



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: First Subject: Social Studies**

<b>Report Card Standard</b>	<b>Compares daily life of individuals in the community in the present with life in the past.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can:</p> <p>Identify things that have changed or remained the same in different environments around them.</p> <p><b>Vocabulary</b> 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><b>Vocabulary</b> 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><b>Vocabulary</b> 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><b>Vocabulary</b> Past Present timeline Memorial Day Independence Day Arlington Cemetery</p>



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**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>



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<b>Report Card Standard</b>	<b>Gives examples of rules, laws and ways to contribute to your school and community.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can:</p> <ul style="list-style-type: none"> <li>- Participate in creating classroom rules.</li> <li>- Recite the Pledge of Allegiance and understand it is a promise to the United States.</li> <li>- Identify people who have the authority to make laws and enforce rules.</li> <li>- Understand my responsibility to my community.</li> <li>- Name and identify celebrations, holidays, and people observed in national celebrations and holidays.</li> </ul> <p><b>Vocabulary:</b>  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><b>Vocabulary:</b>  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><b>Vocabulary</b>  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><b>Vocabulary</b>  Memorial Day  Independence Day  Arlington Cemetery</p>



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1	2	3	4
<p>Student can:</p> <ul style="list-style-type: none"><li>– Create own rule and illustrate. Share with the class. Participate in the daily Pledge of Allegiance.</li><li>– Name and state facts about community workers ie: governor, mayor, police officer, firefighter, principal, pastor, librarian, doctor, nurse, veterinarian</li><li>– Give examples of rules and laws, explain why rules and laws exist, describe consequences of not having rules and laws.</li><li>– Identify and discuss holidays and celebrations:</li><li>– Christopher Columbus</li></ul>	<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>



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<b>Report Card Standard</b>	<b>Identifies human and physical features and changes in the school and community by using maps and other resources.</b>																
<b>Learning Targets by Quarter</b>																	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>														
I can:	I can:	I can: <ul style="list-style-type: none"> <li>- Identify and name a globe, map</li> <li>- Identify cardinal directions on a globe or map</li> <li>- Identify physical features, human features, and natural resources</li> </ul> <b>Vocabulary:</b> <table border="1" style="margin-left: 20px;"> <tr><td>map</td><td>ocean</td></tr> <tr><td>valley</td><td>country</td></tr> <tr><td>globe</td><td>river</td></tr> <tr><td>plain</td><td>natural resource</td></tr> <tr><td>mountain</td><td>lake</td></tr> <tr><td>city</td><td>farm</td></tr> <tr><td>cardinal directions</td><td>transportation</td></tr> </table>	map	ocean	valley	country	globe	river	plain	natural resource	mountain	lake	city	farm	cardinal directions	transportation	I can:
map	ocean																
valley	country																
globe	river																
plain	natural resource																
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Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Student can:	Student can:	Student can: <ul style="list-style-type: none"><li>- Create a map that includes cardinal directions ie: bedroom, classroom, school, or neighborhood</li><li>- Identify and name landforms and waterforms ie: river, mountains, lake, ocean, valley, plain</li><li>- Identify and name human features: city, country, farms, buildings, roads, transportation</li><li>- Give examples of natural resources and how people use them. (water, soil, trees, plants)</li></ul>	Student can:



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



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			<p>Discuss different types of jobs people have.</p> <p>Give examples of what a producer is and what a consumer is.</p>
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<b>Report Card Standard</b>	<b>Compares cultural similarities and differences found in the community.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can:</p> <p>Share individual talents, interests, hobbies</p> <p><b>Vocabulary:</b> hobbies talents interests</p>	<p>I can:</p> <p>Share individual talents, interests, hobbies</p> <p>Identify and name groups that people belong to</p> <p><b>Vocabulary:</b> groups</p>	<p>I can:</p> <p>Share individual talents, interests, hobbies</p> <p>Understand that people come from different cultures</p> <p>Understand that people have different customs and celebrations</p> <p><b>Vocabulary:</b> customs cultures</p>	<p>I can:</p> <p>Share individual talents, interests, hobbies</p> <p>Understand that people come from different cultures</p> <p>Understand that people have different customs and celebrations</p> <p><b>Vocabulary:</b> customs cultures</p>
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Student can:</p> <p>Create and share Star of the Week poster</p>	<p>Student can:</p> <p>Create and share Star of the Week poster</p> <p>Name groups that people belong to ie: girl scouts, boy scouts, sports team, art club,</p>	<p>Student can:</p> <p>Create and share Star of the Week poster</p> <p>Talk about and compare different cultures and customs</p>	<p>Student can:</p> <p>Create and share Star of the Week poster</p> <p>Participate in classroom activity ie: Cinco de Mayo</p>



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	science club, karate, dance class, chess club	Participate in school multicultural day/international day  Participate in classroom activity ie: Chinese New Year, St. Patrick's, Mardi Gras	
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