



# Second Grade Social Studies

## **Purpose**

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

## Second Grade Social Studies

Statement	Exceeds	Secure	Developing	Beginning
<b>Explains the need for government.</b>	Evaluates the purpose for government and which people/events were most influential in the shaping of our government.*	Explains the purpose for government and how people AND particular events have shaped our country.	Explains the purpose for government and how people OR particular events have shaped our country.	Explains the purpose for government.
<b>Demonstrates how humans and the environment interact with one another.</b>	Debates the positive and negative ways that humans affect our environment and justify the actions humans need to take.*	Describes how humans affect the environment in both positive and negative ways and describe our responsibilities towards the environment.	Describes how humans affect the environment in both positive and negative ways.	Identifies how humans affect the environment in both positive and negative ways.
<b>Understands there are costs and benefits as a consumer.</b>	Evaluates a buying decision based on costs and benefits.*	Explains the difference between costs and benefits and how these affect buying decisions.	Explains the difference between costs and benefits.	Explains the cost or benefit for buying products.
<b>Describes how manufacturing and technology have impacted communities over time.</b>	Designs an improved product based on societal needs and changes.*	Describes how the invention and manufacturing of products has changed over time based on societal needs/changes.	Describes how the invention and manufacturing of products has changed over time.	Describes an invention and how it is used.
<b>Describes how people around the world are similar and different.</b>	Compares/contrasts two cultural groups and explains how these cultural components affect a group's views, opinions, and decisions.*	Compares/contrasts two cultural groups by identifying and describing key concepts	Compares/contrasts two cultural groups identifying basic concepts	Identifies components of one cultural group.
<b>Understands how geographic location affects available resources.</b>	Justifies the need for importing/exporting based on the geographic location and available resources of a community.*	Identifies key map features and explain how a geographic region affects the resources and daily life.	Identifies key map features and differentiate between renewable and nonrenewable resources.	Identifies key map features.

The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.