Grade Level Expectations at a Glance

Second Grade

Grade Level Expectations and Glossary
This document contains grade level expectations and glossary terms specific to second grade. It is simply a reorganized version of Missouri Department of Elementary and Secondary Education’s documents, which were developed by the Department’s curriculum consultants, in collaboration with educators from across the state. These GLEs were meant to help clarify the Show-Me Standards and comply with the No Child Left Behind Act of 2001.

For GLEs in all grades and a comprehensive glossary, see http://www.dese.state.mo.us/divimprove/curriculum/GLEDocuments.html.

For more information on curriculum matters in the state of Missouri, including the Grade Level Expectations, see http://www.dese.state.mo.us/divimprove/curriculum/index.html.

For questions or comments on this document, please email Abby Swearingen at aswearingen@rolla.k12.mo.us.
COMMUNICATION ARTS

Grade Level Expectations and Glossary
Develop and apply skills and strategies to the reading process

C. **Phonics**: develop and apply *decoding strategies* to “problem solve” unknown words when reading

D. **Fluency**: read *grade-level instructional text* with *fluency*, accuracy, and expression

E. **Vocabulary**: develop vocabulary through text, using
   - Base words
   - Classroom resources
   - Context clues

F. **Pre-Reading**: Develop and apply *pre-reading strategies* to aid comprehension
   - Access prior knowledge
   - Preview
   - **Predict** and confirm or reject
   - Set a purpose for reading

G. **During Reading**: develop and utilize strategies to
   - Self-question and correct
   - **Infer**
   - **Predict** and check using **cueing systems** (meaning, structure, visual)

H. **Post-Reading**: apply *post reading skills* to identify the **main idea** and **supporting details**
   - Question to clarify
   - Reflect
   - Analyze
   - Draw conclusions
   - Summarize
   - Paraphrase

I. **Making Connections**: identify connections between
   - Text ideas—similarities and differences in information and relationships in various **fiction** and non-**fiction** works, with assistance
   - Text ideas and own experiences
### 2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times

<table>
<thead>
<tr>
<th>A. <strong>Text Features:</strong></th>
<th>locate and apply specific information in title, pictures and table of contents</th>
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<tbody>
<tr>
<td>B. <strong>Literary Devices:</strong></td>
<td>identify author's use of rhythm, rhyme and alliteration in poetry and prose, with assistance</td>
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<tr>
<td>C. <strong>Text Elements:</strong></td>
<td>use details from text to</td>
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<tr>
<td></td>
<td>• Make basic inferences about <strong>setting</strong>, characters, and problem</td>
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<td></td>
<td>• Predict solution</td>
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<td></td>
<td>• Identify events in logical sequence</td>
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</table>

### 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

<table>
<thead>
<tr>
<th>A. <strong>Text Features:</strong></th>
<th>locate and interpret information in illustrations, title, headings, captions, diagrams, charts, and graphs</th>
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</thead>
<tbody>
<tr>
<td>B. <strong>Literary Devices:</strong></td>
<td>identify and explain author's use of rhythm, rhyme, and alliteration in nonfiction text</td>
</tr>
<tr>
<td>C. <strong>Text Elements:</strong></td>
<td>Use details from text to</td>
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<tr>
<td></td>
<td>• Ask questions to clarify understanding</td>
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<td></td>
<td>• Identify main ideas and provide support</td>
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<tr>
<td></td>
<td>• Retell sequence of events</td>
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<td></td>
<td>• Make basic inferences about problems and solutions</td>
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<tr>
<td>D. <strong>Understanding Directions:</strong></td>
<td>Read and follow a simple direction to perform a task</td>
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</table>
1. Apply writing process in composing text
   A. **Writing Process**: follow a writing process to
      - Utilize a simple graphic organizer in prewriting
      - Generate a draft
      - Reread and revise work (with/without assistance)
      - Edit and proofread for capitalization and ending punctuation
      - Publish writing with assistance

