Grade 2 Social Studies Exiting Skills

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 2 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Define and properly use the following terms: chronological and sequential orders, years, decades, centuries.

- ✓ Show local history on timeline organized by years, decades, and centuries.

- ✓ Determine beginning and ending dates for timelines.

- ✓ Round dates to decades, centuries, etc.

- ✓ Define and identify "primary source".

- ✓ Analyze: artifacts, maps, photos to indicated change over time.

- ✓ Nine characteristics of local community.

- ✓ Evaluate changes in local community.

Focus Skill Area: Heritage

- ✓ Study and present primary sources:

- ✓ Define and identify nine characteristics of local community.

- ✓ Research information about local community.

- ✓ Analyze information to identify how local community changed over years.

- ✓ Organize and present information about a change of characteristics in local community.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Define and properly use the following terms: physical map, political map, map title, map key, human features, physical features, landforms, cardinal directions, alphanumeric grid, relative location, local community.

- ✓ Describe the difference between physical map and political map.

- ✓ Describe the difference between human features and physical features.

- ✓ Find and use cardinal map directions to locate places in the community.

- ✓ Locate landmarks on a map in the community.

- ✓ Use an alphanumeric grid to find locations in the community.

- ✓ Use map titles and keys to help locate places in the community.

Focus Skill Area: Places and Regions

- ✓ Define and properly use the following terms: agriculture, industry, natural resources, communities, and artifacts, make inference.

- ✓ Use artifacts and photographs to make inferences.

- ✓ Evaluate the influence of agriculture on daily life both near and far.

- ✓ Create and apply a rubric to evaluate amount of change.

- ✓ Evaluate the influence of industry on daily life both near and far.

- ✓ Evaluate the influence of natural resources on daily life.

Focus Skill Area: Human Systems

- ✓ Define and properly use the following terms: human modification, environment, local community, dams, fertilizer, herbicides, pesticides, change.

- ✓ Identify human changes to the environment in the community.

- ✓ Describes human modifications to the environment in the community.

- ✓ Define systems of transportation.

- ✓ Define systems of communications.

- ✓ Give examples of moving people, places, and products.

- ✓ Describes how transportation moves people, products, and ideas.

- ✓ Describes how communication moves people, products, and ideas.

- ✓ Define and properly use the following terms: community(ies), diverse, cultural groups, cultural practices, cultural products, artistic expressions, religion, language, food, cultural diversity.

- ✓ Define cultural groups.

- Identify four cultural practices/products for cultural groups in the community. Include artistic expression, religion, language, and food.

- Identify common attributes for different cultural groups.

- Compare two different cultural groups in the community.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- Define and properly use the following terms: local communities, social responsibility, political responsibility, democracy, respect rights, informed citizens, pay taxes, vote, obey laws, common good.

- Define social responsibility.

- Define political responsibility.

- Explain why it is my responsibility to respect the rights of others.

- Explain why it is my responsibility to be informed about local issues.

- Explain why it is my responsibility to vote.

- Explain why it is my responsibility to obey laws.

- Explain how my responsibilities help the common good in my community.

- Define and properly use the following terms: community, solving problems, common good, environment, homeless, citizenship traits, civility, volunteerism, compromise, compassion, persistence, civic-mindedness, problem solving, solution.

- Explain how practicing citizenship traits support the common good on the community.

- List problem solving steps.

- Follow the problem-solving steps modeled by the teacher.

- Apply the problem-solving steps in role play in a stated problem.

- Explain how using the problem-solving steps promotes the common good.

- Uses rubrics to evaluate the results of the problem-solving steps.

Focus Skill Area: Rules and Laws

- Define and properly use the following terms: laws, rules, authority, promote order, security, public service, rights of individuals, safety, orderliness, groups, consequences, obey the laws.

✓ Explain the reason why a community has laws.

✓ Give examples of laws that apply to groups.

✓ Describe a consequence for failure to obey a law.

✓ Explain how laws affect the way people behave. Can explain how laws help the community.

✓ Apply a rubric to evaluate the benefits of local laws.

✓ Define and properly use the following terms: government, authority, make laws, enforce laws, local government, order and security, public services, protect rights, safe/secure, consequences, fines, incarceration.

✓ Explain why a government can make a law.

✓ Explain why a government can enforce a law.

✓ Explain how a law helps people be safe and secure.

✓ Describe a consequence for not following a law.

✓ Explain why we have a local government to make and enforce laws.

Focus Skill Area: Roles and Systems of Government

✓ Define the four types of local government: Municipal, county, township, and special.

✓ Identify who has authority in their local government.

✓ Explain how the local authority obtained the job.

✓ Explain what the local authorities do in their jobs.

