

Proficiency Scales

Social Studies
GRADE 2
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Social Studies Standards

The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: Social Studies		Domain: Culture	Grade: 2
Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity SS.K-4.C.3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living SS.K-4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns (<i>e.g., present a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups in given categories, such as food, shelter, language, religion, arts, or beliefs</i>) DOK 3 (SS.K-4.C.3) I can describe similarities and differences in the ways in which different cultural groups meet needs.Investigate how individuals learn the elements of their culture through interactions with other members of the culture group (<i>e.g., by participating in cultural celebrations or rituals</i>) DOK 3 (SS.K-4.C.6) I can tell how people learn about their culture by interacting with other people of the same culture.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Behavior, belief, celebration, cohesion, culture, difference, diversity, ethnic, institution, similarity, tradition, value</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of peopleExplain how cultural beliefs, behaviors, and values allow cultural groups to solve the problems of daily livingIdentify the significance of various ethnic and/or cultural celebrationsCompare ethnic and/or cultural celebrations		
	Score	Partial success at score 2.0 content and major errors or omissions regarding	

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Time, Continuity, and Change**

Grade: **2**

Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world

SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world

SS.K-4.TCC.5 Explain how culture may change in response to changing needs and concerns

SS.K-4.TCC.7 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world

SS.K-4.TCC.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify examples of both continuity and change (<i>e.g., use stories, photographs, and other documents to show how things have stayed the same and how they have changed from the past</i>) DOK 3 (SS.K-4.TCC.5) I can use stories, photographs, and other documents to show how things have stayed the same and how they have changed from the past. Describe how people and events have influenced local community history (<i>e.g., write stories and descriptions about community life in the past</i>) DOK 3 (SS.K-4.TCC.4) I can tell about life in my community in the past. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Celebration, change, community, culture, difference, future, history, landmark, nation, national, past, present, similarity, state, tradition, United States, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of the past is the story of communities, nations, and the world Explain the significance of various community, state, and national celebrations 	

	<p>(e.g., <i>Veterans Day, Memorial Day, Independence Day, and Thanksgiving</i>)</p> <ul style="list-style-type: none"> Identify and explain the significance of various community, state, and national landmarks (e.g., <i>monuments and government buildings</i>) Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation Read and retell Bible and church history stories that portray how God works through people to help make the community a better place 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **People, Places, and Environments**

Grade: **2**

Standards: SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale
SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Create maps to show places and routes within the home, school, and community (<i>e.g., construct a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features</i>) DOK 3 (SS.K-4.PPE.3) I can create and use a map of my home, classroom, school, or community. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Direction, distance, environment, globe, interaction, legend, landform, location, map, place, relationship, scale</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings Identify and use information on maps and globes using basic map elements (<i>e.g., title, cardinal directions, and legend</i>) Identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes Locate places on maps and globes, including the local community, the state, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score	With help, partial success at score 2.0 content but not at score 3.0 content

	0.5	
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**Grade: **2**

Standards: SS.K-4.PPE.4 Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment
SS.K-4.PPE.5 Describe the Christian's responsibility for the environment

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment (<i>e.g., apply knowledge of physical and human systems by investigating the impact of communication or transportation on the land and people in the region, as represented in a mural</i>) DOK 3 (SS.K-4.PPE.4) <p>I can show how transportation around my home or school affects the land and people in the area.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Community, consequence, environment, human, interaction, modification, physical, region, responsibility, state</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify ways in which people have modified the physical environment (<i>e.g., clearing land, building roads, using land for agriculture, and drilling for oil</i>)Identify consequences of human modification of the physical environment (<i>e.g., erosion, loss of animal habitats, and loss of trees</i>)Describe the Christian's responsibility for the environment (<i>e.g., identify ways people can conserve and replenish Earth's resources</i>)	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Individual Development and Identity** Grade: **2**

