

**Priority Standard :** 2.TS.7.A.a- Describe and analyze social studies sources in classroom discussion with guidance and support.

**Unit 2 Economics**

**Learning Targets**

- I can discuss a social studies topic in class.
- I can listen and respond to a classmate appropriately.
- I can use a graphic organizer to prompt discussion.
- I can participate in a discussion when prompted.
- I can identify the main idea of a source document.
- I can use sources to find information on a topic.

**Common Student Misconceptions/Mistakes**

Forgetting that there can be multiple points of view about the topics - there isn't always only one right answer.  
 Missing the main idea - focusing on a detail instead  
 Discussion requires back and forth - everyone needs a chance to talk and participate

**Meeting Expectations**

A student who has mastered this standard can identify the main idea of a source, describe that source and use it to find information on the topic in order to listen, focus, and participate in classroom discussions consistently with guidance and support

**Approaching Expectations**

A student who is approaching mastery may be able to define the main idea but does not yet identify main idea and details in a source, can find some information about the topic in the source, and can answer direct

**Beginning to Learn**

The Beginning to Learn student is not yet able to define the main idea, has trouble using a source to find information, or is not able to participate in classroom discussion.

	questions in a conversation.or may meet the standard inconsistently.	
<b>Evidence of Mastery</b>	Participation in a class discussion around the assigned topic Graphic organizer from the source identifying main idea and supporting details Small group or partner question and answer activities (Kagan strategies) Example Assessment: Main idea graphic organizer using Epic book: <a href="#">Community Economics- Saving and Spending Money</a>	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	Practice identifying main idea and supporting details in one on one discussion Take turns asking questions and giving answers Have conversations about topics of interest to the student and practice good conversation skills, such as eye contact, listening actively, and taking turns.	
<b>Next Level</b> What students will do if they have consistently mastered the standard	Elaborate on the topic using additional sources or find additional sources on their own Write about the topic to create discussion prompts Assist other students in identifying main idea or answering questions	

**Priority Standard - 2.TS.7.A.a-** Describe and analyze social studies' sources in classroom discussion with guidance and support.

<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>● Identify the main idea of a source</li> <li>● Describe that source</li> <li>● Use the source to find information on the topic</li> <li>● Listen, focus, and participate in classroom discussions</li> <li>● Do these consistently with guidance and support</li> </ul>	<ul style="list-style-type: none"> <li>● May be able to define the main idea but does not yet identify main idea and details in a source</li> <li>● Finds some information about the topic in the source</li> <li>● Answers direct questions in a conversation</li> <li>● May meet the standard inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Not yet able to define the main idea</li> <li>● Not yet using a source to find information</li> <li>● Not yet able to participate in classroom discussion.</li> </ul>

**Priority Standard : 2.TS.7.A.b-** Select and use artifacts to share information on social studies topics.

<b>Unit 3 History</b>	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>● I can investigate what artifacts tie in with my social studies topic.</li> <li>● I can create an artifact to go with a topic</li> <li>● I can explain the history of an artifact.</li> </ul>
<b>Common Student Misconceptions/Mistakes</b>	<p>Not understanding the artifact or its history.            Getting off topic            Confusion of comparing similarities and differences of tools and artifacts</p>

Meeting Expectations	Approaching Expectations	Beginning to Learn
A student who has mastered this standard can investigate, create, and explain artifacts independently and consistently.	A student who is approaching mastery may identify and create artifacts but may not yet investigate or explain artifacts or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may not yet understand what an artifact is and how it is used.
<b>Evidence of Mastery</b>	Students should be able to investigate, create, and explain an artifact. Example pg. 156 in TCI workbook, Show What You Know, annotate the artifact, with extension in digital resources in Lesson 9 How Can We Learn About Native American Cultures	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	How to identify a factual artifact.	
<b>Next Level</b> What students will do if they have consistently mastered the standard	How has your artifact evolved or changed over time?	

