

## 2nd Grade Social Studies Q1

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 **Competency 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. To see what success on the competencies looks like in a particular unit, please see the **Public Overview** document for the course.

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

Competencies	Q1	Q2	Q3	Q4
<b>C1—Citizenship</b> The student understands ways to actively practice good citizenship.	X			
<b>C2—Government</b> The student compares the roles of public officials in our community, state, and country.	X			
<b>C3—Map Skills</b> The student understands how to interpret and create maps that show places and routes.		X		
<b>C4—Culture</b> The student understands the significance of various cultural celebrations.		X		
<b>C5—Geography-Physical Environment</b> The student understands how humans use and modify the environment.			X	
<b>C6—History</b> The student understands how the past influences the present.			X	
<b>C7—Science, Technology, and Society</b> The student understands how science and technology have affected society in the past and in the present.				X
<b>C8—Economics</b> The student understands choices people make in the U.S free enterprise system.				X
<b>C9—Critical Thinking/ Problem Solving Skills</b> The student applies critical thinking skills to interpret visual and written material and to communicate ideas. The student uses problem-solving and decision-making skills working independently and with others.	X	X	X	X

**Competency Progression 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 beliefs and principles</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>

**Competency Progression 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 purposes 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>

**Competency Progression 9: Critical Thinking/Problem Solving Skills**

The student applies critical thinking skills to interpret visual and written material and to communicate ideas. The student uses problem-solving and decision-making skills working independently and with others.

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>Gathers information</p> <p>Lists information</p>	<p>Obtains and uses information using a variety of valid oral sources:</p> <ul style="list-style-type: none"> <li>• conversations</li> <li>• interviews</li> <li>• music</li> </ul> <p>Obtains and uses information using a variety of valid visual sources</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• symbols</li> <li>• electronic media</li> <li>• print material</li> <li>• artifacts</li> </ul> <p>Gathers information</p> <p>Lists and considers options</p> <p>Thinks about advantages or disadvantages</p>	<p>Expresses ideas orally and in writing based on knowledge obtained</p> <p>Creates visuals to demonstrate knowledge that they obtained</p> <p>Gathers information</p> <p>Lists and considers options</p> <p>Considers advantages and disadvantages</p> <p>Chooses a solution</p> <p>Implements a solution</p> <p>Evaluates the success of the solution</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>Compares various problems and selects the problem with most priority</p> <p>Analyzes information gathered to come up with more than one solution</p>