Standards: SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change
 SS.K-4.IDI.3 Define concepts such as: growth, change, learning, self, family, and groups
 SS.K-4.IDI.7 Develop a respect for others including senior citizens and individuals with disabilities
 SS.K-4.IDI.8 Examine how individuals change over time
 SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"> Ask and find answers to questions about how individual identity forms and changes (<i>e.g., draw two pictures of themselves to describe how they have changed during the year</i>) DOK 3 (SS.K-4.IDI.8) <i>I can show how I have changed during the year.</i> 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"> <i>Change, development, disability, growth, identity, learning, personal, relationship, respect, self, senior citizen</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Explain that the study of individual development and identity helps us know who we are and how we change Identify ways that individuals change over time (<i>e.g., spiritually, physically, mentally, social-emotionally</i>) Develop a respect for others including senior citizens and individuals with disabilities Develop a personal relationship with Christ 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Social Studies** Domain: **Individuals, Groups, and Institutions** Grade: **2**

Standards: SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced
SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms
SS.K-4.IGI.6 Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives
SS.K-4.IGI.8 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Ask and find answers to questions about the impact of government agencies, financial institutions, and civic groups on their lives (<i>e.g., gather information about groups through surveys and interviews; create a graphic organizer of groups to which class members belong</i>) DOK 3 (SS.K-4.IGI.6) I can tell how different groups and institutions affect how I live my life.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Agency, civic, community, culture, financial, government, group, influence, institution, neighborhood, service</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Explain that people belong to groups and institutions that influence them and by which they are influencedIdentify groups to which class members belongParticipate in age-appropriate outreach and service projects	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Power, Authority, and Governance**Grade: **2**

Standards: SS.K-4.PAG.1 Justify how rules and laws can serve to support, order, and protect individual rights
SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules
SS.K-4.PAG.8 Exhibit tolerance and respect for individuals with different beliefs and viewpoints
SS.K-4.PAG.9 Explain the ways in which governments meet the needs and wants of citizens

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the value of governmental services in the community (e.g., <i>protection, resources, education, recreation</i>) DOK 3 (SS.K-4.PAG.9) I can tell why governmental services in my community are important.Compare the roles of public officials, including mayor, governor, and president (e.g., <i>create a graphic organizer to compare the roles of a mayor, a governor, and the president</i>) DOK 3 (SS.K-4.PAG.4) I can compare the roles of a mayor, a governor, and the president.Identify how citizens participate in their own governance (e.g., <i>staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions; preparing and presenting descriptions of possible solutions to school or community problems that would require working with those in positions of authority</i>) DOK 3 (SS.K-4.PAG.9) I can describe how I can be a part of my local government.Ask and find answers to questions about power, authority, and governance in the school, community, and state (e.g., <i>create an illustration of systems of school, local, state, or national governance</i>) DOK 3 (SS.K-4.PAG.9) I can show how my school, community, state, or national government meets the needs and wants of its citizens.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Appointment, authority, belief, citizen, community, election, function, government, governor, governance, law, mayor, needs, participate, power, president, public official, respect, role, rule, service, state, tolerance, wants</i> <p>The student will perform basic processes, such as:</p>	

	<ul style="list-style-type: none"> • Explain the purpose for rules and laws in the home, school, and community (<i>e.g., establish order, provide security, and manage conflict</i>) • Identify functions of governments (<i>e.g., establishing order, providing security, and managing conflict</i>) • Identify governmental services in the community (<i>e.g., police and fire protection, libraries, schools, and parks</i>) • Name current public officials, including mayor, governor, and president • Identify ways that public officials are selected, including election and appointment to office • Exhibit tolerance and respect for individuals with different beliefs and viewpoints 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **2**

Standards: SS.K-4.PDC.5 Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases
SS.K-4.PDC.7 Identify the characteristics and functions of money and its uses
SS.K-4.PDC.9 Examine the efforts of the Seventh-day Adventist church to alleviate social problems
SS.K-4.PDC.11 Compare and contrast the goods and services produced in the market and those produced by the government

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Demonstrate the choices people can make about earning, spending, and saving money (<i>e.g., design and use a classroom currency, demonstrating the functions of money through responsible stewardship</i>) DOK 3 (SS.K-4.PDC.5,7) I can show how to make responsible choices when earning, spending, and saving money.• Investigate production, distribution, and consumption of goods and services in the school and community (<i>e.g., trace the development of a product from a natural resource to a finished product</i>) DOK 3 (SS.K-4.PDC.11) I can show how a product is produced, distributed, and consumed in my school or community.• Examine the efforts of the Seventh-day Adventist church to alleviate social problems (<i>e.g., ADRA projects, Community Services, and local church programs</i>) DOK 3 (SS.K-4.PDC.9) I can describe ways that the Seventh-day Adventist church helps others.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Choices, community, consumer, consuming, consumption, distribution, earning, goods, income, market, needs, producer, producing, production, purchase, saving, services, social, spending, stewardship, tithe</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Explain how work provides income to purchase goods and services• Distinguish between producing and consuming• Identify ways in which people are both producers and consumers (<i>e.g., produce</i>	

