

2ND GRADE SOCIAL SCIENCE CHECKLIST
Goals 14 – 18

Illinois Learning Standards A – F

Performance Descriptors

What is important is not that you stick with the grade level suggestion, but that throughout your school district **all** standards are **covered**.

UNITED STATES GOVERNMENT, POLITICAL SYSTEMS AND CITIZENSHIP

_____ Tell about some rules and responsibilities that students have in school to help promote order and safety.

_____ Name some of the benefits of sharing and taking turns during games and group activities.

_____ Explain why schools have rules to help students learn.

_____ Produce new rules that could apply to students' lives at home or school.

_____ Demonstrate examples of honesty and fairness when playing or working with other students.

_____ Give an example of how governments help people live safely and fairly.

_____ Identify why people need governments to help organize or protect people.

_____ Identify the officials and political bodies that form the organization of their local government (mayor, police chief, justice of the peace).

_____ Name the current President of the United States.

_____ Identify important services provided by local governments to people (e.g., police and fire protection, parks departments).

_____ Discuss a situation in their home or school that illustrates people being responsible in their duties or job.

_____ List examples of responsible student classroom behavior.

_____ Summarize the outcome of classroom decision-making in terms of what was decided by the majority of the students.

_____ Identify elected leaders (e.g., mayor, governor, president).

_____ Identify a student or parent group that serves the school.

_____ State the interests of students and adults involved in a school project (e.g., a fund raising activity to buy and build new playground equipment for their school).

_____ Tell how a student should express ideas in a respectful manner to another student or to teachers.

_____ Recognize the responsibilities of local government.

UNITED STATES FOREIGN POLICY

_____ Tell about someone that students have seen or met (e.g., on television, in a book, in the neighborhood) who lives in another country.

_____ Tell about food from other countries.

_____ Identify a product or artifact that comes from another country (e.g., food, toys).

UNITED STATES POLITICAL IDEAS AND TRADITIONS

_____ Identify an example of behavior that shows someone showing good citizenship (e.g., recycling, being honest when being questioned).

_____ Give examples of people being honest and truthful when working with others.

_____ Describe how a holiday such as the Fourth of July represents the idea of freedom.

_____ Describe how a holiday such as Veteran's Day represents the idea of sacrifice to preserve freedom.

_____ State reasons why people benefit from basic rights such as freedom of speech.

_____ Place a series of events from a chronology (e.g., the student's life) in their proper places on a timeline.

_____ Explain how the individual events on a timeline are related to one another.

_____ Use a story or an image about the past to describe what life was like for people who lived during that period.

_____ Explain why people need to know about the history of those who live in other places.

_____ Identify key individuals and events in the development of the local community (e.g., Founders' days, names of parks, streets, public buildings). (US)

_____ Identify a local historical monument or place. (US)

_____ Explain how an event in United States political history is related to a current community event or issue. (US)

_____ Identify significant political figures or groups from the past. (W)

_____ Name significant political ideas from the past. (W)

_____ Tell about a political event featured in a folk tale, story, or legend (e.g., King Arthur, King Midas). (W)

ECONOMICS

_____ List and categorize goods and services families consume.

_____ Explain how a family made a choice.

_____ Identify at least three ways in which a scarce item might be distributed in the classroom (e.g., 10 cookies for 20 children).

_____ Identify jobs students might do to earn pay.

_____ Identify jobs adults do.

_____ Match workers in the community to the goods and services they produce.

_____ Describe times when students or families have been consumers.

_____ Identify a choice students have made about the use of time.

_____ Choose between two items and correctly identify the item given up as the opportunity cost.

_____ Explain that people who make goods and services are producers.

_____ List examples of human, natural, and capital resources.

_____ Define barter.

_____ Give examples of barter in the economy.

- _____ Describe a trade that has been made and why the people agreed to trade.
- _____ Identify public goods and services that students or families use.
- _____ Explain why people traded in the past. (US)
- _____ Describe how people made a living in the past. (US)
- _____ Identify the significance of trade in society in the past and present. (W)
- _____ Describe how people made a living in ancient civilizations. (W)
- _____ Explain how people made economic choices to survive and improve their lives in the past. (W)

CULTURE, SOCIAL SYSTEMS & SOCIAL HISTORY

- _____ Identify stories and folk-tales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas). (US)
- _____ Tell how stories and folk-tales influence the behavior of Americans and/or local community members. (US)
- _____ Name a significant social organization that worked to improve life in the community and/or the United States (e.g., Red Cross, VFW, YWCA/YMCA). (US)
- _____ Tell about a person who worked to improve life in the community and/or United States. (US)
- _____ List examples of past traditions found within the local community. (W)
- _____ Interpret stories and folktales from the past to show various customs from groups of people in the past and the influence these customs had on their society. (W)
- _____ Describe how communities within a culture are similar.
- _____ Identify cultural traits.
- _____ Identify symbols of local culture.
- _____ Describe the role of technology in daily life.
- _____ Define social group.

- _____ Explain how contact with others shapes peoples' lives.
- _____ Give examples of personality differences.
- _____ Tell about the role of families in the community.
- _____ Provide examples of how individuals make choices that affect the group.
- _____ Give examples of group decisions that do not please every individual in the group.

ENVIRONMENTAL HISTORY

- _____ Tell about a myth, legend, or story that people told long ago to describe the physical environment of a place or region in Illinois or other states. (US)
- _____ Locate the place in the local community where an important event took place. (US)
- _____ Locate place names on a map of Illinois that give a clue to a community's early history and/or physical features. (US)
- _____ Tell about a myth, legend, or story that people told long ago to describe a region or place's physical environment (e.g., stories of floods, castles on hillsides) (W)

GEOGRAPHY

- _____ Compare physical and human features of different places on the school grounds and in the neighborhood.
- _____ Describe the relative location of places using terms such as near, far, towards, away from, next to, to describe events in the story, using a children's story book, such as "Make Way for Ducklings".
- _____ Locate on a map or drawing the relative location of the school to students' homes.
- _____ Observe and suggest reasons for the locations of stop signs, stoplights, fire hydrants, and other human-made features in the area around the school.
- _____ Identify similar physical characteristics of Earth using the globe and pictures.
- _____ Respond to verbal instructions involving directions (e.g., play "Simon Says" and point to left/right, or up/down when told to do so).
- _____ Describe how seasons relate to the ways people dress and seasonal activities they engage in, in different areas of the world using pictures in books and magazines.

- _____ Look at the sky early in the day and predict what the weather might be like, then record the predictions on a wall chart for several months.
- _____ Identify behaviors that would show respect for the environment.
- _____ Tell how people pollute the air, water, and land.
- _____ Select pictures from a series that show people using the environment to meet their needs (e.g., people cutting trees in a forest, damming up rivers, mining operations).
- _____ Locate pictures showing ways that humans use the natural environment.
- _____ Describe how people have changed the physical and human environment of the school grounds and the surrounding neighborhood.
- _____ Describe daily changes in the weather and changes in the seasons in the local community.
- _____ Describe seasonal changes occurring on the school ground throughout the year.
- _____ Explain why physical and human features in the local environment change over time.