Second Grade Social Studies Indicators
Class Summary

Second Grade																											
	Assessment		**Type of Intervention**																								
History Standard																											
Use a calendar to determine the day, week, month and year.																											
1. Measure calendar time by days, weeks, months and years.																											
2. List the days of the week and months of the year in order.																											
Place events in correct order on a time line.																											
3. Place a series of related events in chronological order on a time line.																											
Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.																											
4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.																											
5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today																											
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare:																											
a. Forms of communication from the past and present;																											
b. Forms of transportation from the past and present																											

Second Grade Social Studies Indicators
Class Summary

Second Grade			
	Assessment	**Type of Intervention**	
People in Societies Standard			
Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.			
7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on			
a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, investors and scientists (e.g., George Washington Carver, Thomas Edision Charles Drew, Rachel Carson and Neil Armstrong).			
People in Societies Standard			
Identify practices and products of diverse cultures			
1. Describe the cultural practices and products of people on different continents.			
Identify ways that different cultures within the United States and the world have shaped our national heritage.			
2. Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.			
3. Explain how contributions of different cultures within the United States have influenced our common national heritage.			

Second Grade Social Studies Indicators
Class Summary

Second Grade			
	Assessment	**Type of Intervention**	
People in Societies Standard			
Identify ways that different cultures within the United States and the world have shaped our national heritage.			
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.			
Geography Standard			
Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.			
1. Read and interpret a variety of maps			
2. Construct a map that includes a map title and key that explains all symbols that are used.			
3. Name and locate the continents and oceans			
Identify physical and human features of places			
4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.			
Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.			
5. Compare how land is used in urban, suburban and rural environments.			
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development			

Second Grade Social Studies Indicators
Class Summary

Second Grade																											
	Assessment		**Type of Intervention**																								
Economic Standard																											
Explain how the scarcity of resources requires people to make choices to satisfy their wants.																											
1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).																											
Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.																											
2. Explain how people are both buyers and sellers of goods and services.																											
3. Recognize that most people work in jobs in which they produce a few special goods or services																											
4. Explain why people in different parts of the world earn a living in a variety of ways.																											
Explain ways that people may obtain goods and services																											
5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money																											
Government Standard																											
Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.																											
1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.																											

Second Grade Social Studies Indicators
Class Summary

Second Grade																											
	Assessment		**Type of Intervention**																								
Government Standard																											
Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.																											
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including:																											
a. Making and enforcing laws; b. Providing leadership; c. Providing services; d. Resolving disputes.																											
Recognize and explain the importance of symbols and landmarks of the United States.																											
3. Explain the importance of landmarks in the United States and the ideals that they represent including:																											
a. The Washington Monument; b. The Jefferson Memorial; c. The Lincoln Memorial																											
Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules																											
4. Explain the purpose of rules in the workplace.																											
5. Predict the consequences of following rules or violating rules in different settings.																											
Citizenship Rights and Responsibility Standard																											
Describe the results of cooperation in group settings and demonstrate the necessary skills.																											
1. Demonstrate skills and explain the benefits of cooperation when working in group settings:																											
a. Manage conflict peacefully; b. Display courtesy; c. Respect others.																											

Second Grade Social Studies Indicators
Class Summary

Second Grade																											
	Assessment		**Type of Intervention**																								
Citizenship Rights and Responsibility																											
Standard																											
Demonstrate personal accountability, including making choices and taking responsibility for personal actions																											
2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).																											
3. Demonstrate citizenship traits including: a. Honesty; b. Self-assurance; c. Respect for the rights of others; d. Persistence; e. Patriotism.																											
Social Studies Skills and Methods Standard																											
Obtain information from oral, visual, print and electronic sources.																											
1. Obtain information from oral, visual and print sources.																											
2. Identify sources used to gather information: a. People; b. Printed materials; c. Electronic sources																											
Predict outcomes based on factual information																											
3. Predict the next event in a sequence.																											
4. Distinguish the difference between fact and fiction in oral, visual and print materials.																											
Communicate information orally, visually or in writing																											
5. Communicate information in writing																											

Second Grade Social Studies Indicators
Class Summary

Second Grade																										
	Assessment		**Type of Intervention**																							
Social Studies Skills and Methods Standard																										
Identify a problem and work in groups to solve it																										
6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.																										