

### 3rd Grade Social Studies Q4

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> The student understands the impact of individual acts of civic responsibility.	X			
<b>C2—Government</b> The student understands the basic structure and functions of local, state, and national governments.	X			
<b>C3—Map Skills</b> The student understands how to interpret and create a map with various map elements.		X		
<b>C4—Geography-Physical Environment</b> The student understands how humans adapt to and modify their physical environment.		X		
<b>C5—Culture</b> The student understands the role individuals have on shaping our culture through writing, art, and heroic deeds		X	X	
<b>C6—History</b> The student understands how individuals, events, and ideas from the past have influenced the present.			X	
<b>C7—Science, Technology, and Society</b> The student understands how scientific breakthroughs and technological inventions have affected lives.				X
<b>C8—Economics</b> The student understands how businesses operate in the free enterprise system.				X
<b>C9—Critical Thinking/Problem Solving Skills</b> 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 7: Science, Technology & Society**

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

Developing	Progressing	Proficient	Advanced
<p>Defines technology</p> <p>Defines vaccines</p>	<p>Identifies new technology that affected life in the past</p> <p>Identifies new technology that affects life in the present</p>	<p>Identifies individuals who have discovered scientific breakthroughs</p> <p>Identifies individuals who have created or invented new technology</p> <p>Describes the impact of scientific breakthroughs and new technology on various communities</p>	<p>Compares the United States technology inventions to other countries</p> <p>Compares the United States scientific breakthroughs to other countries</p>

**Competency Progression 8: Economics**

The student understands how businesses operate in the free enterprise system.

Developing	Progressing	Proficient	Advanced
<p>Describes similarities and differences on how people meet their needs</p> <p>Explains how wanting more than you can have requires choices</p> <p>Identifies examples of choices when buying goods &amp; services</p> <p>Identifies the role of markets in the exchange of goods and services</p>	<p>Identifies free enterprise as America’s economic system</p> <p>Explains choices people have about earning, spending, and saving money</p> <p>Distinguishes between producing and consuming</p> <p>Describes how various jobs contribute to production of goods and services</p>	<p>Explains how a free enterprise system works</p> <p>Explains how businesses operate in a free enterprise system</p> <p>Explains how supply and demand affects the price of a good or service</p> <p>Defines and identify examples of scarcity</p> <p>Explains how the cost of production and selling price affect profits</p> <p>Identifies individuals who have started businesses</p>	<p>Gives examples of the benefits of the free enterprise system</p> <p>Identifies major industries in U.S. and Texas</p> <p>Describes the impact of mass production on economic development</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"> <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>