

2nd Grade Social Studies Q2

The purpose of this document is to clarify what students should know and be able to do each grading period.

The **Competencies** listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1 = Grading Period 1, Q2 = Grading Period 2, etc.)

Teachers will report on the competencies using the **Learning Progressions** which are comprised of four proficiency levels (developing (DV), progressing (PG), proficient (PG) and advanced (AV)) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the yearlong outline of the Competencies. Following the Learning Progression are the Competency Success Criteria which define what a student knows and is able to do related to that competency at the end of a unit or quarter.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

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>
<p>Success Criteria for Proficient in Citizenship:</p> <p>The student can:</p> <ul style="list-style-type: none"> • 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
Identifies purposes for having rules Gives examples of rules	Explains the purpose for rules and laws in the home, school, and community Categorizes rules or laws as establishing order or providing security	Identifies functions of government such as establishing order, providing security, and managing conflict Identifies governmental services such as police and fire protection, libraries, schools, and parks and explain their value to the community Describes how governments tax citizens to pay for services	Describes the basic structure of government in the local community, state, and nation Identifies services commonly provided by local, state, and national governments

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 3: History

The student understands how the past influences the present.

Developing	Progressing	Proficient	Advanced
<p>Gives examples of historical figures</p> <p>Places events in chronological order</p> <p>Uses vocabulary related to time</p>	<p>Identifies historical figures who have influenced our state or country</p> <p>Distinguishes among past, present, and future</p> <p>Creates a simple timeline of my life and/or a historical figure</p>	<p>Explains how people and events have influenced local community history</p> <p>Describes the order of events using historical and present times</p> <p>Creates and interprets timelines for events in the past and present</p>	<p>Differentiates between primary and secondary sources</p> <p>Explains how people, events, and ideas have influenced our country</p>
<p>Success Criteria for Proficient in History:</p> <p>The student can:</p> <ul style="list-style-type: none"> • explain how people have influenced local history. • explain how events have influenced local history. • describe the order of events. 			

Learning Progression for Competency 4: Culture

The student understands the significance of various cultural celebrations.

Developing	Progressing	Proficient	Advanced
<p>Identifies customs and traditions</p> <p>Describes their own family customs and/or traditions</p>	<p>Defines cultural heritage</p> <p>Explains the way folktales and legends reflect beliefs, customs, language, and traditions</p> <p>Compares family customs and traditions</p>	<p>Identifies selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>Explains the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p>	<p>Identifies and explains the significance of various writers and artists</p> <p>Identifies and compare the heroic deeds of state and national heroes and other contemporary heroes</p>
<p>Success Criteria for Proficient in Culture:</p> <p>The student can:</p> <ul style="list-style-type: none"> identify examples of local cultural heritage. <ul style="list-style-type: none"> stories poems statues paintings explain the significance of examples of local cultural heritage. <ul style="list-style-type: none"> stories poems statues paintings 			

Learning Progression for Competency 5: Geography-Map Skills

The student creates maps that shows places and routes.

Developing	Progressing	Proficient	Advanced
<p>Identifies tools to determine location such as maps and globes</p> <p>Locates places in school and use terms such as near, far, left, and right to describe their relative location</p>	<p>Locates the community, Texas, and U.S. on maps & globes</p> <p>Locates places using cardinal directions</p> <p>Describes the location of self and objects relative to other locations</p> <p>Creates and use simple maps of home, school, class, & community</p>	<p>Locates places of significance on maps and globes</p> <p>Interprets information on maps and globes using compass rose and legend</p> <p>Creates maps to show places and routes within the home, school, and community</p>	<p>Uses cardinal & intermediate directions to locate places</p> <p>Uses the compass rose, grid system, and symbols to locate places on maps and globes</p> <p>Uses a scale to determine the distance between places</p> <p>Creates and interpret maps that contain map elements, including a title, compass rose, legend, scale, and grid system</p>
<p>Success Criteria for Proficient in Geography – Map Skills:</p> <p>The student can:</p> <ul style="list-style-type: none"> locate places of significance on maps. locate places of significance on globes. interpret information on maps using a compass rose and a legend. interpret information on a globe using a compass rose and a legend. create maps to show places and routes. 			

