

Grade 1: Making Our Way

Prince George's County Social Studies

INSTRUCTOR & COURSE INFORMATION:

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Planning Time: Wednesdays 10:40-11:40 by appointment

School Phone Number: 301-390-0239

TEXT: Pearson, MyWorld Social Studies; Making Our Way

OVERVIEW:

In the First Grade, students learn about their environment as they begin to distinguish events of the past and present. They explore the concepts of time and space. Students identify symbols that are important to our country. They discover why they must follow school rules and laws as they learn about their role as a citizen in the school and community. Students identify basic characteristics of maps and globes while exploring the geographic characteristics of their community. They explain how people have different kinds of jobs and work to meet basic economic wants. Students develop an understanding that they are individuals who interact with other individuals and groups, and identify ways that people, who are similar and different, make up the community.

GOALS:

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through play, center activities, portfolios, exhibitions, simulations, that correlate to social studies content standards for evaluation
- Communicate effectively and age appropriately for a variety of purposes.

**Elementary Social Studies
(Grades K-1)**





Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Social Studies Curriculum Instructional Maps.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMax. SchoolMax will convert the points to a percentage. Those percentages will be converted to a grade of a PR, IP or ND.

Example Scoring Rubric located on the page.

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	<p>This includes work completed in the classroom setting. Classwork can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Notebooks/Journals ● Content Vocabulary Development Activities ● Active Participation in Whole/Small Group Discussion, Presentation and Activities ● Active Participation in Social Studies Projects 	50%
Independent Assignments	<p>This includes work completed outside of class time to be graded upon its completion and/or student’s preparation for class (materials, supplies, etc.) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> ● Writing Assignments ● Content Reading 	10%
Assessments	<p>This category encompasses both the tradition (exams and quizzes) and alternative methods of assessing student learning (presentations, content-based projects, portfolios) with the goal of mastery.</p> <ul style="list-style-type: none"> ● Tests ● Quizzes ● Portfolios <p>Suggested criteria for grading presentations, projects, portfolios:</p> <ul style="list-style-type: none"> ● Concepts/objectives were met ● Completion of Project 	40%

Kindergarten and First Grade Scoring Rubric

Indicator on Child's Work	Teacher's Grade Book	Report Card Equivalent	Description
	9 or 10	PR Proficient 90 – 100%	Student can demonstrate indicator independently.
	8	IP In Process 80 – 89%	Student can demonstrate indicator with minimal adult support.
	7	EM Emerging 70 – 79%	Student demonstrates indicator occasionally with some adult support.
	5 or 6	ND Needs Development 50 - 69%	Student cannot demonstrate indicator.

Teachers are to use observations (“kid watching”), anecdotal records and child portfolio entries to support scoring

