

1st Grade 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 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	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

Competency Progression 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>

Competency Progression 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>

Competency Progression 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>