Prekindergarten Social Studies Development Competencies & Progressions

The purpose of this document is to clarify what students should know and be able to do each grading period (GP).

TPKG	Competencies	GP1	GP2	GP3	GP4
VII.A.1, VII.A.2, VII.A.3	**C1 - People, Past, and Present** The student identifies and describes similarities and differences between his/herself, classmates, and families and shows an understanding of daily events and routines.	**X**	**X**	**X**	**X**
VII.B.1, VII.B.2, VII.B.3	**C2 – Economics** The student explores and describes the roles of family, school, and community helpers, describes the basic needs of people, as well as explores and describes the relationship between consumers (buyers) and producers (sellers).	**X**	**X**	**X**	**X**
VII.C.1, VII.C.2	**C3 - Geography** The student describes and creates models of common geographic features found in their home, school, and community and participates in creating simple maps with the class or in small groups.	**X**	**X**	**X**	
VII.D.1, VII.D.2, VII.D.3	**C4 - Citizenship** The student can identify the United States and Texas flags, recite the Pledges of Allegiance to the United States and Texas flags, and participates in making class decisions through voting opportunities.	**X**	**X**	**X**	**X**

Learning Progression for Competency 1: People, Past, and Present

The student identifies and describes similarities and differences between his/herself, classmates, and families and shows an understanding of daily events and routines.

Developing	Progressing	Proficient
• Describes verbally or through a drawing self and classmates by distinguishing characteristics such as the color of eyes, length color and texture of hair, height, etc., with extensive adult modeling and promoting • Makes comparisons between own family and classmate's family independently e.g. "I have two brothers," "My uncle lives with us," with extensive adult modeling and promoting • Asks questions about other people's families to make connections to their own family, such as language spoken at home, family composition, place of origin, etc., with extensive adult modeling and promoting • Describes similarities and differences between routines and events from the past and present e.g., compares story time at school to story time at home, connects yesterday's activity with what will happen today, with extensive adult modeling and promoting • Connects life events to stages of development e.g., "When I was a baby, I could not talk, so my mom said I cried when I wanted food. Now I can order food from the menu when we go to Chick-fil-A!" with extensive adult modeling and promoting	• Describes verbally or through a drawing self and classmates by distinguishing characteristics such as the color of eyes, length color and texture of hair, height, etc., with some accuracy • Makes comparisons between own family and classmate's family independently e.g. "I have two brothers," "My uncle lives with us," with some accuracy • Asks questions about other people's families to make connections to their own family, such as language spoken at home, family composition, place of origin, etc., with some accuracy • Describes similarities and differences between routines and events from the past and present e.g., compares story time at school to story time at home, connects yesterday's activity with what will happen today, with some accuracy • Connects life events to stages of development e.g., "When I was a baby, I could not talk, so my mom said I cried when I wanted food. Now I can order food from the menu when we go to Chick-fil-A!" with some accuracy	• Consistently and accurately describes verbally or through a drawing self and classmates by distinguishing characteristics such as the color of eyes, length color and texture of hair, height, etc. • Consistently and accurately makes comparisons between own family and classmate's family independently e.g. "I have two brothers", "My uncle lives with us." • Consistently and accurately asks questions about other people's families to make connections to their own family, such as language spoken at home, family composition, place of origin, etc. • Consistently and accurately describes similarities and differences between routines and events from the past and present e.g., compares story time at school to story time at home, connects yesterday's activity with what will happen today • Consistently and accurately connects life events to stages of development e.g., "When I was a baby, I could not talk, so my mom said I cried when I wanted food. Now I can order food from the menu when we go to Chick-fil-A!"

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 2: Economics

The student explores and describes the roles of family, school, and community helpers, describes the basic needs of people, as well as explores and describes the relationship between consumers (buyers) and producers (sellers).

