

Kindergarten Social Studies Q1

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 **Competency 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 purpose of rules and role of authority figures.	X			
C2— Map Skills The student understands how to interpret and create a map of a real place.		X		
C3— Culture The student understands that we live in a diverse community, but we share many similarities.		X		
C4— Geography: Physical and Human Characteristics The student understands how geography influences their lives.			X	
C5— History The student understands how historical figures helped shape the state and nation.			X	
C6— Economics The student understands why people have jobs and how various jobs help our communities.				X
C7— 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 to work independently and with others.	X	X	X	X

Competency Progression 1: Government

The student understands purpose of rules and role of authority figures.

Developing	Progressing	Proficient
<p>Gives examples of correct and incorrect behavior at school</p> <p>Identifies leaders at school</p>	<p>Gives examples of rules</p> <p>Identifies where we have to follow rules and laws</p> <p>Identifies who makes rules</p> <p>Identifies who authority figures are at school and/or in the community</p>	<p>Identifies purposes for having rules</p> <p>Categorizes different types of rules and laws</p> <p>Explains how authority figures enforce the rules</p> <p>Identifies authority figures at the school and at the community level</p> <p>Identifies the roles of authority figures at the school and community level</p>

Competency Progression 7: 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 to work independently and with others.

Developing	Progressing	Proficient
<p>Obtains information from conversation with peers and teachers</p> <p>Obtains information from pictures and 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 <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>