<b>Priority Standard - <u>2.TS.7.A.b</u>- Select and use artifacts to share information on social studies topics.</b>		
<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>Investigates, creates, and explains artifacts</li> <li>Does these independently and</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and creates artifacts</li> </ul>	<ul style="list-style-type: none"> <li>May not yet understand what an artifact is or how it is used.</li> </ul>

consistently.	<ul style="list-style-type: none"> <li>• May not yet investigate or explain artifacts</li> <li>• Meets the standard inconsistently or with teacher assistance</li> </ul>	
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<b>Priority Standard: <u>2.TS.7.B.a-</u> Use visual tools and informational text to communicate information.</b>		
<b>Unit 1 Geography</b>		
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can use a graphic organizer to summarize information.</li> <li>• I can create a visual representation of my learning.</li> <li>• I can choose the best visual tools and or text to communicate about the topic</li> <li>• I can share my findings with others.</li> </ul>	
<b>Common Student Misconceptions/Mistakes</b>	<p>Not understanding information from the informational text.</p> <p>Not understanding how to summarize the information that they need to communicate.</p> <p>Not selecting the appropriate tool to communicate information.</p>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can independently and consistently use an appropriate visual tool to communicate factual information that they have learned.	A student who is approaching mastery inconsistently uses visual tools to communicate factual information they have learned or may need teacher assistance.	The Beginning to Learn student may not yet be able to use an appropriate visual tool to communicate factual information they have learned.

<p><b>Evidence of Mastery</b></p>	<p>Uses an appropriate visual tool such as: poster, power point, Seesaw, slides, diorama, maps, graphs, graphic organizers and more to explain to others the facts they have learned.</p> <p>Example - pgs 45-46 in TCI Student Workbook - Lesson 3 How do We use maps - Make a Map of your Community</p>
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<p>How to identify a visual tool. How to identify the appropriate information to communicate.</p>
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<p>Go more in depth with your topic. Use multiple tools to communicate your topic.</p>

<p><b>Priority Standard - Use visual tools and informational text to communicate information.</b></p>		
<p><b><u>Meeting (3)</u></b></p>	<p><b><u>Approaching (2)</u></b></p>	<p><b><u>Beginning (1)</u></b></p>
<ul style="list-style-type: none"> <li>● Uses an appropriate visual tool to communicate factual information that they have learned.</li> <li>● Does these independently and consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Uses visual tools to communicate information</li> <li>● Does this inconsistently or with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>● Not yet able to use an appropriate visual tool to communicate factual information they have learned.</li> </ul>

<p><b>Priority Standard: <u>2.TS.7.C.a</u>- Explain the concept of point of view in social studies' topics.</b></p>
<p><b>Unit 4 Civics</b></p>

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>• I can explain the point of view of _____. (Community members, leaders, good citizens)</li> <li>• I can identify solutions to a problem</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<ul style="list-style-type: none"> <li>• Misconception: Thinking that there is only one point of view.</li> <li>• Misconception: Lack of understanding that multiple points of view can be helpful when solving a problem.</li> </ul>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can explain different points of view to solve a problem independently and consistently.</p>	<p>A student who is approaching mastery may explain different points of view with teacher assistance.</p>	<p>The Beginning to Learn student may only understand their point of view to solve a problem.</p>
<p><b>Evidence of Mastery</b></p>	<p>Students can complete a graphic organizer explaining multiple points of view about a topic. <a href="#">Example Assessment</a></p>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<p>Define point of view</p>	
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<p>Identify two different ways of viewing a topic</p>	

**Priority Standard - 2.TS.7.C.a-** Explain the concept of point of view in social studies' topics.

<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"><li>• Explains different points of view to solve a problem</li><li>• Does this independently and consistently.</li></ul>	<ul style="list-style-type: none"><li>• Explains different points of view with teacher assistance.</li></ul>	<ul style="list-style-type: none"><li>• Explains their point of view to solve a problem but does not yet recognize different points of view</li></ul>