

# Parent Guide for Social Studies

## Grade Two

### Diocese of Cleveland

Below is a list of the skills your child will be taught in Grade Two.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Literacy in History/Social Studies–Reading: Literature</b>	
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>Literacy in History/Social Studies–Reading: Informational Text</b>	
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	Describe how reasons support specific points the author makes in a text.
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Literacy in History/Social Studies–Writing</b>	
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	Recall information from experiences or gather information from provided sources to answer a question.
<b>Literacy in History/Social Studies–Speaking and Listening</b>	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

<b>Literacy in History/Social Studies–Speaking and Listening continued</b>	
	Build on others’ talk in conversations by linking their comments to the remarks of others.
	Ask for clarification and further explanation as needed about the topics and texts under discussion.
	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>Literacy in History/Social Studies–Language</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>OH: History</b>	
Theme: People Working Together Historical Thinking and Skills	
	Time can be shown graphically on calendars and timelines.
	Change over time can be shown with artifacts, maps, and photographs.
Heritage	
	Science and technology have changed daily life.
	Biographies can show how peoples’ actions have shaped the world in which we live.
<b>OH: Geography</b>	
Theme: People Working Together Spatial Thinking and Skills	
	Maps and their symbols can be interpreted to answer questions about location of places.
Places and Regions	
	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
Human Systems	
	Human activities alter the physical environment, both positively and negatively.
	Cultures develop in unique ways, in part through the influence of the physical environment.
	Interactions among cultures lead to sharing ways of life.
<b>OH: Government</b>	
Theme: People Working Together Civic Participation and Skills	
	Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.
	Groups are accountable for choices they make and actions they take.
Rules and Laws	
	There are different rules that govern behavior in different settings.
<b>OH: Economics</b>	
Theme: People Working Together Economic Decision Making and Skills	
	Information displayed on bar graphs can be used to compare quantities.
Scarcity	
	Resources can be used in various ways.
Production and Consumption	
	Most people around the world work in jobs in which they produce specific goods and services.

<b>OH: Economics continued</b>	
<b>Markets</b>	
	People use money to buy and sell goods and services.
	People earn income by working.
<b>DOC: History</b>	
<b>Historical Thinking and Skills</b>	
	Explain that time can be shown graphically on calendars and timelines. Measure and list calendar times by days, weeks, months and years. Place historical events in chronological order on a timeline.
	Show change over time with historical artifacts, maps and photographs.
	Compare and contrast daily life in the past with the present.
<b>Heritage</b>	
	Identify and describe examples of how science, technology, transportation, and communication have changed the daily lives of people.
	Identify the work that people performed to make a living in the past.
	Explain how jobs in the past are similar and/or different from those of today.
	Use biographies to show how people's actions and character have shaped the world in which we live.
	Compare and contrast the importance of an individual with the ability to make a difference in the lives of others.
	Discuss the importance of social, political and religious leaders, explorers, inventors, and scientists to the history of the world.
	Identify ways that individuals can contribute to society.
<b>DOC: Geography</b>	
<b>Spatial Thinking and Skills</b>	
	Distinguish between a variety of maps, globes, and other geographic representations.
	Construct a map that includes a map title and key that explains symbols used.
	Identify cardinal directions.
	Use a compass rose to locate items on a map.
	Name and locate the state of Ohio, the United States, continents and oceans.
<b>Human Systems</b>	
	Discuss ways in which cultural expressions influence the behavior of people living in a particular culture.
	Describe the contributions of significant individuals to the cultural heritage of the United States.
	Exhibit acceptance and understanding of diverse cultures.
<b>DOC: Economics</b>	
<b>Production and Consumption</b>	
	Recognize that most people around the world work in jobs in which they produce specific goods or services.
	Explore a variety of ways to earn a living.
	Explain why people in different parts of the world earn a living in different ways.
	Recognize that people in different parts of the world may not earn enough to maintain a low level standard of living.
	Explain how people are both buyers and sellers of goods and services.
	Identify reasons why some companies only produce one or a few goods or services.
	Recognize the obligation of affluent countries to take care of the poor.
	Recognize that most people work in jobs in which they produce a few special goods and services.
	Explore a variety of means of communication including the use of technology and the impact they have on the economy.

