



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Kindergarten Subject: Social Studies

**Report Card
Standard**

Compares people, objects and events of today and long ago.

Learning Targets by Quarter

1	2	3	4
	I can:	I can: Identify celebrations and holidays as a way of remembering and honoring events and people in the past	I can: Compare objects of the past and present.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
ent can:	Student can:	Student can: Identify Thanksgiving, MLK Day, Presidents Day, Veterans Day, etc. in engaging activities	Student can: Sort pictures into past and present categories (e.g. butter churn and a mixer, landline telephone and cell phone, transportation, clothes, etc.)



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Listens and retells stories about people in the past who showed honesty and responsibility.

Learning Targets by Quarter

1	2	3	4
	I can: Listen to stories about people in the past who showed honesty, courage, and responsibility.	I can: Identify key role models of the past	I can: Listen and retell to stories about people in the past who showed honesty, courage, and responsibility.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
ent can:	Student can: Discuss people of the past and make connections to self.	Student can: Identify George Washington, Abraham Lincoln, Harriet Tubman, Chief Little Turtle etc.	Student can: Retell a story of key role models from the past.



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Report Card Standard	Gives examples of rules in the classroom and school and why we need them.
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Learning Targets by Quarter

1	2	3	4
Identify and describe role of school personnel.	I can: Give example of rules in the classroom and school.	I can: Identify examples of responsible citizenship in the school setting	I can: Give examples of rules in the school and provide reasons for specific rules to ensure order and safety.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Identify different members of school communities and roles.	Student can: Draw picture of students following rules at school.	Student can: Engage in discussion of witnessed occurrences of a positive role model's actions.	Student can: Extend conversations regarding rules through role play or teacher presented scenarios in which rules were not followed by members of a classroom or school.



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Report Card Standard	Identifies maps and globes as a way of representing Earth.
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Learning Targets by Quarter

1	2	3	4
Recognize a map.	I can: Recognize a globe.	I can: Identify and describe a map.	I can: Identify and describe a globe.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Student can: Point to and/or verbally, identify a map.	Student can: Point to and/or verbally, recognize a globe.	Student can: Provide understanding of a map and its basic purposes verbally, in drawing, etc.	Student can: Provide understanding of a globe and its basic purposes verbally, in drawing, etc.



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Standard**

Describes people and places in the school and community.

Learning Targets by Quarter

1	2	3	4
I can: Identify 7 different people and places in the school.	I can: Describe 7 different people and places in the school.	I can: Identify 7 different people and places in the community.	I can: Describe 7 different people and places in the community.

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
Student can: Point out or orally name 7 different people and places in school.	Student can: Provide details (1+) about 7 different people and places in the school through verbal discussion, drawings, or other activity.	Student can: Point out or orally name 7 different people and places in the community.	Student can: Provide details (1+) about 7 different people and places in the community through verbal discussion, drawings, or other activity.



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Report Card Standard	Gives examples of different work that people do in a community and at home.
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Learning Targets by Quarter

1	2	3	4
<p>1</p> <p>Develop an understanding of work done by members in a family.</p>	<p>2</p> <p>I can: Show understanding of work done by members in a family.</p>	<p>3</p> <p>I can: Develop an understanding of work done by members in a community.</p>	<p>4</p> <p>I can: Show understanding of work done by members in a community.</p>

Work Sample for Meets the Grade Level Expectations at this Time by Quarter

1	2	3	4
<p>1</p> <p>Student can: Participate in discussions, projects, etc. about examples of work done by 3 different members in a family.</p>	<p>2</p> <p>Student can: Provide own examples verbally, in detailed drawings, etc. of work done by 3 different members in a family.</p>	<p>3</p> <p>Student can: Participate in discussions, projects, etc. about examples of work done by 4 different members in a community.</p>	<p>4</p> <p>Student can: Provide own examples verbally, in detailed drawings, etc. of work done by 4 different members in a community.</p>



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