✓ Explain how local government is organized.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

✓ Define and properly use the following terms: line graph, data over time, variable, X-axis, Y- axis, evenly spaced intervals, plotted data.

✓ Identify the X-axis and the Y-axis.

✓ Place a variable in the proper place on a line graph.

✓ Interpret information and make a line graph.

- ✓ Explain the changes a line graph shows about a community.

- ✓ Identify common attributes to determine the amount of change.

- ✓ Define and properly use the following terms: positive incentives, consequences, negative incentives, choices, behaviors, economic, financial.

- ✓ Give examples of positive financial incentives.

- ✓ Give examples of negative financial incentives.

- ✓ Give examples incentives that influence choices people make.

- ✓ Give examples incentives that affect people's behavior.

Focus Skill Area: Scarcity

- ✓ Define and properly use the following terms: scarcity, resources, decision making, opportunity cost, economic choice, services.

- ✓ Give an example of a scarce resource for a good service.

- ✓ Describe an example of "Opportunity Cost" (giving up something to have something else.)

Focus Skill Area: Production and Consumption

- ✓ Define and properly use the following terms: consumer, goods, services, producer, production, wants.

- ✓ Explain the major difference between goods and services.

- ✓ Explain the major difference between consumer and producer.

- ✓ Identify consumers in your community.

- ✓ Identify producers in your community.

Focus Skill Area: Markets

- ✓ Define and properly use the following terms: market, buyer, seller, exchange, good, service, local community.

- ✓ Identify the difference between a buyer and a seller.

- ✓ Identify the difference between a good and a service.

- ✓ Describe a marketplace in your community.

Focus Skill Area: Literacy

- ✓ Define and properly use the following terms: personal decision, costs, benefits, consequences, economic decisions.

- ✓ Explain the difference between a cost and a benefit.

- ✓ Identify the cost and benefit of your economic decision.

- ✓ Apply a rubric to measure the cost and benefits of an economic decision.

- ✓ Define and properly us the following terms: budget, personal economic decisions, financially responsible, income, cash flow.

- ✓ Explain the difference between budget and income.

- ✓ Plan a budget using a fixed income. (Designate the income)

- ✓ Explain the importance of planning a budget and its relationship to "cash flow".

- ✓ Apply a rubric to measure the success or failure of a budget plan.

Domain: History

- ✓ Students in grade two use calendars to determine the day, week, month, and year. Students need to be able to list the days of the week and months of the year in order. Students should be able to place a series of events in chronological order and to learn about specific people in history.

Focus Skill Area: Historical Thinking and Skills

- ✓ Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students' progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Grade two students build on the understanding as they use artifacts, maps, and photographs to investigate change over time and answer questions about daily life from past to present.

Focus Skill Area: Heritage

- ✓ Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others. Advances in science and technology have changed and continue to change the way people have communicated and traveled.

GRADE 2 SOCIAL STUDIES

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 2.

THEME: *PEOPLE WORKING TOGETHER* **–** Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago. They use biographies, primary sources, and artifacts as clues to the past. They deepen their knowledge of diverse cultures and their roles as citizens.

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 2.1   Time can be shown graphically on calendars and timelines.

STANDARD

SS H 2.1.1   Define the following to mark/describe units of time:
-Chronological order
-Time line
-Years
-Months
-Weeks
-Days

SS H 2.1.2   Create an accurate chronological timeline sequencing significant events in your life.

ANCHOR STANDARD

SS H 2.2   Change over time can be shown with artifacts, maps, and photograph.

SS H 2.2.1   Define the terms
                 -Artifacts
                 -Maps
                 -Photographs
                 -Goggle Maps

SS H 2.2.2   Discuss the term "Change Over Time" and apply it to your life.

SS H 2.2.3   Use artifacts, maps, and photographs to describe how daily life has
                 changed over time.

Heritage

ANCHOR STANDARD

SS H 2.3   Science and technology have changed over daily life.

STANDARD

SS H 2.3.1   Describe how science and technology have changed daily life.

SS H 2.3.2   Creating a timeline in chronological order, show how the travel
                 has changed including all methods starting with horses.

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

SS G 2.1   **Maps and their symbols can be interpreted to answer questions
                     about location of places.**

STANDARD

SS G 2.1.1   Explain the following landform terms:
                 -Plateau
                 -Island
                 -Hill
                 -Mountain
                 -Valley

SS G 2.1.2	Explain the following bodies of water: -Creek -Pond -Ocean -Sea
SS G 2.1.3	Explain the term absolute, relative and location.
SS G 2.1.4	Explain how Map Symbols can provide information to locate places and things on a map.
SS G 2.1.5	Explain physical characteristics of a map and give examples of the benefits of satellite images.
SS G 2.1.6	Describe the significance of a "map key"
SS G 2.1.7	Construct a map that includes a map title, map key, landforms, and bodies of water.

