Kindergarten 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 three proficiency levels (developing (DV), progressing (PG), and proficient (PG) 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.

TEKS	Competencies	Q1	Q2	Q3	Q4
K.7A, K.7B, K.8A, K.8B, K.9A, K.9B, K.9C	**C1— Government** The student understands purpose of rules and role of authority figures.	**X**			
K.3A, K.3B, **K.3C,** K.14D	**C2— Map Skills** The student understands how to interpret and create a map of a real place.		**X**		
K.11A, K.11B	**C3— Culture** The student understands that we live in a diverse community, but we share many similarities.		**X**		
K.4A, **K.4B**	**C4— Geography: Physical and Human Characteristics** The student understands how geography influences our lives.			**X**	
K.1A, K.1B, **K.2**	**C5— History** The student understands how historical figures helped shape the state and nation.			**X**	
K.5A, K.5B, K.5C, K.6A, K.6B	**C6— Economics** The student understands why people have jobs and how various jobs help our communities.				**X**
K.13A, K.13C, K.13D, K.14C, **K.14D**	**C7— Critical Thinking Skills** The student applies critical thinking skills to gather and interpret information and to communicate in oral, visual, and written forms.	**X**	**X**	**X**	**X**

Competency Progression 1: Government

The student understands purpose of rules and role of authority figures.

Developing	Progressing	Proficient
Gives examples of correct and incorrect behavior at school Identifies leaders at school	Gives examples of rules Identifies where we have to follow rules and laws Identifies who makes rules Identifies who authority figures are at school and/or in the community	Identifies purposes for having rules Categorizes different types of rules and laws Explains how authority figures enforce the rules Identifies authority figures at the school and at the community level Identifies the roles of authority figures at the school and community level

Competency Progression 7: Critical Thinking Skills

The student applies critical thinking skills to gather and interpret information and to communicate in oral, visual, and written forms.

Developing	Progressing	Proficient
Identify facts based on evidence Gathers information from pictures Communicate information based on my own experiences Express ideas orally	State facts based on evidence Gather information about a topic from multiple sources Create visual material Communicate information orally based on knowledge and experience	Identify and state facts based on relevant evidence Gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance Interpret visual material Sequence and categorize information Communicate information visually, orally, or in writing based on knowledge and experiences