

FIRST GRADE SOCIAL STUDIES REPORT CARD RUBRIC - Second Nine Weeks

NOTE: The following represent core/foundational knowledge and skills to prepare students for for 2nd Grade Social Studies learning. Teachers are still expected to teach the remaining TEKS throughout the year (see Scope and Sequence). Also, standards new for each nine week period are indicated in blue.

Learning Goal	1 Area of Concern	2 Progress Being Made Towards First Grade State Standards	3 Meets First Grade State Standards	4 Understanding Goes Beyond First Grade State Standards
GOVERNMENT				
I can explain the purpose for rules and laws at home, at school, and in the community. TEKS - 1.10a	The student CANNOT explain the purpose for rules and laws at home, at school, and in the community.	The student can explain the purpose for rules and laws in at least one of the following areas: at home, at school, or in the community.	The student can explain the purpose for rules and laws at home, at school, and in the community.	The student meets the standard AND can identify functions of government such as establishing order, providing security, and managing conflict.
I can identify the responsibilities of authority figures in the home, school, and community. TEKS - 1.11a	The student CANNOT identify the responsibilities of authority figures in the home, school, and community.	The student can identify the responsibilities of authority figures in the home, school, OR community.	The student can identify the responsibilities of authority figures in the home, school, and community.	The student meets the standard AND can identify ways that public officials are selected, including election and appointment to office.
I can identify the features of civic engagement by describing the roles of public official in the community, state, and nation. TEKS - 1.11b	The student CANNOT identify the features of civic engagement by describing the roles of public official in the community, state, and nation.	The student can identify the features of civic engagement by describing the roles of public officials in at least one of the following areas: the community, state, or the nation.	The student can identify the features of civic engagement by describing the roles of public official in the community, state, and nation.	The student meets the standard AND can name current public officials and compare their roles.
CITIZENSHIP				
I can explain and practice voting as a way of making choices and decisions. TEKS - 1.13d, 16a, 17f, 18a	The student CANNOT explain voting and DOES NOT practice voting as a way of making choices and decisions.	The student can explain OR practice voting as a way of making choices and decisions.	The student can explain and practice voting as a way of making choices and decisions.	The student meets the standard AND can also identify other ways to practice good citizenship, such as involvement in community service.

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CULTURE				
I can describe and explain the importance of beliefs, language, and traditions of families and communities. TEKS - 1.14a	The student CANNOT describe NOR can explain the importance of beliefs, language, and traditions of families and communities.	The student can describe and explain the importance of at least one of the following: beliefs, language, or traditions of families and communities.	The student can describe and explain the importance of beliefs, language, and traditions of families and communities.	The student meets the standard AND can identify the significance of various ethnic and/or cultural celebrations.
SOCIAL STUDIES SKILLS				
I can use a calendar to describe and measure time in days, weeks, months, and years. TEKS - 1.17b	The student CANNOT use a calendar to describe and measure time in days, weeks, months, and years.	The student can use a calendar to describe and measure time in days, weeks, months, OR years.	The student can use a calendar to describe and measure time in days, weeks, months, and years.	Th student meets the standard AND can apply vocabulary related to chronology, including past, present, and future.
I can create and use a simple timeline to distinguish among, past, present, and future. TEKS - 1.17a,d	The student CANNOT create NOR use a simple timeline to distinguish among, past, present, and future.	The student can create OR use a simple timeline to distinguish among, past, present, and future.	The student can create and use a simple timeline to distinguish among, past, present, and future.	The student meets the standard AND can describe the order of events by using designations such as historical and present times.