Places and Regions

ANCHOR STANDARD

SS G 2.2	**The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.**
	STANDARD
SS G 2.2.1	Define the terms: -Agriculture -Artifacts -Communities -Industry -Human characteristics -Natural Resources -Physical characteristics
SS G 2.2.2	Describe how human and physical characteristics impact work people do.
SS G 2.2.3	Explain the connection between work people do and the human and physical characteristics of the place where they live.

| SS G 2.2.4 | Evaluate the influence of agriculture in daily life. |

Human Systems

ANCHOR STANDARD

SS G 2.3 | **Human activities alter the physical environment, both positively and negatively.**

STANDARD

SS G 2.3.1	Explain the meaning of physical environment and climate.
SS G 2.3.2	Cite some examples of "adaptations" made to physical environment and climate.
SS G 2.3.3	Create a list of the positive and negative results of human changes to the physical environment.
SS G 2.3.4	Explain the five different climates in North America.
SS G 2.3.5	Explain the difference between climate and weather.

ANCHOR STANDARDS

SS G 2.4 | **Cultures develop in unique ways, in part through the influence of the physical environment.**

STANDARD

SS G 2.4.1	Explain the term culture.
SS G 2.4.2	Create a list of various cultures and include: -Food -Clothing -Shelter -Language -Religion -Basic needs
SS G 2.4.3	Explain how different physical environments influence different cultures.
SS G 2.4.4	Explain how different cultures are influential by their physical environment to meet basic needs.

SS G 2.5   **Interactions among cultures lead to sharing ways of life.**

STANDARD

SS G 2.5.1   Explain the term diversity among people.

SS G 2.5.2   Describe the term interacting.

SS G 2.5.3   Cite examples of the results of people from different cultures interacting.

SS G 2.5.4   Describe examples of cultural sharing with respect to food, language, customs, and religious beliefs.

GOVERNMENT - GV

Civic Participation and Skills

ANCHOR STANDARD

SS GV 2.1   **Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.**

STANDARD

SS GV 2.1.1   Describe government personal accountability and purpose.

SS GV 2.1.2   Create a list of responsible choices for a second-grade student.

SS GV 2.1.3   Explain why it is important to respect others.

SS GV 2.1.4   Explain why you must take responsibility for your personal actions.

ANCHOR STANDARD

SS GV 2.2   **Groups are accountable for choices they make and actions they take.**

STANDARD

SS GV 2.2.1   Identify the three branches of the national government.

SS GV 2.2.2   List and explain the individual function of each branch of government.

SS GV 2.2.3	Explain check and balances.
SS GV 2.2.4	Explain how cooperation in a group will help complete the task or solve the problem.

Rules and Laws

ANCHOR STANDARD

SS GV 2.3   **There are different rules that govern behavior in different settings.**

STANDARD

SS GV 2.3.1	Explain why rules are necessary.
SS GV 2.3.2	Explain why there are different rules to govern behavior that have different outcomes.

ECONOMICS – E

Economic Decision Making and Skills

ANCHOR STANDARD

SS E 2.1   **Information displayed on bar graphs can be used to compare quantities.**

STANDARD

SS E 2.1.1	Explain how bar graphs display quantities.
SS E 2.1.2	Construct a bar graph to compare quantities.

Scarcity

ANCHOR STANDARD

SS E 2.2   **Resources can be used in various ways.**

STANDARD

SS E 2.2.1	Explain the term resources.
SS E 2.2.2	List some examples of natural resources.

SS E 2.2.3	List some examples of consumable resources.
SS E 2.2.4	Explain why natural resources are so valuable.

ANCHOR STANDARD

SS E 2.3   **Most people around the world work in jobs in which they produce specific goods and services.**

STANDARD

SS E 2.3.1	Describe the difference between goods and services.
SS E 2.3.2	Explain how goods and services are produced to create an "International Market".
SS E 2.3.3	Explain why most farmers specialize in a single crop.
SS E 2.3.4	Explain why most people work in jobs where specific goods and services are produced.

Markets

ANCHOR STANDARD

SS E 2.4   **People use money to buy and sell goods and services.**

STANDARD

SS E 2.4.1	Explain why money is the medium of exchange for goods and services.
SS E 2.4.2	Describe how people buy and sell goods and services using money.

Financial Literacy

ANCHOR STANDARD

SS E 2.5   **People earn income by working.**

STANDARD

SS E 2.5.1	Give examples of how people earn money.
SS E 2.5.2	Explain why it is important to save money.
SS E 2.5.3	Explain how people earn money to buy items.