

Standards Based Report Card Rubric: 1st Grade Social Studies

| Report Card Section | Standard Assessed | Assessment of Mastery | | |
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| | | Met Standard (MS) | Approaching Standard (AS) | Insufficient Progress to the Standard (IPS) |
| History, Government and Citizenship | | | | |
| Describes the significance of historical figures, holidays and patriotic symbols | 1A: Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day. | Consistently able to identify, compare and contrast the contributions of significant historical figures in the community, state and nation. | Increasingly able to identify, compare and contrast the contributions of significant historical figures in the community, state and nation. | Little to no ability to identify, compare and contrast the contributions of significant historical figures in the community, state and nation. |
| | 2A: Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation. 2C: Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation. | Consistently able to compare state and national symbols. | Increasingly able to compare state and national symbols. | Little to no ability to compare state and national symbols. |
| Identifies and describes the role of authority figures in the home, school, community, state and nation and identifies characteristics of a good citizen and the need for rules and laws | 2A: Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation. 11A: Explain the purpose for rules and laws in the home, school, and community. 11B: Identify rules and laws that establish order, provide security, and manage conflict. 12A: Identify the responsibilities of | Consistently able to describe the responsibilities of leaders in the home, school, community, state and nation and describe the role and responsibilities of the mayor, governor and president. | Increasingly able to describe the responsibilities of leaders in the home, school, community, state and nation and describe the role and responsibilities of the mayor, governor and president. | Little to no ability to describe the responsibilities of leaders in the home, school, community, state and nation and describe the role and responsibilities of the mayor, governor and president. |

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| | <p>authority figures in the home, school, and community.</p> <p>13A: Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.</p> | <p>Consistently able to explain the need for rules and laws and state at least two rules or laws that establish order, provide security and manage conflict.</p> | <p>Increasingly able to explain the need for rules and laws and state at least two rules or laws that establish order, provide security and manage conflict.</p> | <p>Little or no ability to explain the need for rules and laws and state at least two rules or laws that establish order, provide security and manage conflict.</p> |
| <p>Uses vocabulary related to time and chronology and describes how technology affects the past and present</p> | <p>3A: Distinguish among past, present, and future.</p> <p>16A: Describe how technology changes the ways families live.</p> | <p>Consistently able to create a timeline or calendar with three events in sequence.</p> <p>Consistently able to describe how technology has affected daily life, past and present.</p> | <p>Increasingly able to create a timeline or calendar with three events in sequence.</p> <p>Increasingly able to describe how technology has affected daily life, past and present.</p> | <p>Little to no ability to create a timeline or calendar with three events in sequence.</p> <p>Little to no ability to describe how technology has affected daily life, past and present.</p> |
| Geography | | | | |
| <p>Demonstrates understanding of characteristics of maps & globes and describes how human characteristics are affected by geographic locations</p> | <p>5A: Create and use simple maps such as maps of the home, classroom, school, and community.</p> <p>6A: Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</p> <p>6C: Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.</p> | <p>Consistently able to create a simple map.</p> <p>Consistently able to locate places of significance on maps in the community, Texas, and the US and describes how human characteristics are affected by geographic locations.</p> | <p>Increasingly able to create a simple map.</p> <p>Increasingly able to locate places of significance on maps in the community, Texas, and the US and describes how human characteristics are affected by geographic locations.</p> | <p>Little or no ability to create a simple map.</p> <p>Little to no ability to locate places of significance on maps in the community, Texas, and the US and describes how human characteristics are affected by geographic locations.</p> |

Economics

Describe the value of work, the role of goods and services in meeting needs and wants, and identifies the role of markets in the exchange of goods and services

8A: Identify examples of goods and services in the home, school, and community.
8B: Identify ways people exchange goods and services.
8C: Identify the role of markets in the exchange of goods and services.
9A: Identify examples of people wanting more than they can have.
9B: Explain why wanting more than they can have requires that people make choices.

Consistently able to identify examples of goods and services and explain examples of needs and wants.

Consistently able to identify the role of markets in the exchange of goods and services.

Increasingly able to identify examples of goods and services and explain examples of needs and wants.

Increasingly able to identify the role of markets in the exchange of goods and services.

Little or to no ability to identify examples of goods and service and explain examples of needs and wants.

Little or no ability to identify the role of markets in the exchange of goods and services.