



Roosevelt School District
Report Card Rubric- Social Studies- 2nd Grade

Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
2.C2.2	1	Explanations of how all people, not just official leaders, play important roles in the world.is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how all people, not just official leaders, play important roles in the world. Explanations are somewhat relevant, clear, and/or evident.	Explains how all people, not just official leaders, play important roles in the world.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
2.C4.1	1	Explanation of how people work together to identify and solve problems within our world.is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how people work together to identify and solve problems within our world. Explanations are somewhat relevant, clear, and/or evident.	Explains how people work together to identify and solve problems within our world.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
2.E1.1	3	Identifications of different occupations and skills needed in a global economy.is not relevant, limited, unclear, and/or not evident.	Can somewhat identify different occupations and skills needed in a global economy. Identifications of different occupations and skills needed in a global economy are somewhat relevant, clear, and/or evident.	Identifies different occupations and skills needed in a global economy.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

**reference your grade specific curriculum map for detailed trimester expectations*

2.E3.3	3	Explanations of how people can be producers and consumers in a global economy. is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how people can be producers and consumers in a global economy. Explanations are somewhat relevant, clear, and/or evident.	Explains how people can be producers and consumers in a global economy.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
2.E5.1	3	Illustrations of how a country's resources determine what is produced and traded.is not relevant, limited, unclear, and/or not evident.	Can somewhat illustrate how a country's resources determine what is produced and traded. Illustrations are somewhat relevant, clear, and/or evident.	Illustrates how a country's resources determine what is produced and traded.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
2.G1.1	2	Use and construction of maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. is not relevant, limited, unclear, and/or not evident.	Can somewhat use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Uses and construction of maps, graphs, and other geographic representations are somewhat relevant, clear, and/or evident.	Uses and constructs maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key features include: <ul style="list-style-type: none"> ● 7 continents ● 5 oceans ● Lakes ● Rivers ● Mountain ranges ● Coasts ● Seas ● Deserts ● Equator ● Hemispheres ● North & South ● Cities ● States ● Countries ● Regions ● Landmarks 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

**reference your grade specific curriculum map for detailed trimester expectations*

<p>2.G2.1</p>	<p>2</p>	<p>Descriptions of how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied. are not relevant, limited, unclear, and/or not evident.</p>	<p>Can somewhat describe how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p> <p>Descriptions are somewhat relevant, clear, and/or evident.</p>	<p>Describes how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.</p>	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.</p>
<p>2.H1.1</p>	<p>2</p>	<p>Explanations are not relevant, limited, unclear, and/or not evident.</p>	<p>Can somewhat explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p> <p>Explanations are somewhat relevant, clear, and/or evident.</p>	<p>Explains how individuals can make contributions to a civilization and/or culture in place or region studied.</p>	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.</p>
<p>2.H3.1</p>	<p>3</p>	<p>Questions generated about the institutions and belief systems of different societies are not relevant, limited, unclear, and/or not evident.</p>	<p>Can somewhat generate questions about the institutions and belief systems of different societies.</p> <p>Questions generated are somewhat relevant, clear, and/or evident.</p>	<p>Generates questions about the institutions and belief systems of different societies.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Religion ● Governments ● Economic systems ● Education 	<p>Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.</p>