2. Compose well-developed text using standard English conventions
   A. **Handwriting**: create legible compositions with correct spacing between letters in a word and words in a sentence
   B. **Capitalization**: use conventions of capitalization in written text
      - Days of week
      - Names of towns, cities, states
   C. **Punctuation**: in composing text, use
      - Correct ending punctuation in declarative and interrogative sentences
      - Comma in dates
   D. **Parts of Speech**: use parts of speech correctly in written text
      - Descriptive words (adjectives)
      - Substitute pronouns for nouns
   E. **Spelling**: in writing, use
      - Correct spelling of words with simple spelling patterns and high-frequency words
      - Transitional spelling
      - Classroom resources to verify correct spelling
   F. **Sentence Construction**: in composing text, identify and write sentences
      - Declarative
      - Interrogative

3. Write effectively in various forms and types of writing
   - **Narrative and Descriptive Writing**: write narrative text that
      - Records a series of events in chronological order
      - Contains story elements
   - **Note-Taking**: Identify important information in text
   - **Expository and Persuasive Writing**: write expository text, with assistance, with
      - A main idea
      - Supporting details
   - **Audience and Purpose**: write simple friendly letters, messages, and directions for making or doing something, considering a given audience
1. **Develop and apply effective listening skills, strategies**
   A. **Purpose for listening**: listen
      - For enjoyment
      - For information
      - To solve problems
      - For directions to complete a simple task
   B. **Listening Behavior**: demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)

2. **Develop and apply effective speaking skills and strategies for various audiences and purposes**
   A. **Discussion and Presentation**: speak at an appropriate volume and maintain a clear focus when sharing ideas
   B. **Giving Directions**: give clear oral directions to complete a simple task
Develop and apply effective research process skills to gather, analyze, evaluate information

A. **Research Plan**: formulate keywords and questions, with assistance, to locate resources on topics of interest

B. **Acquire Information**: locate information on keywords and questions in provided resources, with assistance

D. **Sources Consulted**: give credit, through discussion, for others’ ideas, images and information

2. Develop and apply effective skills and strategies to analyze and evaluate oral and visual media

A. **Media Messages**: identify, with assistance, intended messages conveyed through oral and visual media

C - Communication Arts – Information Literacy
• **Active listening behaviors**: actions that let the speaker know the audience is listening (Examples: non-verbal body language cues such as making eye contact and nodding in agreement, verbal cues such as questioning and summarizing main points, etc.)

• **Alliteration**: repetition of the initial consonant sounds in stressed syllables or words in sequence; a “sound device”

• **Analyze**: to examine by parsing or breaking down into smaller parts or elements

• **Audience**: the author’s awareness of audience: writing for a specific purpose with a specific reader or group of readers in mind

• **Base word**: a word to which affixes may be added to create related words; root word; the basic part of a word that usually carries the main component of meaning and cannot be further analyzed without the loss of identity (e.g., “teach” in “re-teach,” or “teaching”)

• **Classroom resources**: reference materials such as a dictionary, thesaurus, handbook, word wall, spellchecker, glossary, or technological tool.

• **Context clues**: information from the surrounding words, illustrations, or sentences that helps give meaning to a specific word or phrase

• **Conventions**: capitalization, punctuation, spelling, grammar (http://leo.stcloudstate.edu)

• **Cueing system**: any of the various sources of information aiding in the identification of an unrecognized word and helping readers construct meaning from print (e.g., phonics, grammar, context, word parts, and text structure)

• **Declarative sentence**: informs the reader, punctuated with a period

• **Decode**: to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning (To learn to read, one must learn the conventional code in which text is written in order to decode the written message. In reading practice, the term is used primarily to refer to word identification.)

