

## 3rd 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 |
|---|----|----|----|----|
| <b>C1—Citizenship</b><br>The student understands the impact of individual acts of civic responsibility.   | X  |    |    |    |
| <b>C2—Government</b><br>The student understands the basic structure and functions of local, state, and national governments.  | X  |    |    |    |
| <b>C3—Map Skills</b><br>The student understands how to interpret and create a map with various map elements.  |    | X  |    |    |
| <b>C4—Geography-Physical Environment</b><br>The student understands how humans adapt to and modify their physical environment.  |    | X  |    |    |
| <b>C5—Culture</b><br>The student understands the role individuals have on shaping our culture through writing, art, and heroic deeds  |    | X  | X  |    |
| <b>C6—History</b><br>The student understands how individuals, events, and ideas from the past have influenced the present.  |    |    | X  |    |
| <b>C7—Science, Technology, and Society</b><br>The student understands how scientific breakthroughs and technological inventions have affected lives.  |    |    |    | X  |
| <b>C8—Economics</b><br>The student understands how businesses operate in the free enterprise system.  |    |    |    | X  |
| <b>C9—Critical Thinking/Problem Solving Skills</b><br>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: Citizenship**

The student understands the impact of individual acts of civic responsibility.

| Developing  | Progressing   | Proficient   | Advanced   |
|---|---|--|--|
| <p>Explains and practice voting as a way of making choices and decisions</p> <p>Defines and give examples of good citizenship</p> <p>identifies characteristics of good citizenship</p> | <p>identifies ways to actively practice good citizenship, including involvement in community service</p> <p>Identifies historical figures who exemplify good citizenship</p> <p>Identifies organizations that serve the common good</p> | <p>Explains the importance of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</p> <p>Identifies examples of actions individuals or groups take to improve the community</p> <p>Gives examples of community changes that result from individual or group decisions</p> | <p>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</p> <p>Researches individuals or an organization and creates a poster summarizing their life and how they were a good citizen</p> |

**Competency Progression 2: Government**

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

| Developing  | Progressing  | Proficient   | Advanced  |
|---|--|--|---|
| Identifies the three founding documents   | Identifies the purposes of each founding document                  | Explains important ideas in the founding documents                             | Describes how the founding documents affect our lives today |
| Identifies rules and laws that establish order, provide security, and manage conflict | Identifies the branches of government                              | Describes the responsibilities of each branch of government                    | Compares and contrasts state and national governments       |
| Identifies leaders in our country   | Identifies national and state government officials                 | Explains how state and national government officials are chosen in each branch | Explains how governmental services are financed             |
| Identifies local government officials   | Explains how local government officials are chosen                 | Describes different parts of our local government                              |   |
| Gives examples of services provided by the local government                           | Explains the value of local governmental services to the community | Compares government of our local community to other communities                |   |

**Competency Progression 9: 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.

| 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>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"> <li>• conversations</li> <li>• interviews</li> <li>• music</li> </ul> <p>Obtains and uses information using a variety of valid visual sources</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• symbols</li> <li>• electronic media</li> <li>• print material</li> <li>• artifacts</li> </ul> <p>Gathers information</p> <p>Lists and considers options</p> <p>Thinks about advantages or disadvantages</p> | <p>Expresses ideas orally and in writing 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> | <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>Compares various problems and selects the problem with most priority</p> <p>Analyzes information gathered to come up with more than one solution</p> |