

3rd Grade Social Studies Q2

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 **Learning 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.

Students who receive a mark of “**Proficient**” meet the grade level expectation for that Competency.

Competencies	Q 1	Q 2	Q 3	Q 4
C1—History The student understands how individuals, events, and ideas from the past have influenced the present.	X			
C2—Map Skills The student creates maps that include various map elements.	X			
C3—Geography The student understands how humans adapt to and modify their physical environment.		X		
C4—Culture The student understands the role heroes, writers and artists play in shaping the culture of communities.		X		
C5—Government The student understands the basic structure and functions of local, state, and national governments.			X	
C6—Citizenship The student understands the impact individual citizens and groups of citizens can have on communities.			X	
C7—Economics The student understands the impact individual citizens and groups of citizens can have on communities.				X
C8—Science, Technology, and Society The student understands how scientific breakthroughs and technological inventions have impacted our lives.				X
C9—Critical Thinking Skills The student applies critical thinking skills to interpret visual and written material and to communicate ideas.	X	X	X	X

Quarter 2 Revisions

Learning Progression for Competency 1: History

The student understands how individuals, events, and ideas from the past have influenced the present.

Developing	Progressing	Proficient	Advanced
Identifies why we study history	Explains that events have lasting effects	Explains the historical significance and origins of events	Expresses understanding of historical ideas orally or in writing based on research and experiences
Identifies reasons why people are considered important	Identifies roles of individuals who are known in history	Expresses understanding of historical ideas in writing based on knowledge	Identifies cause-and-effect relationships between multiple issues or concepts in history
Identifies reasons why an event would be considered significant in history	Distinguishes between a cause and an effect of an event	Explains the role of individuals, events and ideas on history	

Success Criteria for Proficient in History:

The student can:

- explain the historical significance of events.
- explain the origins of events.
- explain the roles of individuals on history.
- explain the roles of events on history.
- explain the roles of ideas on history.

Learning Progression for Competency 2: Map Skills

The student creates maps that include various map elements.

Developing	Progressing	Proficient	Advanced
<p>Locates the community, Texas, and the U.S. on a map</p> <p>Locates places on a map using cardinal directions</p> <p>Creates simple maps of home, school, class, & community</p>	<p>Defines a scale, grid system, and legend</p> <p>Uses the cardinal directions to determine direction from place to place on a map</p> <p>Creates maps to show places and routes within the home, school, and community</p>	<p>Uses a legend and symbols to interpret information about various places on a map</p> <p>Uses a scale and compass rose to determine distance and direction from various places in Texas and in our country</p> <p>Uses a grid system to determine the location of places on a map</p> <p>Creates maps that contain title, compass rose, legend, scale, and grid system</p>	<p>Compares various regions in our country using a legend, compass rose, and scale</p> <p>Interprets maps using longitude and latitude lines</p>

Success Criteria for Proficient in Map Skills:

The student can:

- use a legend to understand information about places on a map.
- use symbols to understand information about places on a map.
- use a scale to determine distance from various places in Texas and in our country.
- use a compass rose to determine direction from various places in Texas and in our country.
- use a grid system on a map to determine location.
- create a map that contains the following: title, compass rose, legend, scale, grid system.

Learning Progression for Competency 3: Geography

The student understands how humans adapt to and modify their physical environment.

Developing	Progressing	Proficient	Advanced
Identifies how shelter, clothing, food, and activities are based upon geographic location	<p>Describes how weather, seasons, natural resources, natural hazards, and types of settlements affect activities and settlement</p> <p>Identifies ways in which people have modified the physical environment</p> <p>identifies and compare how people in different communities adapt to or modify the environment</p> <p>Describes the effects of human processes such as building new homes, conservation, and pollution</p>	<p>Describes variations in the physical environment, including climate, landforms, natural resources, and natural hazards</p> <p>Describes the effects of physical processes such as volcanoes, hurricanes, and earthquakes</p> <p>Identifies and compare the human characteristics of various regions</p>	<p>Compares the positive and negative consequences of human modification of the environment</p> <p>Describes ways people have adapted to and modified their environment in Texas and the U.S., past and present</p>
<p>Success Criteria for Proficient in Geography:</p> <p>The student can:</p> <ul style="list-style-type: none"> describe differences in the physical environment. describe the effects of physical processes. identify human characteristics of various regions. compare human characteristics of various regions. 			

Learning Progression for Competency 4: Culture

The student understands the role heroes, writers and artists play in shaping the culture of communities.

Developing	Progressing	Proficient	Advanced
Describes the importance of various beliefs, language, and traditions of families and communities Compares family customs and traditions	Identifies the significance of various ethnic and/or cultural celebrations Compares ethnic and/or cultural celebrations Explains the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	Explains the significance of various ethnic and/or cultural celebrations in the local community and other communities Compares ethnic and/or cultural celebrations in the local community with other communities Identifies and explain the significance of various writers and artists Identifies and compare the heroic deeds of state and national heroes	Analyzes the various cultural celebrations that exist within two countries and compare and contrast their celebrations Identifies and analyzes the heroic deeds of individuals in a different country

Success Criteria for Proficient in Culture:

The student can:

- explain the importance of cultural celebrations in the local community and other communities.
- compare cultural celebrations in the local communities and other communities.
- identify the importance of various writers and artists.
- explain the importance of various writers and artists.
- identify heroic deeds of state and national heroes.
- The student compare heroic deeds of state and national heroes.