Learning Progression for Competency 6: Geography-Physical and Human Characteristics

The student understands how humans use and modify the environment.

Developing	Progressing	Proficient	Advanced
Differentiates between land and water on a map	Describes various types of landforms and bodies of water	Identifies landforms and bodies of water, including continents and oceans	Describes variations in the physical environment, including climate, landforms, natural resources, and natural hazards
Identifies some landforms, bodies of water, and natural resources	Gives examples of renewable and nonrenewable resources	Explains how people depend on the physical environment and natural resources to meet basic needs	Describes the effects of physical processes such as volcanoes, hurricanes, and earthquakes
Identifies how shelter, clothing, food, and activities are based upon weather or climate	Describes how shelter, clothing, food, and activities are based upon geographic location	Describes how weather, seasons, natural resources, natural hazards, and types of communities affect activities and settlement	Identifies and compare the human characteristics of various regions
	Identifies characteristics of urban, suburban, and rural communities	Identifies ways in which people have modified the physical environment	identifies and compare how people in different communities adapt to or modify the environment
		Identifies positive and negative consequences of human modification	Describes the effects of human processes such as building new homes, conservation, and pollution

Success Criteria for Proficient in Geography-Physical and Human Characteristics:

The student can:

- identify landforms.
- identify bodies of water.
- identify continents.
- identify oceans.
- identify how people depend on natural resources to meet their basic needs.
- identify how people depend on the environment to meet their basic needs.
- describe the factors that affect activities and settlement.
- identify how people have modified the environment.
- identify the positive effects of human modification.
- identify the negative effects of human modification.

Learning Progression for Competency 7: Economics

The student understands choices people make in the U.S. free enterprise system.

Developing	Progressing	Proficient	Advanced
Identifies basic human needs of food, clothing, and shelter	Identifies examples of people wanting more than they can have	Identifies free enterprise as America's economic system	Explains the concept of a free market as it relates to the U.S. free enterprise system
Explains difference between needs and wants	Explains how wanting more than you can have requires choices	Explains choices people have about earning, spending, and saving money	Explains how supply and demand affect the price of a good or service
Explains how basic human needs can be met such as through self-producing, purchasing, and trading	Identifies examples of goods and services in the home, school, and community	Distinguishes between producing and consuming	Identify examples of how a business operates
	Identifies the role of markets in the exchange of goods and services	Identifies ways people are both consumers and producers	Defines scarcity and explain its impact on the production, distribution, and consumption of goods and services
	Identifies examples of choices when buying goods & services.	Examines the development of a product from a natural resource to finished product	Explains the impact of government regulations and taxes on consumer costs
			Explains how the cost of production and selling price affect profits

Success Criteria for Proficient in Economics:

The student can:

- identify free enterprise.
- explain how people have to choose between earning, spending and saving money.
- explain the difference between producing and consuming.
- identify a consumer.
- identify a producer.
- examine how a natural resource becomes a finished product.

Learning Progression for Competency 8: Science and Technology

The student understands how science and technology have affected society in the past and in the present.

Developing	Progressing	Proficient	Advanced
<p>Identifies examples of technology used in the home and school</p> <p>Describes how technology helps accomplish tasks and meet people's needs</p>	<p>Describes how technology changes the way families live</p> <p>Describes how technology changes the way people work</p>	<p>Describes how science and technology change communication, transportation, and recreation</p> <p>Explains how science and technology change the ways in which people meet basic needs</p>	<p>Identifies the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p> <p>Identifies scientists and inventors who have discovered scientific breakthroughs or created or invented new technology</p>
<p>Success Criteria for Proficient in Science and Technology:</p> <p>The student can:</p> <ul style="list-style-type: none"> describe how science and technology change communication. describe how science and technology change transportation. describe how science and technology change recreation. explain how science and technology change the ways people meet their needs. 			

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. 			