Making Our Way Social Studies Grade 1 Year at a Glance

Quarter 1	Quarter 2										
<p>Content Focus: Civics-Our Roles and Responsibilities</p> <p>Overarching Question: <i>In what ways are good citizens involved in their homes, schools and communities?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● <i>Citizens</i> have rights and responsibilities. ● Students will be able to explain and identify the American symbols and documents as it relates to the role of government. ● People can better cooperate when they respect authority and follow rules and laws <p>Focused Reading Strategies & Skills</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Listening Comprehension</td> <td style="width: 50%;">Visualize</td> </tr> <tr> <td>School Rituals and Routines</td> <td>Ask and Answer Questions</td> </tr> <tr> <td>Text Features</td> <td>Identifying Key Details</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> ● Design and Create a Classroom Crest (Student/Class Created Presentations) <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2Civ1-14.K-2 Applying Disciplinary Tools & Concepts (Civics) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>	Listening Comprehension	Visualize	School Rituals and Routines	Ask and Answer Questions	Text Features	Identifying Key Details	<p>Content Focus: History-Celebrating Diversity and Traditions</p> <p>Overarching Question: <i>How do cultures change over time?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Families and cultures are alike and different in many ways. ● Culture is expressed in various ways ● Technology and communities shape people’s lives and affect the way people live. ● Change happens over time <p>Focused Reading Strategies & Skills</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Make and Confirm Predictions</td> <td style="width: 50%;">Reread/Monitor</td> </tr> <tr> <td>Main Topic and Key Ideas</td> <td>Character, Setting, Events</td> </tr> </table> <p>Quarter Culminating Activities: A Celebration of Cultures Conduct a school international festival. A possible theme “What makes a Community”- feature families, foods, items of clothing, homes, celebrations, games, and languages. If possible, invite family members to the classroom to share different specialty foods, dances, music, arts and crafts, and language. (Student/Class Created Presentations)</p> <p>Social Studies Standards</p> <p>D1-5.K-2 Developing Questions & Planning Inquiry D2His1-17.K-2 Applying Disciplinary Tools & Concepts (History) D31-4.K-2 Evaluating Sources & Using Evidence D41-8.K-2 Communicating Conclusions & Taking Informed Action</p>	Make and Confirm Predictions	Reread/Monitor	Main Topic and Key Ideas	Character, Setting, Events
Listening Comprehension	Visualize										
School Rituals and Routines	Ask and Answer Questions										
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Make and Confirm Predictions	Reread/Monitor										
Main Topic and Key Ideas	Character, Setting, Events										
Quarter 3	Quarter 4										
<p>Content Focus: Geography-As the World Turns</p> <p>Overarching Question: <i>How do humans interact with and impact the environment?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Maps and globes are simple representations of places on Earth. ● The world is made up of different physical features such as landforms and bodies of water. ● Physical features are located in specific places. ● Weather and seasons affect what people wear or do. ● People use the world’s natural resources to satisfy basic needs. ● Environment affects how and where people live 	<p>Content Focus: Economics- Everybody Works</p> <p>Overarching Question: <i>How do people get what they need?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● <i>People have different needs and wants and have to make choices.</i> ● <i>Items you choose has value (opportunity cost) and the item that you do not choose also has value.</i> ● <i>People do many kinds of work making goods or providing services that other people want to buy.</i> ● <i>People are both producers and consumers of goods and services.</i> 										

Focused Reading Strategies & Skills

Make and Confirm Predictions	Reread/Monitor and Clarify
Sequence	Character, Setting, Events
Cause and Effect	Ask and Answer Questions
Visualize	Sequence

Quarter Culminating Activities:

- 3DMy space in the world: Possible Theme “What Changes Over Time”- Students will make a 3D model of a geographic place where you would like to live. Students will sketch their imaginary favorite place on paper first then create a 3D model <http://www.marylandteachersguide.com> (Student Created Presentations)

Social Studies Standards

D1-5.K-2 Developing Questions & Planning Inquiry
D2Geo1-2.K-2 Applying Disciplinary Tools & Concepts (Geography)
D31-4.K-2 Evaluating Sources & Using Evidence
D41-8.K-2 Communicating Conclusions & Taking Informed Action

Focused Reading Strategies & Skills

<i>Make and Confirm Predictions</i>	<i>Sequence</i>
<i>Cause and Effect</i>	<i>Ask and Answer Questions</i>
<i>Problem and Solution</i>	<i>Point of View</i>

Quarter Culminating Activities:

- **Class Book:** Possible Theme “How Can We Learn About the World Around Us to Get What We Need” Each students will design a page for the class book after they are assigned the role of a producer or consumer.
- School Based Simulation: Mini Store; Someday I Might Be...Using Money activity [Pearson Realize Platform](#) (Student Created Presentations)

Social Studies Standards

D1-5.K-2 Developing Questions & Planning Inquiry
D2Eco1-15.K-2 Applying Disciplinary Tools & Concepts (Economics)
D31-4.K-2 Evaluating Sources & Using Evidence
D41-8.K-2 Communicating Conclusions & Taking Informed Action

Quarterly Assessments

- **Teacher-Created Assessment**
- **Quarter Culminating Activity**