• **Decoding strategies**: methods of translating symbols into words

• **Descriptive writing**: portrays a character, object, or scene through sensory details/imagery (precise nouns, verbs, adverbs, and adjectives that relate how things look, sound, feel, taste, smell)

• **Draft**: writing ideas in a rough, unpolished form; the preliminary version of a piece of writing

• **Draw conclusions**: use of facts and inferences to make a judgment or decision

• **Expository text**: presents facts, opinions, definitions of terms and examples to inform the reader about a specific topic

• **Fiction**: imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is primarily designed to explain, argue, or merely describe (as a genre, fiction may include short stories, novella, novels, drama, and narrative poetry)

• **Fluency**: the ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)

• **Grade-level instructional text**:
  - Instructional reading level: the text level at which a student reads 90%-95% of the words accurately with 75%-89% comprehension; the level at which a student needs support from the teacher
  - Independent reading level: the text level at which a student reads 96%-100% of the words accurately and comprehends 90%-100% of the content without help

• **Graphic organizer**: a visual device for organizing information around a concept, theme, or topic; includes, but not limited to the following
  - **Advance organizer**: previews instruction and provides familiar concepts that connect and
anchor the new learning

- **Chart**: gives information, shows processes, or makes comparisons, often with pictures and symbols rather than with words
- **Cluster, concept map, or web**: presents written ideas around a theme, characteristic, category, or word
- **Diagram**: shows how something works, how it is constructed, or how its part relate to one another
- **Graph**: presents information with lines, pictures, and symbols rather than words
- **Mind map**: uses pictures and symbolic drawings rather than written words
- **Outline**: organizes information into topics and subtopics with related details; topic outlines use words and phrases to describe key information; sentence outlines use complete sentences to list major points and supporting details
- **Venn diagram**: uses two overlapping circles to express similarities and differences in two things

- **Infer**: to draw meaning from a combination of clues in the text without explicit reference to the text
- **Information literacy**: the ability to evaluate sources, and information in those sources, for accuracy and validity
- **Interrogative sentence**: asks a question; punctuated with a question mark
- **Key words**: words and phrases used in the research process to locate appropriate information
- **Friendly letter**: informal or personal letter; has five parts—heading, greeting, body, closing, and signature (http://englishplus.com/grammar/00000143.htm)
- **Literary devices**: literary elements; figures of speech (http://www.uvsc.edu/owl/handouts/literacy%20terms.pdf)
- **Main idea**: the implicit or explicit message; what a text is "mostly about"; the theme of the text
- **Media**: means of communication, including print and visual works, live and television/film/video performances, audio, Internet; plural of medium
- **Narrative**: relates a story or personal essay (e.g., anecdote, autobiography, memoir)
- **Nonfiction**: writing that concerns real events and is intended to explain, inform, persuade, or give directions (e.g., autobiography, biography, memoir, essay, workplace communications)
- **Note taking**: use of a system (e.g., graphic organizer) to summarize concepts and ideas presented in print, verbal, and nonverbal communication
- **Paraphrase**: using one's own words to express the main ideas in what has been read, seen, or heard
- **Persuasive writing**: seeks to influence readers or listeners to agree with a perspective or perform an action (e.g., editorials, advertisements, persuasive essays and letters, public service announcements, position papers)
- **Phonics**: phonetic cues; instruction based on the alphabetic principle that there is a predictable relationship between phonemes (sounds in a spoken language) and graphemes (letters that represent the sounds) that can be used to decode and read words
- **Post-reading skills**: strategies used to reflect on reading and integrate new information and concepts with previously learned understandings
- **Predict**: to use context and content clues to anticipate what might happen next
- **Pre-reading strategies**: activities that take place before reading to access prior knowledge, preview text, assist the reader in predicting the text's topic or main idea and set a purpose for reading
- **Reflect**: to think about and write or speak one's views in response to a text or presentation
- **Research plan**: a multi-step sequential plan for research which includes surveying the available
source material, recording bibliographic information, taking notes, and synthesizing the research material into a paper or presentation

- **Rhyme**: sound device marked by the repetition of identical or similar stressed sounds
  - **Perfect or exact rhyme**: differing consonant sounds followed by identical vowel sounds, as in “bee” and “see”
  - **Approximate rhyme**: the final consonant sounds are identical, as in “trip” and “slap”
  - **End rhyme**: the rhyming words occur at the end of the lines of poetry
  - **Internal rhyme**: rhyming words occur within the lines of poetry

- **Rhythm**: a sound device characterized by the musical quality created by a pattern of stressed and unstressed syllables

- **Sentence (simple)**: one subject and one predicate, as in “The dog ate my homework.”

