

1st Grade Social Studies

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 **Grading 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
C1— Government The student understands the role of leaders and public officials in our community, state, and country.	X			
C2— Citizenship The student understands the role of good citizens in our communities.	X			
C3— Map Skills The student understands how to interpret and create a map of real place.		X		
C4—Culture The student understands that we live in a diverse community, but we share many similarities		X		
C5— Geography: Physical and Human Characteristics The student understands how geography influences their lives.			X	
C6— History The student understands how historical figures helped shape the state and nation.			X	X
C7— Economics The student understands choices people make as a consumer and as a worker.				X
C8—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.	X	X	X	X

Learning Progression for Competency 1: Government

The student understands the role of leaders and public officials in our community, state, and country.

Developing	Progressing	Proficient
<p>Gives examples of rules and identify who makes and enforces rules</p> <p>Gives examples of historical figures</p>	<p>Identifies purposes for having rules</p> <p>Identifies responsibilities of authority figures in the home, school, and community</p>	<p>Explains the purpose for rules and laws in the home, school, and community</p> <p>Describes the roles of public officials in the community, state, and nation</p>
<p>Success Criteria for Government</p> <p>The student can:</p> <ul style="list-style-type: none"> • explain the purpose for rules at home, in school and the community. • explain the purpose for laws in the community. • identify rules and laws that establish order, provide security, and manage conflict. • describe the role of authority figures in the home, school, and community. • describe the roles of public officials in the community. • describe the roles of public officials in the state. • describe the roles of public officials in the nation. 		

Learning Progressions for Competency 2: Citizenship

The student understands the role of good citizens in our communities.

Developing	Progressing	Proficient
<p>Identifies good choices students can make in school</p> <p>Identifies historical figures</p>	<p>Defines a citizen and give examples of ways to be a good citizen</p> <p>Uses voting as a method for group decision making</p> <p>Identifies accomplishments of historical figures</p> <p>Gives examples of ways to be a good citizen</p>	<p>Identifies characteristics of good citizenship</p> <p>Explains the purpose and practices voting as a way of making choices and decisions</p> <p>Identifies characteristics of good citizenship exemplified by historical figures</p> <p>Identifies other individuals who exemplify good citizenship</p>
<p>Success Criteria for Citizenship:</p> <p>The student can:</p> <ul style="list-style-type: none"> • identify characteristics of good citizenship. • explain how voting is a way of making choices and decisions. • practice voting as a way to make choices and decisions. • identify historical figures who showed good citizenship. • identify other people who showed good citizenship. 		

Learning Progression for Competency 3: Map Skills

The student creates a map of real place.

Developing	Progressing	Proficient
<p>Identifies the community where I live</p> <p>Identifies tools to determine location such as maps and globes</p>	<p>Identifies the community, state and country where I live</p> <p>Locates places in school</p> <p>Uses terms such as near, far, left, and right to describe their relative location</p>	<p>Locates the community, Texas, and U.S. on maps and globes</p> <p>Locates places using cardinal directions</p> <p>Uses cardinal directions to describe the location of self and objects relative to other locations</p> <p>Creates and uses simple maps of home, school, class, and community</p>
<p>Success Criteria Map Skills:</p> <p>The student can:</p> <ul style="list-style-type: none"> locate the community on a map. locate Texas on a map and globe. locate the U.S. on a map and globe. locate places using cardinal directions. use cardinal directions to describe where I am. use cardinal directions to describe where other objects are at. create a map of my home, school, class and community. 		

Learning Progression for Competency 4: Culture

The student understands that we live in a diverse community, but we share many similarities.

Developing	Progressing	Proficient
Identifies various customs and traditions	Describes the importance of customs and traditions	Explains the importance of various beliefs, language, and traditions of families and communities
Gives characteristics of folktales and fables	Explains the way folktales and legends reflect beliefs	Explains the way folktales and legends reflect beliefs, language, and traditions of communities
<p>Success Criteria for Culture:</p> <p>The student can:</p> <ul style="list-style-type: none"> • explain how beliefs are important to families and communities. • explain how language is important to families and communities. • explain how traditions are important to families and communities. • explain how folktales show a community's beliefs, customs, language, or traditions. • explain how legends show a community's beliefs, customs, language, or traditions. 		

