

Prekindergarten – Social Studies Competencies

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1 - People, Past, and Present The student identifies and describes similarities and differences between his/herself, classmates, and families and shows an understanding of daily events and routines.	X	X		
C2 – Economics The student explores and describes the roles of family, school, and community helpers, describes basic needs of people, as well as explores and describes the relationship between consumers (buyers) and producers (sellers).	X	X	X	X
C3 - Geography The student is able to identify, describe, and create models of common objects and features found in their home, school, and community.	X	X		
C4 - Citizenship The student is able to identify the United States and Texas flag, recite the Pledges of Allegiance to the United States and Texas flag as well as, participates in class voting opportunities.	X	X		

Learning Progression for Competency 1: People, Past, and Present

The student identifies and describes similarities and differences between his/herself, classmates, and families and shows an understanding of daily events and routines.

Developing	Progressing	Proficient
Identifies at least 1 characteristic of himself/herself and 1 characteristic of a peer. Identifies and describe at least one thing about his/her family.	Identifies at least 2 characteristics of himself/herself and identifies 2 characteristics of a peer. Identifies and describes 2 things about his/her family.	Identifies and describes at least 3 characteristics of himself/herself and identifies 3 characteristics of a peer. Identifies and describes 3 things about his/her family.
<p>Success Criteria for Proficient in People, Past, and Present:</p> <p>The student can:</p> <ul style="list-style-type: none">• Draw a picture of self and add facial features that match self.• Draw a classmate and discusses similarities and difference between self and classmate.• Talk about similarities and differences of people from different cultures.• Draw a picture of family and discuss each family member.• Describe self in terms of being a member of a family (sibling, only child, baby, oldest etc.).		

Learning Progression for Competency 2: Economics

The student explores and describes the roles of family, school, and community helpers, describes basic needs of people, as well as explores and describes the relationship between consumers (buyers) and producers (sellers).

Developing	Progressing	Proficient
<p>Talks about shelter.</p> <p>Matches clothing to appropriate weather.</p> <p>Identifies at least 1 school helper and their role at school and identifies at least 1 family helper and what they do at home.</p> <p>Identifies at least 1 community helper and their role in the community.</p> <p>Shares real world experiences about being a producer or consumer (going to grocery store).</p>	<p>Identifies 2-3 different types of shelter.</p> <p>Sorts and classifies clothes for different weather and seasons.</p> <p>Identifies at least 2 school helpers and their role at school and identifies at least 2 family helpers and what they do at home.</p> <p>Identifies at least 2 community helpers and their role in the community.</p> <p>Acts out the roles of a producer and consumer.</p>	<p>Identifies and describes similarities and differences amongst different types of shelter.</p> <p>Explains why clothing changes with different weather.</p> <p>Identifies at least 3 school helpers and their role at school and identifies at least 3 family helpers and what they do at home.</p> <p>Identifies at least 3 community helpers and their role in the community.</p> <p>Acts out the roles of a consumer and producer and explain the difference between the two.</p>
<p>Success Criteria for Proficient in Economics:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Represent the ideas of shelters with words (writing), pictures (drawings), orally, and or with different manipulatives (legos, blocks, etc.). • Use books to talk about different kinds of food, shelter, and clothing. • Sort and classify clothes for different weather and seasons. • Draw a picture of self and other family members helping at home. • Use books to talk about community helpers. • Draw a picture of a community helper and explain how they help me or keep me safe. • Use pretend money and trade items found in stores or restaurants (dramatic play). 		

Learning Progression for Competency 3: Geography

The student is able to identify, describe, and create models of common objects and features found in their home, school, and community.

Developing	Progressing	Proficient
Points out common features found at home, school, and neighborhood when prompted.	Identifies common features found at home, school, and in the neighborhood.	Identifies and describes the similarities and differences of common objects found at home, school, and in the neighborhood.
<p>Success Criteria for Proficient in Geography:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Create and label a representation (drawings or construction models with blocks, playdoh, etc.) of home, school, and neighborhood. 		

Learning Progression for Competency 4: Citizenship

The student is able to identify the United States and Texas flag, recite the Pledges of Allegiance to the United States and Texas flag as well as, participates in class voting opportunities.

Developing	Progressing	Proficient
<p>Points to the United States and Texas flag when asked.</p> <p>Participates during the Pledge of Allegiance to the United States and Texas flag.</p>	<p>Identifies the United States and Texas flag without support and tells places they have seen the flags outside of school.</p> <p>Participates during the Pledge of Allegiance to the United States and Texas flag.</p>	<p>Identifies the United States and Texas flag as well as, discusses the similarities and differences between the United States and Texas flag.</p> <p>Participates during the Pledge of Allegiance to the United States and Texas flag, discusses why the pledge is said.</p>
<p>Success Criteria for Proficient in Citizenship:</p> <p>The student can:</p> <ul style="list-style-type: none"> • Create a replica of the United States flag and Texas flag using various materials. • Stand and participates during the Pledge of Allegiance to the United States and discuss why it is important. 		