- **Setting**: the geographic location and time period of a story

- **Summarize**: to make a brief statement about the essential ideas in a text

- **Supporting details**: examples provided to describe, explain, or reinforce the main idea

- **Text elements**: basic parts of a story: setting, characters, plot, conflict, point of view, and theme

- **Text features**: parts, other than the body of the text, that designate special features (e.g., title, author, copyright, dedication); text organizers that provide structure and help readers locate information (e.g., page numbers, table of contents, captions, glossary, index, illustrations, graphs, charts, etc.)

- **Transitional spelling**: a stage of spelling development in which the speller relies more on how words look than how they are pronounced

- **Vocabulary**: the words one can understand and use correctly
Second Grade Math
Grade Level Expectations
1. Understand numbers, ways of representing numbers, relationships among numbers and number systems
   
   A. **Read, write, and compare numbers**: read, write, and compare whole numbers less than 100
   
   B. **Represent and use rational numbers**: recognize 1/2, 1/3, and 1/4 of a shape
   
   C. **Compose and decompose numbers**: compose or decompose numbers by using a variety of strategies, such as using known facts, tens, or landmark numbers to solve problems
   
   D. **Classify and describe numeric relationships**: skip count by 2s, 5s, and 10s

2. Understand meanings of operations and how they relate to one another
   
   A. **Represent operations**: represent a given situation involving addition or subtraction

3. Compute fluently and make reasonable estimates
   
   A. **Describe or represent mental strategies**: describe or notate the mental strategy used to compute addition or subtraction of whole numbers, including 2-digit numbers
   
   B. **Develop and demonstrate fluency**: demonstrate fluency with basic number relationships of addition and subtraction for sums up to 20
   
   C. **Compute problems**: apply and describe the strategy used to compute 2-digit addition or subtraction problems
<table>
<thead>
<tr>
<th>1</th>
<th>Understand patterns, relations, and functions</th>
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<tbody>
<tr>
<td>A. <strong>Recognize and extend patterns:</strong> describe and extend simple numeric patterns and change from one representation to another</td>
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<tr>
<td>B. <strong>Create and analyze patterns:</strong> describe how growing patterns are generated</td>
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<tr>
<td>C. <strong>Classify objects and representations:</strong> classify objects by size, number, or other attribute</td>
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<thead>
<tr>
<th>2</th>
<th>Represent and analyze mathematical situations and structures using</th>
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<tbody>
<tr>
<td>A. <strong>Represent mathematical situations:</strong> represent a mathematical situation as an expression or number sentence</td>
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<tr>
<td>B. <strong>Describe and use mathematical manipulation:</strong> investigate commutative principle with whole numbers</td>
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<tr>
<th>3</th>
<th>Use mathematical models to represent and understand quantitative relationships</th>
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<tbody>
<tr>
<td>A. <strong>Use mathematical models:</strong> model situations that involve addition and subtraction of whole numbers, using pictures, objects, or symbols</td>
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</table>

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<thead>
<tr>
<th>4</th>
<th>Analyze change in various contexts</th>
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<tbody>
<tr>
<td>A. <strong>Analyze change:</strong> describe qualitative change, such as students growing taller</td>
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</tr>
</tbody>
</table>
1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

A. **Describe and use geometric relationships**: describe attributes and parts of 2- and 3-dimensional shapes using physical models
   - Circle
   - Triangle
   - Trapezoid
   - Rectangle
   - Rhombus
   - Sphere
   - Rectangular prism
   - Cylinder
   - Pyramid

2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems

A. **Use coordinate systems**: find and name locations with simple relationships on a map (coordinate system)

3. Apply transformations and use symmetry to analyze mathematical situations

A. **Use transformations on objects**: use manipulatives to model flips
C. **Use symmetry**: recognize and create shapes that have symmetry

