

Priority Standard K.TS.7.A.a - Label and analyze different social studies sources with guidance and support from an adult

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can . . . <p>Connect a picture or symbol to an object that it represents Match a label to an image or graphic Distinguish between real and make believe</p>	
<p>Common Student Misconceptions/Mistakes</p>	<p>Indiscriminately placing labels Not recognizing labels have meaning Not distinguishing between a picture and a symbol Confusing real and make believe</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can accurately match labels to images and can distinguish between real and make believe consistently. May need mild prompting from a teacher.</p>	<p>A student who is approaching mastery may do one of the following: occasionally mix up labels on images (despite teacher prompting) or confuse real and make believe sources.</p>	<p>The Beginning to Learn student may indiscriminately place labels on images (despite teacher prompting) and confuse real and make believe sources.</p>
<p>Evidence of Mastery</p>	<p>Place labels on an image accurately Talk about and provide evidence of why a source is real or make believe Formative Assessment</p>	
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Matching similar symbols Participating in fiction and non-fiction read alouds (real or make believe)</p>	
<p>Next Level</p>	<p>Write in own labels for images</p>	

What students will do if they have consistently mastered the standard	Create a real source Formative Assessment Map Unit
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Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> ● Match labels to images ● Distinguish between real and make believe ● Teacher prompting okay 	<ul style="list-style-type: none"> ● Occasionally mix up labels ● OR confuse real and make believe sources ● Teacher prompting okay 	<ul style="list-style-type: none"> ● Indiscriminately placing labels on images despite teacher prompting ● AND confusing real and make believe despite teacher prompting

Priority Standard : K.TS.7.A.b - Use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.		
Learning Targets	<ul style="list-style-type: none"> ● I can . . . ● Observe various artifacts ● Discuss/share information learned from artifacts ● Participate in classroom activities 	
Common Student Misconceptions/Mistakes	<p>Not participating in class discussion Inappropriately using artifacts Off topic and sharing unrelated stories Not respecting others sharing</p>	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can verbally and visually share findings of artifacts independently and consistently.	A student who is approaching mastery may verbally or visually share findings of artifacts.	The Beginning to Learn student may not yet verbally or visually share findings of artifacts even with teacher assistance.

<p>Evidence of Mastery</p>	<p>Talk to peers or teacher about what they learned Draw a picture to show the artifact Be an active, respectful listener during a share Formative Assessment</p>
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Practice active listening skills through story reading Answer questions about specific topics to practice staying focused Practice kindness and respect (SEL lesson)</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Create an artifact to share Research an artifact to build on the learning Choose a culture and discover more artifacts</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Can verbally and visually share findings of artifacts • Independently and consistently 	<ul style="list-style-type: none"> • May verbally OR visually share findings of artifacts 	<ul style="list-style-type: none"> • May not yet verbally or visually share findings of artifacts even with teacher assistance.

<p>Priority Standard: K.TS.7.B.a - Use visual tools to communicate information.</p>	
<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can . . . <p>Use position words with accuracy. Construct and use a visual tool.</p>

<p align="center">Common Student Misconceptions/Mistakes</p>	<p>Confusing position words Inability to follow multi-step directions Unable to recognize/distinguish independent work</p>	
<p align="center">Meeting Expectations</p>	<p align="center">Approaching Expectations</p>	<p align="center">Beginning to Learn</p>
<p>A student who has mastered this standard can construct and use a visual tool using position words independently and consistently.</p>	<p>A student who is approaching mastery may construct or use a visual tool. May need teacher assistance when using position words.</p>	<p>The Beginning to Learn student may not yet be able to construct or use a visual tool. May not yet be able to use position words.</p>
<p align="center">Evidence of Mastery</p>	<p>Construct a visual tool to communicate information Use a visual tool to obtain information Use position words to describe location of an object Formative assessment</p>	
<p align="center">Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Fine motor skills practice Play games to practice position words (Simon Says) Connect the dots Scavenger hunt</p>	
<p align="center">Next Level What students will do if they have consistently mastered the standard</p>	<p>How to organize a complete thought through visuals Introduce additional features</p>	

