

Priority Standard: 1.TS.7.A.b Identify and use artifacts to share information on Social Studies topics.

Learning Targets

- I can . . .
- Define artifact in the context of Social Studies
- Choose artifacts that connect to the topic
- Identify the differences in artifacts
- Identify similarities in artifacts
- Share findings from observing artifacts
- Identify how a topic is connected to real life

Common Student Misconceptions/Mistakes

Getting off topic
 Not knowing what an artifact is
 Drawing incorrect conclusions
 Confusion of similarities and differences

Meeting Expectations

A student who has mastered this standard can identify artifacts that connect to the topic, connect information about the artifacts to the current unit, and clearly communicate learning. The student can complete this independently and consistently.

Approaching Expectations

A student who is approaching mastery may identify an artifact that generally connects to the topic but may include an opinion or not enough information about the artifact or meets the standard inconsistently/ needs teacher supported clarification.

Beginning to Learn

The Beginning to Learn student may not yet identify artifacts or chooses unrelated artifacts or is not yet be able to share information about the topic.

Evidence of Mastery

Completing a venn diagram

	<p>Writing about the topic</p> <p>Draw an artifact that connects with the topic</p>
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Vocabulary</p> <p>Understanding of question words</p> <p>Knowledge of the difference between fact and opinion</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Differentiate between similarities and differences</p> <p>Design a model</p> <p>Create a poster</p> <p>Analyze real world situations</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> Identify artifacts that connect to the topic Connect information about the artifacts to the current unit Clearly communicates learning. Complete this independently and consistently. 	<ul style="list-style-type: none"> May identify an artifact that generally connects to the topic May include an opinion or not enough information about the artifact Meets the standard inconsistently Needs teacher supported clarification. 	<ul style="list-style-type: none"> Not yet identify artifacts Chooses unrelated artifact Not yet be able to share information about the topic.

Priority Standard: 1.TS.7.B.a Create visual tools to communicate information.

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can . . . • Create a visual representation of my learning • Identify important information to share in my visual tool. • Use my visual representation to communicate my ideas clearly. 	
<p>Common Student Misconceptions/Mistakes</p>	<ul style="list-style-type: none"> • Using opinions instead of facts. • Lacks details • Lack of focus on a specific topic • Not able to communicate thoughts through the visual or by verbally explaining. 	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can create visual tools that clearly communicate or help them verbally communicate information that connects to the current unit that includes facts and details independently and consistently.</p>	<p>A student who is approaching mastery may create visual tools to help them communicate information with teacher supported clarification that connects to the current unit but may have an opinion or not enough information to support their conclusion or may meet the standard inconsistently.</p>	<p>The Beginning to Learn student may create a visual that identifies a topic not directly connected to the current unit, or is not yet able to create a visual representation or verbally explain their visual tool.</p>
<p>Evidence of Mastery</p>	<p>The student may create any of the following:</p> <ul style="list-style-type: none"> • Picture • Poster • Diagram • Diorama • Map 	

	<ul style="list-style-type: none"> ● Seesaw Journal <p>Using these informational text features:</p> <ul style="list-style-type: none"> ● Detailed drawings ● Labels ● Descriptions ● Facts
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Talk about what they observe Guided drawings either on paper or technology Teach how to label Guidance to identify a topic How to organize a complete thought through visuals Introduce different text features</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Use their visual tool, but expand on their findings by using informational text, written or verbally</p>

Priority Standard: 1.TS.7.D.a Share findings about a Social Studies topic.

