



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Second Subject: Social Studies

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|--|---|---|---|
| Report Card Standard | Identifies historical people and events that shape and impact the community and self. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Listen to historical stories and compare daily life in the past and present.</p> <p>Explain the meaning of community celebrations and traditions.</p> <p>Create and maintain a calendar of important school days, holidays, and community events.</p> | <p>I can:</p> <p>Identify changes that have occurred in the local or regional community.</p> <p>Identify individuals who had an impact on the local or regional community.</p> <p>Create and maintain a calendar of important school days, holidays, and community events.</p> | <p>I can:</p> <p>Develop a simple timeline of important events in each student's life.</p> <p>Create and maintain a calendar of important school days, holidays, and community events.</p> | <p>I can:</p> <p>Read about and summarize historical community events using libraries and a variety of information resources.</p> <p>Create and maintain a calendar of important school days, holidays, and community events.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Fill in a Venn Diagram comparing historical stories with the present. Students could also compare daily tasks and how they have changed over time.</p> <p>Use a student daily planner/assignment book to record homework, project due dates, holidays, celebrations at school or home, and birthdays.</p> | <p>Student can:</p> <p>Use maps, photographs, or stories to show the changes in architecture, business, industry, farming, transportation, work, and leisure activities.</p> <p>Students can research local community centers, parks, schools, and roads named after historical figures.</p> <p>Use a student daily planner/assignment book to record homework, project due dates, holidays, celebrations at school or home, and birthdays.</p> | <p>Student can:</p> <p>Use a given template or a web-based template to show important events in their own life. It should begin with their birth and include special milestones.</p> <p>Use a student daily planner/assignment book to record homework, project due dates, holidays, celebrations at school or home, and birthdays.</p> | <p>Student can:</p> <p>Use reference materials to learn about historical community events and share what they have learned orally as well as on paper.</p> <p>Use a student daily planner/assignment book to record homework, project due dates, holidays, celebrations at school or home, and birthdays.</p> |



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| Report Card Standard | Understands the role of government and the rights and responsibilities of citizens. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Discuss the rights and responsibilities of citizens in the school and the community.</p> <p>Explain why it is necessary for the community to have government.</p> <p>Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.</p> | <p>I can:</p> <p>Identify community leaders.</p> <p>Identify real people and fictional characters who were good leaders and good citizens, and explain the qualities that make them admirable.</p> <p>Explain the roles people in the community have in making and changing laws.</p> <p>Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.</p> | <p>I can:</p> | <p>I can:</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>Explain why all children should be safe at school because all students follow school rules.</p> <p>Develop a list of rules that help to keep everyone safe.</p> <p>Explain that government provides order, protects, rights, and helps people feel secure.</p> <p>Identify the fact that people can take advantage of weaker individuals without government.</p> <p>Say the Pledge of Allegiance and give a basic description of what it means.</p> <p>State ways people can show their citizenship and patriotism.</p> | <p>Student can:</p> <p>List different community leaders, such as city council, town board, or local government leaders.</p> <p>Identify historical figures that made a positive impact on their community or the United States because they were honest, trustworthy, etc.</p> <p>Explain the basics of elections, offices held by leaders, the importance of attending community meetings, and voicing your opinion (whether verbally or by voting).</p> <p>List laws that help to keep order and safety and possible consequences for violating laws.</p> | <p>Student can:</p> | <p>Student can:</p> |



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| Report Card Standard | Interprets maps and globes to locate the features of the community, state, nation and world. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: | I can: | I can: Identify land and water forms on a map and in my local community. Identify cultural or human features on a map and in my local community. Use informational resources to identify the influence of the physical environment on human activities. | I can: Use cardinal and intermediate directions to locate places on maps and around me. Identify absolute and relative locations. Locate the local community and the United States on maps and globes. Identify places that are nearby the local community. |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: | Student can: | Student can: | Student can: Make a compass rose on the classroom floor use it to locate things in the classroom. Tell the absolute location (address) of your school. Tell the relative location (next to the church, across the street from the park) of your school. Find places on a grid map. Glue items onto a grid according to their given grid coordinates. On a map, color Maryland yellow. Color the bordering states orange. |



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| Report Card Standard | Identifies how people work together using resources to provide goods and services. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| I can: | I can: | <p>I can:</p> <p>Define the three types of productive resources (human resources*, natural resources*, capital resources*) and identify productive resources used to produce goods and services in the community.</p> <p>Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.</p> <p>Define specialization* and identify specialized jobs in the school and community. Example: Teachers, school nurses, and firefighters specialize in particular kinds of jobs.</p> <p>Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.</p> | <p>I can:</p> <p>Research goods and services produced in the local community and describe how people may be both producers* and consumers*.</p> <p>Explain that because resources are limited and not always available to people, people must make decisions to select alternative choices.</p> <p>Explain why people trade* for goods and services and explain how money makes trade easier.</p> <p>Explain that income that people do not spend on goods and services is called savings.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| Student can: | Student can: | <p>Student can:</p> <p>List at least 5 community workers and state what specialized jobs they do in the community. They will also be able to name at least three tools that those community workers use to do their job.</p> <p>Compare and contrast human resources, natural resources and capital resources using a Venn Diagram graphic organizer.</p> <p>Define goods*, services* and specialization*</p> <p>Write a basic script and role play being both consumers and producers in a marketplace.</p> | <p>Student can:</p> <p>Complete a research project about one particular producer who is also a consumer. Share what the person's job consist of as a producer and then share at least three things that the person purchases as a consumer. Demonstrate knowledge that they have gained over the course of the third and fourth quarters in the area of Economics.</p> <p>Showcase their products in a classroom marketplace and then trade goods and services using school play money. Share the reason why they are purchasing some products and not others.</p> |



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| Report Card Standard | Explains how the community has a variety of individuals, groups and cultural traditions. | | |
| Learning Targets by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>I can:</p> <p>Identify some of the responsibilities that individuals have to themselves and others.</p> <p>Explain how individuals are members of many different groups and compare and contrast the expectations of behavior in different groups.</p> <p>Identify people of different careers and explain how they contribute to the community.</p> | <p>I can:</p> <p>Compare the ways people learn traditions in different cultures.</p> <p>Define tradition as a practice that is handed down from one generation to another</p> <p>Identify people of different cultural backgrounds and traditions and explain how they contribute to the community.</p> | <p>I can:</p> <p>Identify people of different ages, cultural backgrounds, traditions, and careers and explain how they contribute to the community.</p> | <p>I can:</p> <p>Explain how changes in technology have influenced various traditions.</p> |
| Work Sample for Meets the Grade Level Expectations at this Time by Quarter | | | |
| 1 | 2 | 3 | 4 |
| <p>Student can:</p> <p>List the responsibilities of a student/learner.</p> <p>Compare and contrast your responsibilities at home and at school.</p> | <p>Student can:</p> <p>Compare holiday traditions from multiple cultures.</p> <p>Explain through role play or writing how traditions are learned.</p> | <p>Student can:</p> | <p>Student can:</p> |