

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

The student understands how to interpret and create maps with various map elements.

Developing	Progressing	Proficient	Advanced
<p>Defines compass rose, scale, grid system, and legend</p> <p>Creates a simple map of my bedroom or my classroom</p>	<p>Uses cardinal directions to locate places on a map</p> <p>Locates on maps the title, compass rose, and scale</p> <p>Creates a map that includes a legend with various symbols to represent places</p>	<p>Uses cardinal and intermediate directions to determine directions between places on maps</p> <p>Uses a legend to interpret information about various places on a map</p> <p>Uses a scale to determine the distance between places on maps and globes</p> <p>Creates maps that include a 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>Creates maps that include a title, compass rose, legend, scale, and longitude and latitude lines</p>

Competency Progression 4: Geography Physical Environment

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

Developing	Progressing	Proficient	Advanced
<p>Identifies how shelter, clothing, food, and activities are based upon geographic location</p>	<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 similarities and differences in the physical environment</p> <p>Compares how people in different communities adapt to or modify the physical environment</p> <p>Describes the effects of human modification</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>

Competency Progression 5: Culture

The student understands the role individuals have on shaping our culture through writing, art, and heroic deeds.

Developing	Progressing	Proficient	Advanced
<p>Defines culture</p> <p>Gives examples of different types of ethnic and/or cultural celebrations</p> <p>Defines cultural heritage</p>	<p>Gives examples of different ethnic and/or cultural celebrations in my community</p> <p>Explains the importance various ethnic and/or cultural celebrations in the local community and other communities</p> <p>Identifies various writers and artists and their various poems, statues, and paintings</p>	<p>Describes different ethnic and/or cultural celebrations in my community and around the world</p> <p>Compares ethnic and/or cultural celebrations in the local community with other communities</p> <p>Identifies and compare the heroic deeds of state and national heroes</p> <p>Explains the importance of writers and artists to the cultural heritage of communities</p>	<p>Describes the customs and traditions of various cultural groups</p> <p>Explains the significance of heroes, writers and artists of various cultural groups</p>

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"> • 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 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>