	<i>food by gardening and consume food at meals)</i> <ul style="list-style-type: none"> • Explain responsible stewardship (<i>e.g., returning tithe and gifts to God, saving money, helping others, and planning for future purchases</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Science, Technology, and Society**

Grade: **2**

Standards: SS.K-4.STS.1 Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks
 SS.K-4.STS.2 Cite examples of how society often turns to science and technology to solve problems
 SS.K-4.STS.5 Discuss the ways in which scientific findings and various forms of technology influence our daily lives

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Cite examples of how society often turns to science and technology to solve problems (<i>e.g., use diverse media to create and represent a pictorial timeline showing the development of a scientific idea or type of technology over time</i>) <p>DOK 3 (SS.K-4.STS.2) I can create a timeline to show the development of a scientific idea or type of technology.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Communication, finding, individualism, inventiveness, natural, recreation, science, scientific, society, technology, tool, transportation, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks Describe how science and technology have affected communication, transportation, and recreation Explain how science and technology have affected the ways in which people meet basic needs Identify individuals who have exhibited individualism and inventiveness (<i>e.g., Amelia Earhart and George Washington Carver</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score	With help, partial success at score 2.0 content but not at score 3.0 content

	0.5	
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Global Connections	Grade: 2
Standards: SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel SS.K-4.GC.2 Explain how global connections affect the daily life of individuals and those around them			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Create maps, charts, or graphs to show global connections (<i>e.g., trade, migration, resource allocation, or air flights across the world</i>) DOK 3 (SS.K-4.GC.1) I can create a map, chart, or graph to show global connections.Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding (<i>e.g., describe how language or belief systems from another country facilitates global understanding or causes misunderstanding</i>) DOK 3 (SS.K-4.GC.2) I can tell how the language or belief systems of another country helps me understand their culture or may lead to a misunderstanding.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Belief system, chart, community, connection, cultural exchange, economic, global, graph, map, misunderstanding, political, region, state, trade, travel, understanding, world</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Explain that we connect with people and places around the world in many different ways (<i>e.g., cultural exchange, trade, political, economic, and travel</i>)Identify examples of global connections in the individual’s community, state, or regionExplain how global connections affect the daily life of individuals and those around them (<i>e.g., language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding</i>)		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Civic Ideals and Practices**Grade: **2**

Standards: SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together

SS.K-4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities

SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond (<i>e.g., develop a plan in collaboration with others to carry out a school improvement project</i>) DOK 3 (SS.K-4.CIP.3) I can help make a plan for a school improvement project.Analyze how selected symbols, customs, and celebrations that represent American beliefs and principles contribute to our national identity (<i>e.g., reflect an American love of individualism, inventiveness, and freedom</i>) DOK 3 (SS.K-4.CIP.3) I can tell how American symbols, customs, and celebrations contribute to our national identity.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Belief, celebration, civic, citizenship, common good, community, cooperating, custom, decision-making, democratic, dignity, fairness, freedom, historical, ideals, identity, national, patriotic, practices, principle, responsibility, rights, rule of law, service, society, symbol, voting</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that civic ideals and practices help us know how we can influence the way people live and act togetherIdentify characteristics of good citizenship (<i>e.g., truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</i>)	

	<ul style="list-style-type: none"> Identify historical figures and other individuals who have exemplified good citizenship (e.g., <i>Paul Revere</i>, <i>Abigail Adams</i>, <i>World War II Women Airforce Service Pilots (WASPs)</i>, <i>Navajo Code Talkers</i>, and <i>Sojourner Truth</i>) Identify ways to actively practice good citizenship, including involvement in community service Recite the Pledge of Allegiance to the United States Flag and the Pledge to the state flag Sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “American the Beautiful” Identify symbols such as state and national birds and flowers and Uncle Sam 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	