Learning Progression for Competency 5: Government

The student understands the basic structure and function s of local, state, and national governments.

Developing	Progressing	Proficient	Advanced
Explains the purpose for rules and laws in the home, school, and community	Identifies functions of governments such as establishing order, providing security, and managing conflict	Describes the basic structure of government in the local community, state, and nation	Describes the system of check and balances with regard to the three branches of government
Identifies rules and laws that establish order, provide security, and manage conflict	Identifies governmental services such as police and fire protection, libraries, schools, and parks and explain their value to the community	Identifies services commonly provided by local, state, and national governments	Compares and contrast government officials at the local, state, and national levels
Identifies the responsibilities of authority figures in the home, school, and community	Names current public officials, including mayor, governor, and president	Identifies local, state, and national government officials and explain how they are chosen	Analyzes and categorize types of taxes
Explains how authority figures make and enforce laws	Identifies ways that public officials are selected, including election and appointment to office Describe how governments tax citizens to pay for services	Describes and explains the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government Explains how government services are financed	Describe how a bill becomes a law

Success Criteria for Proficient in Government:

The student can:

- describe the basic structure of the local, community, state, and national government.
- identify the services provided by the local, community, state, and national government.
- identify how the local, state and national governments are chosen.
- describe the importance of the concept of, "Consent of the governed."
- explain how government services are financed (get their money).

Learning Progression for Competency 6: Citizenship

The student understands the impact individual citizens and groups of citizens can have on communities.

Developing	Progressing	Proficient	Advanced
Explains and practice voting as a way of making choices and decisions	Identifies ways to actively practice good citizenship, including involvement in community service	Explains the importance of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting	Explains how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects
Defines and give examples of good citizenship	Identifies historical figures who exemplify good citizenship	Identifies examples of actions individuals or groups take to improve the community	Researches individuals or an organization and creates a poster summarizing their life and how they were a good citizen
Identifies characteristics of good citizenship	Identifies organizations that serve the common good	Gives examples of community changes that result from individual or group decisions	

Success Criteria for Proficient in Citizenship:

The student can:

- explain why civic responsibilities are important.
- explain the law, how to serve the community, serving on a jury, and voting.
- identify examples of individuals or groups taking action to improve the community.
- give an example of community change that took place because of individual or group decision.

Learning Progression for Competency 7: Economics

The student understands the impact individual citizens and groups of citizens can have on communities.

Developing	Progressing	Proficient	Advanced
Describes similarities and differences on how people meet their needs	Identifies free enterprise as America's economic system	Explains the concept of a free market as it relates to the U.S. free enterprise system	Describes the development of the free enterprise system in America and Texas
Explains how wanting more than you can have requires choices	Explains choices people have about earning, spending, and saving money	Explains how supply and demand affect the price of a good or service	Gives examples of the benefits of the free enterprise system
Identifies examples of choices when buying goods & services	Distinguishes between producing and consuming	Defines scarcity and explain its impact on the production, distribution, and consumption of goods and services	Identifies major industries in U.S. and Texas
Identifies the role of markets in the exchange of goods and services	Examines the development of a product from a natural resource to finished product	Explains the impact of government regulations and taxes on consumer costs	Describes impact of mass production on economic development of Texas
Describes how specialized jobs contribute to production of goods and services		Explains how the cost of production and selling price affect profits	

Success Criteria for Proficient in Economics:

The student can:

- explain how the free market relates to the U.S. free enterprise system.
- explain what supply and demand is.
- explain how supply and demand can determine the price of a goods or services.
- define scarcity.
- explain the impact of scarcity on production, distribution, consumption, goods and services.
- explain effect of taxes.
- explain how profit is affected by production and price.

Learning Progression for Competency 8: Science, Technology, and Society

The student understands how scientific breakthroughs and technological inventions have impacted our lives.

Developing	Progressing	Proficient	Advanced
<p>Describes how technology helps accomplish tasks and meet people's needs</p> <p>Describes how technology changes the way families live and people work</p>	<p>Describes how science and technology change communication, transportation, and recreation</p> <p>Explains how science and technology change the ways in which people meet basic needs</p>	<p>Identifies the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p> <p>Identifies scientists and inventors who have discovered scientific breakthroughs or created or invented new technology</p>	<p>Describes how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</p>
<p>Success Criteria for Proficient in Science, Technology, and Society:</p> <p>The student can:</p> <ul style="list-style-type: none"> • identify how communities were impacted by scientific breakthroughs. • identify how communities were impacted by new technology in computers. • identify how communities were impacted by pasteurization. • identify how communities were impacted by medical vaccines. • identify scientists who have discovered scientific breakthroughs. • identify inventors who have invented new technology. 			

Learning Progression for Competency 9: Critical Thinking Skills

The student applies critical thinking skills to interpret visual and written material and to communicate ideas.

Developing	Progressing	Proficient	Advanced
<p>Obtains and uses information from conversation from peers and teachers</p> <p>Obtains and uses information from sources</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>Expresses ideas orally and in writing based on knowledge obtained</p> <p>Creates visuals to demonstrate knowledge that they obtained</p>	<p>Connects ideas to other units of study or to knowledge gained in other content areas</p> <p>Explains how the evidence obtained supports their knowledge</p>
<p>Success Criteria for Proficient in Critical Thinking Skills:</p> <p>The student can:</p> <ul style="list-style-type: none"> • share my knowledge that I have learned with someone. • illustrate a picture to show what I have learned. 			