

## Socials Competency Descriptors Grade 2

| Inquiry                                                                                                                                               | Emerging<br>(could look like anything up until these descriptors)                                | Developing                                                                                                                                                           | Proficient                                                                                                                                                                                                                                                                                   | Extending<br>(could look like anything starting from to beyond descriptors)                                                                                                                                                                                                                                                                                                                           |
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| Snapshot                                                                                                                                              |                                                                                                  |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</i> | <p>Develops curiosities on a topic.</p> <p>Collects information.</p> <p>Shares observations.</p> | <p>Formulates relevant questions to seek information.</p> <p>Collects and examines information to inform learning.</p> <p>Explains observations and conclusions.</p> | <p>Formulates purposeful and relevant questions to further understanding of a topic.</p> <p>Collects, evaluates and interprets relevant information to inform learning and understanding.</p> <p>Explains observations, conclusions and informed decisions in a clear and effective way.</p> | <p>Formulates insightful and thought-provoking questions that deepen understanding of a topic and further an inquiry.</p> <p>Collects, evaluates and interprets information beyond the immediate to explore more complex ideas, extending learning and understanding.</p> <p>Explains conclusions and informed decisions in a clear and effective way, connecting findings to real-life contexts.</p> |

| Significance                                                                                   | Emerging<br>(could look like anything up until these descriptors)                                              | Developing                                                                                    | Proficient                                                                                                | Extending<br>(could look like anything starting from to beyond descriptors)                                                                                                                                                 |
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| Snapshot                                                                                       |                                                                                                                |                                                                                               |                                                                                                           |                                                                                                                                                                                                                             |
| <i>Explain why people, events, or places are significant to various individuals and groups</i> | <p>Listens to examples of how people, events, or places can be significant to individuals and communities.</p> | <p>Understands the importance of people, events or places to individuals and communities.</p> | <p>Identifies and explains the importance of people, events or places to individuals and communities.</p> | <p>Considers multiple viewpoints when identifying and analysing the importance of people, events or places, and how these have evolved over time, impacting their importance to people, communities, and social groups.</p> |

| Evidence | Emerging<br>(could look like anything up until these descriptors) | Developing | Proficient | Extending<br>(could look like anything starting from to beyond descriptors) |
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| Snapshot |                                                                   |            |            |                                                                             |

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| <i>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources</i> | Develop curiosities from a source.<br><br>Recognizes basic features of a source (e.g., title, pictures, or key symbols), and makes simple observations from modelled sources. | Understands that asking questions can lead to further understanding.<br><br>Identifies key features of a source and can draw direct conclusions based on evidence in the source. | Generates inquiries that lead to further understanding of the information conveyed in different types of sources.<br><br>Interprets and draws logical conclusions based on context and evidence in a source. | Generates relevant and focused inquiries that drive deeper exploration of the purpose, information, themes, and messages conveyed in different types of sources.<br><br>Analyzes features of multiple sources and synthesizes information to draw well-reasoned conclusions. |
|                                                                                                                          |                                                                                                                                                                               |                                                                                                                                                                                  |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                              |

| Continuity and Change                                                                                    | Emerging<br>(could look like anything up until these descriptors)                                                                              | Developing                                                                                                                     | Proficient                                                                                                                                      | Extending<br>(could look like anything starting from to beyond descriptors)                                                                                                                                                                                                                                                 |
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| Snapshot                                                                                                 |                                                                                                                                                |                                                                                                                                |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                             |
| <i>Sequence objects, images, and events, or explain why some aspects change and others stay the same</i> | Copy a modelled order of objects, images, or events.<br><br>In modelled examples, recognizes that some things change and others stay the same. | Places a few objects, images, or events in a basic order.<br><br>Identifies examples of changes and things that stay the same. | Orders objects, images, and events logically with reasoning.<br><br>Identifies and describes examples of changes and things that stay the same. | Explains how the sequencing of objects, images and events reflects broader relationships, such as progression, causality, or connections.<br><br>Provides thoughtful justifications for why some elements of a larger whole change and others remain the same, while considering broader contexts, such as community needs. |

| Cause and Consequences | Emerging | Developing | Proficient | Extending |
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|                                                                                | (could look like anything up until these descriptors) |                                                                                                                                                                                                                          |                                                                                                                                                                                                                             | (could look like anything starting from to beyond descriptors)                                                                                                                                                                                                                                                                                                          |
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| Snapshot                                                                       |                                                       |                                                                                                                                                                                                                          |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Recognize causes and consequences of events, decisions, or developments</i> | Recognizes that personal actions have consequences.   | <p>Identifies the reasons, factors, or conditions that lead to or drive an event, decision, or development.</p> <p>Identifies the effects, results, or outcomes that follow from an event, decision, or development.</p> | <p>Understands and explains how factors can lead to or drive an event, decision, or development.</p> <p>Understands and explains the effects, results, or outcomes that follow from an event, decision, or development.</p> | <p>Identifies and clearly explains the reasons, factors, or conditions that lead to or drive an event, decision, or development, and applies understanding to new situations.</p> <p>Identifies and clearly explains the effects, results, or outcomes that follow from an event, decision, or development, and applies understanding to making informed decisions.</p> |

| Perspective                                                                                                                                           | Emerging<br>(could look like anything up until these descriptors)                                             | Developing                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                               | Extending<br>(could look like anything starting from to beyond descriptors)                                                                                                                                               |
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| Snapshot                                                                                                                                              |                                                                                                               |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                           |
| <i>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events</i> | <p>Listens to stories about people in different families or cultures.</p> <p>Shares personal experiences.</p> | <p>Shares personal beliefs, values, worldviews, and experiences, and acknowledges that people may see things in different ways.</p> <p>Understands that personal experiences influence the way I see something.</p> | <p>Identifies the ways that people see things differently, because of their beliefs, values, or experiences, and how this impacts their view of an event or place.</p> <p>Identifies and describes how personal experiences and family background influence the way I see something.</p> | Identifies, compares and explains different perspectives on complex issues or events from people in different cultural or family backgrounds, applying understanding to support the development of inclusive communities. |

| Ethical Judgment | Emerging<br>(could look like anything up until these descriptors) | Developing | Proficient | Extending<br>(could look like anything starting from to beyond descriptors) |
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| Snapshot         |                                                                   |            |            |                                                                             |

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| <i>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned</i> | Identifies right and wrong decisions in modelled situations. | <p>Examines personal events, decisions, or actions and makes decisions about right and wrong.</p> <p>Identifies factors, and potential outcomes to determine possible solutions.</p> | <p>Evaluates the fairness, impact, or ethical implications of personal events, decisions, or actions.</p> <p>Evaluates factors, and potential outcomes to determine solutions that address the situation.</p> | <p>Critically evaluates the fairness, impact, or ethical implications of personal events, decisions, or actions, while considering multiple perspectives.</p> <p>Reflects on and evaluates different perspectives, factors, and potential outcomes to determine thoughtful and ethical solutions.</p> |
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