

Behavioral Science – The students will understand the actions and reactions of humans and how they interact in groups.		
Culture; Power, Authority, and Governance Standards (National Council of Social Studies)		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> <li>understands that families and people change over time.</li> <li>understands that similarities and differences among people make them unique.</li> <li>is able to understand how his/her choices affect his/her classroom and family. ★ (21<sup>st</sup>-E)</li> <li>is able to compare and contrast characteristics of different types of families.</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>explain how families can grow and change.</li> <li>tell how people are alike and different.</li> <li>tell how my choices affect others.</li> <li>explain how families are the same and different.</li> </ol>	<ol style="list-style-type: none"> <li>draw or write on a past/present comparison chart</li> <li>verbal explanation</li> <li>verbal or written explanation, cause/effect graphic organizer</li> <li>list (verbal or written) several ways families are the same or different</li> </ol>

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 = not reported

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 (21<sup>st</sup>-E)=Employability Skills  
 (21<sup>st</sup>-T)=Technology Literacy  
 (21<sup>st</sup>-C)=Civic Literacy  
 (21<sup>st</sup>-H)=Health Literacy

<b>Economics</b> – The student will understand the production, distribution, and consumption of goods and services. Production, Distribution, and Consumption; Global Connections; Civic Ideals and Practices Standards (National Council of Social Studies)		
<b>Student Learning Expectation:</b>	<b>I Can Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. identifies family wants and needs. (21 <sup>st</sup> - F)  2. identifies goods and services. (21 <sup>st</sup> -E)  3. identifies that people have needs that are provided from different sources.  4. identifies different types of technology tools and explains how they are used to communicate. ☑ (21 <sup>st</sup> -T)	I can...  1. list examples of wants and needs.  2. tell the difference between goods and services.  3. list basic human needs  4. give examples of technology used and explains how they are used to communicate.	1. 2-column graphic organizer (write, draw, magazine pictures)  2. 2-column graphic organizer (given pictures or verbal examples to sort)  3. concept web  4. draw examples  <b>Other Assessment Options:</b> <ul style="list-style-type: none"> <li>• list/lotus</li> <li>• exit card</li> </ul>

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<b>Geography</b> – The student will understand the interaction between people and their environments. Culture; People, Places, & Environments Standards (National Council of Social Studies)		
<b>Student Learning Expectation:</b>	<b><i>I Can</i> Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. recognizes that a map or globe is a representation of a location.  2. understands geographically where he/she lives.  3. understands families choose where to live because of job, recreation, or near other family. (21 <sup>st</sup> -F)  4. identifies ways people can affect the environment. (21 –E)	I can...  1. explain what a map or globe shows.  2. show where I live using a map or globe.  3. explain how family, work and play helps decide where someone lives.  4. give examples of how people help or hurt the environment.	1. written or verbal explanation  2. demonstration of skill  3. written or verbal explanation  4. 2-column chart (how people help or hurt the environment)  <b>Other Assessment Options:</b> <ul style="list-style-type: none"> <li>• flip book</li> <li>• Layered Book (Dinah Zike, <u>Foldables</u>, p. 22)</li> <li>• cause/effect chart</li> </ul>

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**History** – The student will understand the study and analysis of the past and how it can impact current and future events.  
 Culture; Time, Continuity, and Change; Civic Ideals and Practices Standards (National Council of Social Studies)

<b>Student Learning Expectation:</b>	<b><i>I Can</i> Statement:</b>	<b>Ideas Regarding Acceptable Evidence of Student Learning:</b>
The student...  1. understands that the past can be documented.  2. compares and contrasts family traditions and celebrations. (21 <sup>st</sup> -F, T)  3. identifies a person and how they changed history. (21 <sup>st</sup> - E, T)  4. explains how generations of their family have changed over time. (21 <sup>st</sup> -E)  5. describes how an artifact represents life in the past.	I can...  1. tell how we learn about the past in different ways.  2. tell what is alike and different in family traditions and celebrations.  3. tell how one person changed history.  4. explain how my family has changed from long ago to now.  5. describe how an object was used in the past.	1. concept web of historical documentation and/or primary sources, verbal explanation  2. draw or write in a celebration comparison chart, (Example: Celebration – Thanksgiving: Some families stay home and have dinner. Some families travel to a relative’s home.)  3. Picture Frame Foldable (Dinah Zikes Foldables: page 12)  4. past/present Two-Tab Flip Book (Dinah Zikes, <u>Foldables</u> , p. 28)  5. draw picture  <b>Other Assessment Options:</b> <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• accordion book</li> </ul>

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<p><b>Political Science / Civic Literacy</b> – The student will understand the role, development, and authority of government. The student will understand the rights and responsibilities of being a citizen. (21<sup>st</sup> -C)</p> <p>Power, Authority, and Governance; Civic Ideals and Practices Standards (National Council of Social Studies)</p>		
<p><b>Student Learning Expectation:</b></p>	<p><b><i>I Can</i> Statement:</b></p>	<p><b>Ideas Regarding Acceptable Evidence of Student Learning:</b></p>
<p>The student...</p> <ol style="list-style-type: none"> <li>1. understands his/her role in creating and following classroom and family responsibilities.</li> <li>2. understands how to solve problems and make decisions within classroom, school, and family. ★ (21<sup>st</sup> - E)</li> <li>3. is aware that events happen in the classroom, school, and neighborhood. ☞ (21<sup>st</sup> -T)</li> </ol>	<p>I can...</p> <ol style="list-style-type: none"> <li>1. tell how I help at school and home.</li> <li>2. explain how to (OMIT) solve problems at school and home.</li> <li>3. tell about an (community-OMIT) event in the classroom, school, or neighborhood.</li> </ol>	<ol style="list-style-type: none"> <li>1. two part drawing, lotus, verbal explanation</li> <li>2. explanation and application of problem solving, participation in class meetings</li> <li>3. verbal explanation, show a current event picture, talk about weekend, school, or family event.</li> </ol>

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