<p align="center">Meets the Standard (3)</p>	<p align="center">Approaching the Standard (2)</p>	<p align="center">Beginning to Learn (1)</p>
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<ul style="list-style-type: none"> • Can construct and use a visual tool • Use position words independently and consistently 	<ul style="list-style-type: none"> • May construct a visual tool • May use a visual tool • May need teacher assistance when using position words 	<ul style="list-style-type: none"> • May not yet be able to construct a visual tool • May not yet be able to use a visual tool • May not yet be able to use position words
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Priority Standard: K.TS.7.D.a - Share findings about a topic.		
Learning Targets	<ul style="list-style-type: none"> • I can . . . • Identify one topic • Use pictures or text or listening skills to learn about a topic • Speak about a topic • Draw an image that represents the topic • Communicate new learning about the topic • Work with a group to talk about new learning 	
Common Student Misconceptions/Mistakes	<p>Getting off topic/ telling unrelated stories Too many details - not focusing on relevant information Not participating in the source information (picture, discussion, text, etc.) Not collaborating with others/ not sharing</p>	
Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can verbally and visually share findings about a topic including new learning about the topic independently and consistently.	A student who is approaching mastery may share findings about a topic through pictures or verbally that shows new learning or may with teacher assistance.	The Beginning to Learn student may listen to information, but may not yet be able to communicate about or focus on a main topic.

<p>Evidence of Mastery</p>	<p>Talk to peers or teacher about what they learned Draw a picture to show the new learning Be an active listener during a lesson on the topic Formative Assessment</p>
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Practice active listening skills through story reading Answer questions about specific topics to practice staying focused</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>1.TS.7.D.a Share findings about a Social Studies topic. Discuss community events and topics Identify symbols in the community Write about the topic</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Verbally and visually share findings about a topic Includes new learning about the topic Meets these independently and consistently 	<ul style="list-style-type: none"> Share findings about a topic through pictures or verbally Shows new learning May need teacher assistance 	<ul style="list-style-type: none"> May listen to information May not yet be able to communicate about topic May not yet focus on a main topic.

<p>Priority Standard: K.TS.7.E.a - Ask questions and find answers about a topic, with assistance</p>	
<p>Learning Targets</p>	<ul style="list-style-type: none"> I can . . . <p>Ask a question on topic. Know the difference between a question and a comment Use resources to find answers on a topic</p>

<p align="center">Common Student Misconceptions/Mistakes</p>	<p>Mixing up questions and comments Going off topic Lack of focus when using resources</p>	
<p align="center">Meeting Expectations</p>	<p align="center">Approaching Expectations</p>	<p align="center">Beginning to Learn</p>
<p>A student who has mastered this standard can ask a question on topic and investigate an answer consistently with teacher prompting.</p>	<p>A student who is approaching mastery may choose from a list of questions on topic but may not yet investigate an answer with teacher prompting.</p>	<p>The Beginning to Learn student may not yet ask or choose a question on topic or may not yet utilize resources correctly despite teacher prompting.</p>
<p align="center">Evidence of Mastery</p>	<p>Can ask a question about a topic Can use a resource to answer a question with teacher prompting Formative Assessment</p>	
<p align="center">Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Practice asking questions to find out more Sort images by topic Locating a resource about a topic</p>	
<p align="center">Next Level What students will do if they have consistently mastered the standard</p>	<p>Expand research topic to ask more questions Investigate independently Create a way to share what was learned</p>	

<p align="center">Meets the Standard (3)</p>	<p align="center">Approaching the Standard (2)</p>	<p align="center">Beginning to Learn (1)</p>
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- Can ask a question on topic
- Investigate an answer consistently with teacher prompting

- May choose from a list of questions on topic
- May not yet investigate an answer with teacher prompting.

- May not yet ask or choose from questions on topic
- May not yet utilize resources correctly despite teacher prompting