits such as language, religion, and family structure.
<b>D</b>		Identify diverse cultural groups within the communities of Tennessee.
<b>I</b>		Compare and contrast the cultures of Tennessee's three grand divisions.
<b>D</b>		Understand that Tennessee's culture has ties to other cultures in the world.
<b>I</b>		Recognize that cultures have strong traditions of loyalty to their region or country.
<b>D</b>		Compare the regional cultures of Tennessee to those of other states.
<b>I</b>		Identify and explain the significance of selected stories, poems, statues, paintings, and other examples of local and state cultural heritage.
<b>I</b>		Examine the effects of changing technologies on the local community and state.
<b>M</b>		Recognize diverse cultural neighborhoods within Tennessee and America.

### **ECONOMICS**

*Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

<b>I</b>		Explain how work provides income to purchase goods and services.
<b>I</b>		Describe how society depends upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services.
<b>I</b>		Give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations.
<b>I</b>		Recognize that communities around the state and world are economically interdependent.
<b>I</b>		Know the major products of Tennessee.
<b>I</b>		Categorize resources needed to operate industries.
<b>I</b>		Understand the necessity of importing resources needed for industry.

### **GEOGRAPHY**

*Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.*

<b>D</b>		Describe how the globe is a model of earth locating hemispheres, poles, and equator.
<b>I</b>		Recognize that natural regions are represented on different types of maps by showing physical features, climate, vegetation, and natural resources.
<b>I</b>		Subdivide the world by positioning the equator, continents, oceans, and hemispheres on a map and globe.
<b>I</b>		Recognize that a map contains elements such as title, scale, symbols, legends, grids, and cardinal and intermediate directions.

#### **KEY**

**I = Introduced    D = Developing    M = Mastered    A = State Assessed**

#### **REPORTING CATEGORY**

**E= Economics    G= Geography    WH1= World History Period 1    WH2= World History 2 GC= Governance and Civics**

**Note: "A" Indicates the state curriculum (CRT assessment only).  
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<b>D</b>	Analyze how individuals and populations depend upon land resources.
<b>D</b>	Describe the importance of physical geographic features on defining communities.
<b>D</b>	Understand the Earth-sun relationship such as the varying length of day.
<b>I</b>	Understand the rudimentary elements to the hydrologic cycle.
<b>D</b>	List earth's natural resources such as minerals, air, water, and land.
<b>D</b>	Show how landmasses and bodies of water are represented on maps and globes.
<b>D</b>	Locate the state of Tennessee and its major cities on a map.
<b>D</b>	Name the physical and human characteristics of the neighborhood and the community.

### GOVERNANCE AND CIVICS

*Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.*

<b>I</b>	Recognize how groups and organizations encourage unity and work with diversity to maintain order and security.
<b>I</b>	Identify functions of governments.
<b>M</b>	Be aware that every community has some form of governance.
<b>I</b>	Describe how governments establish order, provide security, and manage conflict.
<b>I</b>	Know that communities have different laws depending on the needs and problems of their community.
<b>D</b>	Recognize people who make laws and people who enforce them in Tennessee.
<b>I</b>	Identify ways that public officials are selected, including election and appointment.
<b>I</b>	Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.
<b>D</b>	Identify characteristics of good citizenship such as establishing beliefs in justice, truth, equality, and responsibility for the common good.
<b>D</b>	Identify qualities of good citizenship.
<b>D</b>	Identify ordinary people who exemplify good citizenship.
<b>D</b>	Identify some governmental services in the community such as the libraries, schools, and parks, and explain their value to the community.
<b>I</b>	Explain how citizens fund various community services.
<b>M</b>	Explain the meaning of selected patriotic symbols and landmarks of Tennessee.

### HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

<b>D</b>	Explain the significance of various community, state, and national celebrations such as Memorial Day and Independence Day.
<b>D</b>	Explain how local people and events have influenced local community history.
<b>I</b>	Describe the order of events by using designation of time periods such as ancient times and modern times.
<b>I</b>	Use vocabulary related to chronology, including past, present and future.
<b>D</b>	Describe and measure calendar time by days, weeks, months, and years.
<b>D</b>	Comprehend those physical and human characteristics of communities change over time.
<b>D</b>	Identify and explain the significance of various community landmarks.
<b>I</b>	Create and interpret timelines.
<b>I</b>	Compare various interpretations of the same time period using evidence such as photographs and interviews.

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## INDIVIDUALS, GROUPS, AND INTERACTIONS

*Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

<b>I</b>		Describe how groups work independently and cooperatively to accomplish goals within a community.
<b>I</b>		Recognize individuals can belong to groups but still have their own identity.
<b>D</b>		Know how to share and give opinions in a group.
<b>I</b>		Identify and describe ways family, groups, and community influence an individual's daily life and personal choices.
<b>D</b>		Recognize individuals have a role in each group in which they participate.
<b>D</b>		Recognize that each individual must make decisions about the work groups and play groups in which they participate.

## SOCIAL STUDIES PROCESS SKILLS

*The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.*

<b>D</b>		Use picture clues and picture captions to aid comprehension to acquire information.
<b>I</b>		Use maps, graphs, globes, media, and technology sources to acquire information.
<b>D</b>		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
<b>I</b>		Classify information by source, chronology, and importance to analyze data and problem solve.
<b>D</b>		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
<b>D</b>		Prepare and analyze maps, charts, and graphs for historical awareness.
<b>D</b>		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
<b>D</b>		Incorporate the use of technological resources for historical awareness.

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