



**ADW Academic Standards
Report Card Guide Sheets**

Grade: First Subject: Social Studies

Report Card Standard	Compares daily life of individuals in the community in the present with life in the past.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <p>Identify things that have changed or remained the same in different environments around them.</p> <p>Vocabulary Past Present Technology Timeline</p>	<p>I can:</p> <p>Name and identify celebrations, holidays, and people observed in National celebrations and holidays.</p> <p>Vocabulary Thanksgiving Native American Pilgrim Mayflower</p>	<p>I can</p> <p>Name and identify celebrations, holidays, and people observed in National celebrations and holidays.</p> <p>Identify and discuss important events in student's life.</p> <p>Vocabulary timeline George Washington Abraham Lincoln Martin Luther King, Jr. Washington Monument Lincoln Memorial Past present</p>	<p>I can:</p> <p>Name and identify celebrations, holidays, and people observed in National celebrations and holidays.</p> <p>Identify and discuss important events in student's school life.</p> <p>Vocabulary Past Present timeline Memorial Day Independence Day Arlington Cemetery</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <p>Compare their lives with their parents or family members ie: school, neighborhoods, technology.</p>	<p>Student can:</p> <p>Use a graphic organizer to compare Thanksgiving of the past with the present.</p>	<p>Student can:</p> <p>Create a timeline of life.</p>	<p>Student can:</p> <p>Collaborate with classmates in creating a timeline or memory book naming school events from September to May.</p>



ADW Academic Standards Report Card Guide Sheets

Grade: First Subject: Social Studies

Report Card Standard	Gives examples of rules, laws and ways to contribute to your school and community.		
Learning Targets by Quarter			
1	2	3	4
<p>I can:</p> <ul style="list-style-type: none"> – Participate in creating classroom rules. – Recite the Pledge of Allegiance and understand it is a promise to the United States. – Identify people who have the authority to make laws and enforce rules. – Understand my responsibility to my community. – Name and identify celebrations, holidays, and people observed in national celebrations and holidays. <p>Vocabulary: Pledge of Allegiance Laws Rules Community Responsibility Community Workers</p>	<p>I can:</p> <p>Name and identify celebrations, holidays, and people observed in national celebrations and holidays.</p> <p>Recognize and identify symbols or songs of the United States.</p> <p>Vocabulary: Bald Eagle American Flag (Old Glory) Statue of Liberty Thanksgiving Veteran</p>	<p>I can:</p> <p>Name and identify celebrations, holidays, and people observed in national celebrations and holidays.</p> <p>Vocabulary Martin Luther King, Jr. George Washington Abraham Lincoln President Washington Monument The Lincoln Memorial</p>	<p>I can:</p> <p>Name and identify celebrations, holidays, and people observed in national celebrations and holidays.</p> <p>Vocabulary Memorial Day Independence Day Arlington Cemetery</p>
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
<p>Student can:</p> <ul style="list-style-type: none"> – Create own rule and illustrate. Share with the class. Participate in the daily Pledge of Allegiance. – Name and state facts about community workers ie: governor, mayor, police officer, firefighter, principal, pastor, librarian, doctor, nurse, veterinarian – Give examples of rules and laws, explain why rules and laws exist, describe consequences of not having rules and laws. – Identify and discuss holidays and celebrations ie: Christopher Columbus 	<p>Student can:</p> <p>Identify and discuss holidays and celebrations ie: Thanksgiving, Veteran’s Day</p> <p>Name, illustrate, or identify the US symbols and songs ie: bald eagle, American Flag, Statue of Liberty, Star Spangled Banner or America the Beautiful.</p>	<p>Student can:</p> <p>Identify and discuss holidays and celebrations ie: MLK, President’s Day.</p>	<p>Student can:</p> <p>Identify and discuss holidays and celebrations ie: Memorial Day and Independence Day.</p>



**ADW Academic Standards
Report Card Guide Sheets**

Grade: First Subject: Social Studies

Report Card Standard	Identifies human and physical features and changes in the school and community by using maps and other resources.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can: - Identify and name a globe, map - Identify cardinal directions on a globe or map - Identify physical features, human features, and natural resources Vocabulary: Map Valley Globe Plain Mountain City Ocean Country River Transportation Lake Farms Natural Resources Cardinal Directions	I can:
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can: - Create a map that includes cardinal directions ie: bedroom, classroom, school, or neighborhood - Identify and name landforms and waterforms ie: river, mountains, lake, ocean, valley, plain - Identify and name human features: city, country, farms, buildings, roads, transportation - Give examples of natural resources and how people use them. ie: water, soil, trees, plants	Student can:



**ADW Academic Standards
Report Card Guide Sheets**

Grade: First Subject: Social Studies

Report Card Standard	Identifies, compares and contrasts goods, services and jobs.		
Learning Targets by Quarter			
1	2	3	4
I can:	I can:	I can:	I can: Identify goods and services. Compare and contrast different jobs. Understand the difference between producer and consumer. Vocabulary: goods services producers consumers income
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:	Student can:	Student can:	Student can: Create a chart of goods and services with pictures or words. Discuss different types of jobs people have. Give examples of what a producer is and what a consumer is.



**ADW Academic Standards
Report Card Guide Sheets**

Grade: First Subject: Social Studies

Report Card Standard	Compares cultural similarities and differences found in the community.		
Learning Targets by Quarter			
1	2	3	4
I can: Share individual talents, interests, hobbies Vocabulary: hobbies talents interests	I can: Share individual talents, interests, hobbies Identify and name groups that people belong to Vocabulary: groups	I can: Share individual talents, interests, hobbies Understand that people come from different cultures Understand that people have different customs and celebrations Vocabulary: customs cultures	I can: Share individual talents, interests, hobbies Understand that people come from different cultures Understand that people have different customs and celebrations Vocabulary: customs cultures
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Create and share Star of the Week poster	Student can: Create and share Star of the Week poster Name groups that people belong to ie: girl scouts, boy scouts, sports team, art club, science club, karate, dance class, chess club	Student can: Create and share Star of the Week poster Talk about and compare different cultures and customs Participate in school multicultural day/international day Participate in classroom activity ie: Chinese New Year, St. Patrick's, Mardi Gras	Student can: Create and share Star of the Week poster Participate in classroom activity ie: Cinco de Mayo