

2nd Grade Social Studies

The purpose of this document is to clarify what students should know and be able to do each Quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1—Citizenship The student understands ways to actively practice good citizenship.	X			
C2—Government The student compares the roles of public officials in our community, state, and country.	X			
C3—History The student understands how the past influences the present.		X		
C4—Culture The student understands the significance of various cultural celebrations.		X		
C5—Geography-Map Skills The student creates maps that shows places and routes.			X	
C6—Geography-Physical and Human Characteristics The student understands how humans use and modify the environment.			X	
C7—Economics The student understands choices people make in the U.S free enterprise system.				X
C8—Science, Technology, and Society The student understands how science and technology have affected society in the past and in the present.				X
C9—Critical Thinking Skills The student applies critical thinking skills to interpret visual and written material and to communicate ideas.	X	X	X	X

Learning Progression for Competency 1: Citizenship

The student understands ways to actively practice good citizenship.

Developing	Progressing	Proficient	Advanced
<p>Uses voting as method of decision making</p> <p>Identifies the U.S. and Texas flags</p> <p>Recites the U.S. and Texas pledges</p>	<p>Identifies characteristics of good citizenship</p> <p>Identifies state and national symbols</p> <p>Explains the meaning of the pledges</p>	<p>Identifies ways to actively practice good citizenship, including involvement in community service</p> <p>Gives examples of historical figures who have exemplified good citizenship</p> <p>Identifies how customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom</p>	<p>Explains the purpose of Civic Responsibility</p> <p>Identifies actions individuals or groups take to improve their community</p> <p>Gives examples of community changes that result from individual or group decisions</p>

Success Criteria for Proficient in Citizenship:

The student can:

- identify ways to practice community service.
- identify other ways to practice good citizenship.
- give examples of how historical figures showed good citizenship.
- identify how customs reflect American individualism, inventiveness and freedom.
- identify how symbols reflect American individualism, inventiveness and freedom.
- identify how celebrations reflect American individualism, inventiveness and freedom.

Learning Progression for Competency 2: Government

The student compares the roles of public officials in our community, state, and country.

Developing	Progressing	Proficient	Advanced
<p>Identifies purposes for having rules</p> <p>Gives examples of rules</p>	<p>Explains the purpose for rules and laws in the home, school, and community</p> <p>Categorizes rules or laws as establishing order or providing security</p>	<p>Identifies functions of government such as establishing order, providing security, and managing conflict</p> <p>Identifies governmental services such as police and fire protection, libraries, schools, and parks and explain their value to the community</p> <p>Describes how governments tax citizens to pay for services</p>	<p>Describes the basic structure of government in the local community, state, and nation</p> <p>Identifies services commonly provided by local, state, and national governments</p>

Success Criteria for Proficient in Government:

The student can:

- identify functions of government.
 - establishing order
 - providing security
 - managing conflict
- identify government services and their value to the community.
 - police protection
 - fire protection
 - libraries
 - schools
 - parks
- describe ways government tax citizens.

Learning Progression for Competency 9: Critical Thinking Skills

The student applies critical thinking skills to interpret visual and written material and to communicate ideas.

Developing	Progressing	Proficient	Advanced
<p>Obtains and uses information from conversation from peers and teachers</p> <p>Obtains and uses information from sources</p>	<p>Obtains and uses information using a variety of valid oral sources:</p> <ul style="list-style-type: none"> • conversations • interviews • music <p>Obtains and uses information using a variety of valid visual sources</p> <ul style="list-style-type: none"> • pictures • symbols • electronic media • print material • artifacts 	<p>Expresses ideas orally and in writing based on knowledge obtained</p> <p>Creates visuals to demonstrate knowledge that they obtained</p>	<p>Connects ideas to other units of study or to knowledge gained in other content areas</p> <p>Explains how their evidence obtained supports their knowledge</p>
<p>Success Criteria for Proficient in Critical Thinking Skills:</p> <p>The student can:</p> <ul style="list-style-type: none"> • share knowledge that he/she has learned with someone. • illustrate a picture to show what he/she has learned. 			