Learning Progression for Competency 5: Geography: Physical and Human Characteristics

The student understands how geography influences their lives.

Developing	Progressing	Proficient
<p>Differentiates between land and water on a map</p> <p>Identifies human characteristics such as shelter, clothing, food, and activities</p>	<p>Identifies landforms, bodies of water, Earth's resources, and weather</p> <p>Identifies how human characteristics such as shelter, clothing, food, and activities are based on geographic location</p>	<p>Describes the physical characteristics of a place such as landforms, bodies of water, Earth's resources, and weather</p> <p>Describes how human characteristics of a place are based on geography such as food, shelter, clothing and activities</p>
<p>Success Criteria for Geography</p> <p>The student can:</p> <ul style="list-style-type: none"> describe the physical characteristics of a place: landforms, bodies of water, Earth's resources, and weather. describe how human characteristics of a place are based on geography: food, shelter, clothing and activities. 		

Learning Progression for Competency 6: History

The student creates a timeline of events in chronological order.

Developing	Progressing	Proficient
<p>Identify something that happened yesterday and today</p> <p>Identifies authority figures in the home, school, and community</p> <p>Places events in chronological order</p> <p>Gives examples of how technology affects daily life in the past and present</p>	<p>Distinguishes among past, present, and future</p> <p>Identifies historical figures who have influenced the state and nation</p> <p>Uses vocabulary related to time and chronology</p> <p>Describes and measure calendar time by days, weeks, months, and years</p> <p>Describes how technology has affected the way families live</p>	<p>Compares similarities and differences of historical figures and others who influenced state or nation</p> <p>Uses a timeline that incorporate past, present and future</p> <p>Describes how technology has affected transportation, communication and recreation</p> <p>Identifies the contributions of scientists and inventors</p>
<p>Success Criteria for History:</p> <p>The student can:</p> <ul style="list-style-type: none"> • give similarities of historical figures. • give differences of historical figures. • uses a timeline to incorporate past, present, and future. • describe how technology has affected transportation. • describe how technology has affected communication. • describe how technology has affected recreation. • identify the contributions of scientists. • identify the contributions of inventors. 		

Learning Progression for Competency 7: Economics

The student understands choices people make as a consumer and as a worker.

Developing	Progressing	Proficient
Identifies basic human needs of food, clothing, and shelter	Describes similarities and differences on how people meet their needs	Explains how wanting more than you can have requires choices
Explains the difference between needs and wants	Identifies examples of people wanting more than they can have	Identifies examples of goods and services in the home, school, and community
Identifies jobs in the home, school, and community	Explains why people have jobs	Identifies examples of choices when buying goods & services
	Explains how basic human needs can be met such as through self-producing, purchasing, and trading	Describes the components and characteristics of various jobs
		Describes how specialized jobs contribute to production of goods and services
<p>Success Criteria Economics:</p> <p>The student can:</p> <ul style="list-style-type: none"> • explain that you must make a choice when you want more than you can have. • identify examples of goods at home, at school and in the community. • identify examples of services at home, at school and in the community. • identify examples of how we make choices when we buy goods. • identify examples of how we make choices when we buy a service. • describe the components and characteristics various jobs. • describe how specialized jobs contribute to production of goods and services. 		

Learning Progression for Competency 8: Critical Thinking/Problem Solving Skills

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
<p>Obtains information from a conversation with peers and teachers</p> <p>Obtains information from pictures or texts</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"> • conversations • interviews • music <p>Obtains and uses information using a variety of valid visual sources</p> <ul style="list-style-type: none"> • pictures • symbols • electronic media • print material • artifacts <p>Gathers information</p> <p>Lists and considers options</p> <p>Thinks about advantages or disadvantages</p>	<p>Expresses ideas orally 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>

Success Criteria Critical Thinking Skills:

The student can:

- share their knowledge that he/she has learned with someone.
- draw a picture to show what he/she has learned.
- gather information.
- list and consider options.
- consider advantages and disadvantages.
- choose a solution.
- implement a solution.

- evaluate the success of the solution