

FIRST GRADE SOCIAL STUDIES REPORT CARD RUBRIC - Third 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 use a simple timeline to distinguish among, past, present, and future. TEKS - 1.17a	The student CANNOT use a simple timeline to distinguish among, past, present, and future.	NONE	The student can use a simple timeline to distinguish among, past, present, and future.	The student meets the standard AND can create and interpret timelines.
GEOGRAPHY				
I can identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather. TEKS - 1.5a	The student CANNOT identify NOR describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather.	The student can identify OR describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather.	The student can identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather.	The student meets the standard AND can identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.

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<p>I can create and use simple maps and locate my community, Texas, and the United States on maps and globes.</p> <p>TEKS 1.4a,b</p>	<p>The student CANNOT create NOR use simple maps and locate his/her community, Texas, and the United States on maps and globes.</p>	<p>The student can create and use simple maps and locate at least one of the following on maps and globes: his/her community, Texas, and the United States.</p> <p>OR</p> <p>The student can use simple maps and locate his/her community, Texas, and the United States on maps and globes but CANNOT create a simple map.</p>	<p>The student can create and use simple maps and locate his/her community, Texas, and the United States on maps and globes.</p>	<p>The student meets the standard AND can also locate the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.</p>
HISTORY				
<p>I can demonstrate an understanding of the foundations of America by identifying the contributions of historical figures.</p> <p>TEKS - 1.2a</p>	<p>The student CANNOT demonstrate an understanding of the foundations of America by identifying the contributions of historical figures.</p>	<p>The student can demonstrate an understanding of the foundations of America by identifying historical figures but CANNOT identify their contributions.</p>	<p>The student can demonstrate an understanding of the foundations of America by identifying the contributions of historical figures.</p>	<p>The student meets the standard AND can describe how people and events have influenced local community history.</p>