<p>Learning Targets</p>	<ul style="list-style-type: none"> • I can . . . • Identify social studies topics • Write down my conclusions about what I found • Create a visual representation of my findings • Decide what is important in my findings • Make a statement about my findings • Read aloud my findings to a group • Explain why my finding is important 	
<p>Common Student Misconceptions/Mistakes</p>	<p>Asking a question is the same as sharing my findings Small details are the same as the main idea Being overly broad in their findings Ignoring important details that support the main idea Lacking focus, getting off topic Trying to support their findings with incorrect evidence</p>	
<p>Meeting Expectations</p>	<p>Approaching Expectations</p>	<p>Beginning to Learn</p>
<p>A student who has mastered this standard can identify a social studies topic that connects to the current unit and share their findings by clearly communicating a conclusion either visually, verbally, or in a written format independently and consistently.</p>	<p>A student who is approaching mastery may identify a social studies topic connected to the current unit and share a finding by communicating a conclusion with teacher supported clarification or may meet the standard inconsistently.</p>	<p>The Beginning to Learn student may identify a topic not directly connected to the current unit, may be overly broad or too narrow in the findings, or may ask questions about the topic rather than drawing a conclusion..</p>
<p>Evidence of Mastery</p>	<p>The student will master this standard by sharing information about a current topic through...</p> <ul style="list-style-type: none"> • Seesaw 	

	<ul style="list-style-type: none"> • Flipgrid • Kagan Strategy • Verbally • Journal Writing • Class Discussions • Paper/pencil activities
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Share topics about anything - how to focus on social studies</p> <p>Need Guidance to identify a topic</p> <p>Write about a topic thoughts</p> <p>Know how to stay on topic (not too broad and not too narrow)</p> <p>How to organize a complete thought</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Support my findings with evidence</p> <p>Know how to conduct research</p> <p>Identify primary and secondary sources</p> <p>Use research to share their conclusion</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Identify a social studies topic that connects to the current unit • Share findings by clearly communicating a conclusion either visually, verbally, or in a written format • Completes these independently 	<ul style="list-style-type: none"> • May identify a social studies topic connected to the current unit • Share a finding by communicating a conclusion with teacher supported clarification • May meet the standard inconsistently. 	<ul style="list-style-type: none"> • May identify a topic not directly connected to the current unit • May be overly broad or too narrow in the findings • May ask questions about the topic rather than drawing a conclusion..

and consistently.

Priority Standard : 1.TS.7.E.a Ask supporting questions and find answers about Social Studies topics, with assistance

Learning Targets

- I can . . .
- Choose questions that will help me learn about the topic
- Form questions
- Participate in a conversation about my topic
- Propose answers to supporting questions
- Apply my learning to answer questions

Common Student Misconceptions/Mistakes

- Lacks understanding of a question versus a statement.
- Asking off topic questions
- Unable to transfer learning to supporting questions.
- Struggles with making a real world connection.
- Difficulty staying on topic.

Meeting Expectations

A student who has mastered this standard can ask supporting questions that are clearly connected to essential questions about the topic. The student can share their findings by clearly communicating their answer either visually, verbally, or in a written format consistently.

Approaching Expectations

A student who is approaching mastery may pose a supporting question that is connected to the essential question, and share their findings with prompting and benefits from teacher supported clarification.

Beginning to Learn

A student who is approaching mastery is not yet able to form a supporting question, or give answers to their supporting question. The student needs substantial teacher supported clarification or may meet the standard inconsistently

Evidence of Mastery

The student will be able to:

	<ul style="list-style-type: none"> • Share my question orally and/or written • Draw a picture • Write a sentence or two about your picture
<p>Previous Level what students who are struggling at a 1 might need to revisit</p>	<p>Understanding of question words How to form a question statement How to answer a question</p>
<p>Next Level What students will do if they have consistently mastered the standard</p>	<p>Give real world examples to support my answer Infer how people feel Give a rationale for my answer</p>

Meets the Standard (3)	Approaching the Standard (2)	Beginning to Learn (1)
<ul style="list-style-type: none"> • Asks supporting questions clearly connected to the essential question. • Shares findings by clearly communicating their answer either visually, verbally, or in a written format • Completes these consistently. 	<ul style="list-style-type: none"> • May pose a supporting question that is connected to the essential question • Shares their findings with support and prompting • Benefits from teacher supported clarification 	<ul style="list-style-type: none"> • Not yet able to form a supporting question, or give answers to their supporting question. • Needs substantial teacher supported clarification or may meet the standard inconsistently.