4. Use visualization, spatial reasoning, and geometric modeling to solve problems

A. **Recognize and draw three-dimensional representations**: recognize and represent shapes from different perspectives
Understand measurable attributes of objects and the units, systems, and processes of measurement

A. Determine unit of measurement: select the appropriate unit and tool for the attribute being measured
C. Tell and use units of time: tell time to the nearest half hour
D. Count and compute money: count money to a dollar

Apply appropriate techniques, tools, and formulas to determine measurement

A. Use standard or non-standard measurement: use tools to measure (size, temperature, time, weight) to the nearest inch, centimeter, degree, hour, and pound
Formulate questions: pose questions and gather data about themselves and their surroundings

Classify and organize data: sort and classify items according to their attributes and organize data about the items

Represent and interpret data: represent data using pictures and bar graphs

Select and use appropriate statistical methods to analyze data

Develop and evaluate inferences and predictions that are based on data

Understand and apply basic concepts of probability
Possible Topic/Focus for the School Year:
Community—Our Community and Communities in Other Places
## Principles of Constitutional Democracy

**1 Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**

A. **Knowledge of the Constitution as the fundamental law of our nation**: explain and apply the concept of majority rule  
   *Teaching strategy:* Vote on a class issue, and explain a situation in which students used majority rule to solve a dispute.

B. **Citizens have both rights and responsibilities**: explain the rights of citizens  
   *Teaching strategy:* Select one right of a citizen (such as voting), and tell why it is important and/or what life might be like without that right.

D. **Knowledge of the symbols of our nation**: describe the importance of the Pledge of Allegiance  
   *Teaching strategy:* Use a web chart to connect ideas in the Pledge of Allegiance to examples in American life.

## Missouri, United States, and World History

**2 Knowledge of continuity and change in the history of Missouri, the United States, and the world**

2a. Knowledge of the contributions of non-Missourians: compare and contrast the habitats, resources, art, and daily lives of Native American peoples, Woodland, and Plains Indians  
   *Teaching strategy:* Investigate how rules and community norms affected lives in Native American villages in early American colonies.

2b. Knowledge of continuity and change in the history of the world

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## Principles and Process of Governance Systems

### Knowledge of principles and processes of governance systems

<table>
<thead>
<tr>
<th>3</th>
<th>Knowledge of principles and processes of governance systems</th>
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<tbody>
<tr>
<td>A. Knowledge of democratic principles of governance, especially as applied to school, community and state:</td>
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<tr>
<td></td>
<td>• Explain the importance of promoting the common good</td>
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<td></td>
<td>Teaching strategies: students will make collages using pictures from the Internet, magazines, or books illustrating the common good.</td>
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<td></td>
<td>• Demonstrate a peaceful resolution to a dispute</td>
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<td></td>
<td>Teaching strategies: Use problem solving strategies in an effort to resolve some current issue or issues in your school, neighborhood, or community.</td>
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<tr>
<td></td>
<td>• Explain how disputes can threaten the peace in a community and how they may be resolved peacefully</td>
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<td></td>
<td>Teaching strategies: Select a current controversial issue from local news. Investigate perspectives on an issue. Explain the seriousness of the issue and possible solutions.</td>
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<tr>
<td>B. A general knowledge of how and by whom authoritative decisions are made, enforced and interpreted within these governance systems:</td>
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<tr>
<td></td>
<td>Describe how authoritative decisions are made, enforced, and interpreted within local communities.</td>
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<td>Teaching strategies: Invite a local councilman/mayor and policeman to speak on the process of making and enforcing ordinances for the city. Have students prepare questions to</td>
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## Economic Concepts and Principles

### Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

<table>
<thead>
<tr>
<th>4</th>
<th>Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</th>
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<tbody>
<tr>
<td>A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events:</td>
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<td></td>
<td>• show how people trade using money and bartering</td>
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<td></td>
<td>Teaching strategy: set up a simulation that allows students to participate in both methods of trade with money and bartering.</td>
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<td>B. Economic decision-making:</td>
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<td></td>
<td>explain how to make decisions using cost-benefit analysis</td>
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<td></td>
<td>Teaching strategy: Model (and discuss) using a pros/cons T-chart (benefits=pros or happy faces, while costs=cons or frowns) making a tough decision, such as getting a puppy compared to getting a small aquarium with fish, or choosing one toy over another as a birthday gift.</td>
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# Elements of Geographical Study and Analysis

Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment

<table>
<thead>
<tr>
<th>5</th>
<th>Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment</th>
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</thead>
<tbody>
<tr>
<td>A. <strong>Reading and constructing maps</strong>: construct maps with title and key</td>
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<tr>
<td>B. <strong>Geography of Missouri and the United States—Location</strong>: identify and locate the world’s seven continents and four oceans</td>
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<tr>
<td>C. <strong>Geography of Missouri and the United States—Place</strong>: Identify and describe physical characteristics in the world (landforms, water bodies, etc)</td>
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<tr>
<td>D. <strong>Relationships within places (human-environment interactions) (movement)</strong>: describe why people of different groups settle more in one place than another and how transportation and communication systems have facilitated the movement of people, products, and ideas</td>
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<tr>
<td>E. <strong>Relationships between and among places</strong>: describe different types of communication and transportation and identify their advantages and disadvantages</td>
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<tr>
<td>F. <strong>Regions</strong>: define regions (i.e., as places that have some unifying characteristic—political, climactic, language, physical, etc)</td>
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<tr>
<td>G. <strong>Uses of geography to interpret, explain and predict</strong>: use geography to explain the present (e.g., why today’s supermarkets are able to sell apples throughout the year)</td>
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# Relationships of Individual and Groups to Institutions and Traditions

Knowledge of the individual and groups to institutions and cultural traditions

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<tr>
<th>6</th>
<th>Knowledge of the individual and groups to institutions and cultural traditions</th>
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<tbody>
<tr>
<td>B. <strong>Groups meeting the needs of individuals</strong>: describe how needs are met by families and friends</td>
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</table>
# Tools of Social Science Inquiry

## Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps, and documents)

### A. Identify, select, use and create appropriate resources for social science inquiry

- Identify and select visual, graphic, and auditory aids (graphs and charts)
- Identify, select, and use primary and secondary sources (diaries, letters, people, interviews, journals, and photos)
- Identify and select library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books)
- Identify and select artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)
• **Common good**: addressing the needs of the other people and the community, state, nation, or world at large, as opposed to addressing directly one’s own personal needs. The common good may be supported in many ways: through programs of government (public highways, public education, parks, libraries, etc.), through volunteer service and the support of charitable causes, or through making personal decisions that reflect consideration for the needs of others.

• **Human-environment interactions**: the theme of geographic education called “Relationships within Places: Humans and Environments”, one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*. This theme explores the fact that people and the environments in which those people live and work often have a profound impact on each other.

• **Location**: the descriptions of the positions of people and places on the Earth’s surface. One way of describing the location of a place is by “absolute location”, in which we can precisely locate any place on the Earth’s surface by using the arbitrary grid system of latitude and longitude. Another way of describing the location of a place is by “relative location”, in which we locate the place by explaining where the place is in relation to one or more other familiar places. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*.

• **Money**: a good that may be used to buy all other goods and services. It has special utility for trade, because it serves as a store of value (i.e., it may be saved for use later on) and it is a unit of account that shows the market value of different items. Forms of money include coins, cash, and checks.

• **Place**: as the term is used by geographers, pertains to those physical characteristics and human characteristics used to describe an area. Two individuals may have different conceptions of the same place, because they perceive things based on their points of view and experiences. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*.

• **Region**: an area that displays unity in terms of one or more selected criteria. The criteria used in defining regions may vary considerably. Regions, for example, may be defined by political boundaries, types of terrain, how land is used, rainfall, soil type, dominant religion of the people, and so on. This term is one of the five themes of geographic education coined by the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers in their book *Guidelines for Geographic Education*. 