Developing	Progressing	Proficient
• Begins to prepare food, select dress-up clothes, and identify shelter for friends or toys in the pretend and learn center with modeling, guidance, or support from an adult • Begins to include shelter, food, and clothing in drawings with modeling, guidance, or support from an adult • Begins to sort things by needs and wants and includes food, clothing, and shelter into the needs section with guidance and support from an adult • Begins to participate in activities using pretend money (e.g., buying or selling items found in the store/restaurant in the dramatic play center) with modeling guidance and support from peers or an adult • Role play as family, school, or community helpers during play in the pretend and learn center	• Prepares food, selects dress-up clothes, and identifies shelter for friends or toys in the pretend and learn center with minimal modeling, guidance, or support from an adult • Includes shelter, food, and clothing in drawings with minimal modeling, guidance, or support from an adult • Sort things by needs and wants and include food, clothing, and shelter in the needs section with minimal guidance or support from an adult • Independently participates in activities using pretend money *(e.g., buying or selling items found in the store/restaurant in the pretend and learn center)* • Identify a consumer in a story read aloud, draws or writes about experiences as a consumer (e.g., buying groceries, shopping for clothes, etc.) with support and guidance from an adult • Identify community helpers in a story, draw, or write about family, school, and community helpers with guidance and support from an adult	• Independently prepares food, selects dress-up clothes, and identifies shelter for friends or toys in the pretend and learn center • Includes shelter, food, and clothing in drawings and explains why food, shelter, and clothing are necessary • Independently participates in activities using pretend money *(e.g., buying or selling items found in the store/restaurant in the pretend and learn center)* and talks with the other children about shopping experiences *(e.g., buying or selling items at a store or garage sale)* while playing or during class discussions • Identify a consumer in a story read aloud, draws or writes about experiences as a consumer (e.g., buying groceries, shopping for clothes, etc.) with minimal support and guidance from an adult • Identify community helpers in a story, draw, or write about family, school, and community helpers with minimal guidance and support from an adult and explain why family, school, and community helpers are important during classroom discussions

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 3: Geography

The student describes and creates models of common geographic features found in their home, school, and community and participates in creating simple maps with the class or in small groups.

Developing	Progressing	Proficient
• Points to or names common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings with prompting and guidance from an adult • Uses modeling clay to create models of common landforms in a learning center with modeling and guidance from an adult • Begins to include drawings of common geographic features in the scenery of their artwork with modeling and guidance from an adult • Explore signs and maps to help figure out where they need to go with guidance and support from an adult	• Points to or names common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings with minimal from an adult • Uses modeling clay to create models of common landforms in a learning center with minimal modeling and guidance from an adult • Include drawings of common geographic features in the scenery of their artwork with occasional modeling and guidance from an adult • Explores signs and maps to help figure out where they need to go with minimal guidance and support from an adult • Makes maps or signs to show how to find a location (e.g., creates a map of their bedroom, house, school, or even a treasure map) with modeling guidance and support from an adult	• Points to and names common geographic features (e.g., rivers, lakes, hills, etc.) in their surroundings independently when asked or during classroom conversations • Independently uses modeling clay to create models of common landforms in a learning center • Independently includes drawings of common geographic features in the scenery of their artwork with occasional modeling and guidance from an adult • Describe the setting of a story in detail, noting common features that make the location distinctly identifiable • Makes maps or signs to show how to find a location (e.g., creates a map of their bedroom, house, school, or even a treasure map) with minimal modeling, guidance, and support from an adult • Identifies tools used to locate places *(e.g., map, GPS, globe, etc.)*

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.

Learning Progression for Competency 4: Citizenship

The student can identify the United States and Texas flags, recite the Pledges of Allegiance to the United States and Texas flags, and participates in making class decisions through voting opportunities.

Developing	Progressing	Proficient
• Points to identify the United States or Texas flag when asked with guidance and adult support • Faces the correct flag when saying the Pledge of Allegiance with adult guidance • Begins to demonstrate respect for classmates and country during the Pledge of Allegiance with prompting and guidance from an adult • Begins to participate in voting experiences related to classroom decision-making with prompting and guidance from an adult	• Points to identify the United States or Texas flag when asked with minimal adult support • Faces the correct flag when saying the Pledge of Allegiance with minimal adult guidance • Recognizes the United States or Texas flag in a book or when on a field trip and/or includes a drawing of the United States or Texas flag in a picture • Demonstrates respect for classmates and country during the Pledge of Allegiance with minimal prompting and guidance from an adult • Participates in voting experiences related to classroom decision-making and/or in the dramatic play center with minimal prompting and guidance from an adult	• Points to identify the United States or Texas flag when asked and faces the correct flag when saying the Pledge of Allegiance independently • Compares the United States flag and the Texas flag by discussing their similarities and differences • Discuss the purpose of saying the Pledge of Allegiance and identifies places and events where the Pledge of Allegiance is said (e.g., ball games, assemblies, etc.) • Demonstrates respect for classmates and country during the Pledge of Allegiance without prompting or guidance from an adult. • Independently participates in voting experiences related to classroom decision-making and/or in the dramatic play center • Begins or offers to share experiences about going to vote with family members

For additional examples of child behaviors across the progressions, reference the 2022 Texas Prekindergarten Guidelines.