

## 2nd Grade Social Studies Q3

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 5: 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 on maps and globes	Explains how human modification of the environment is connected to health of the planet
Names some landforms and bodies of water	Gives names of community, state, nation and/or capitols	Locates community, state, nation, capitols, and bordering countries of the United States on maps and globes	Explains how conservation and replenishing of Earth's resources will contribute to cleaner air and water
Defines modify	Gives examples of modification	Identifies ways in which people have modified the physical environment	
Defines conserve and replenish	Gives examples of conserving	Identifies consequences of human modification of the physical environment	
		Identifies ways people conserve and replenish the Earth's resources	

**Competency Progression 6: 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>Distinguishes among past, present, and future</p> <p>Creates a simple timeline of my life and/or a historical figure</p> <p>Gives examples of historical figures who have shape our state and nation</p> <p>Gives examples of community, state, and national landmarks</p>	<p>Describes how people and events have influenced local community history</p> <p>Describes how historical figures have shaped our state and nation</p> <p>Explains the historical significance of various community, state, and national landmarks</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>Explains how people, events, and ideas have influenced our country</p> <p>Compares historical figures who have shaped our state or nation</p> <p>Explains the connection between historical events, past and present</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>