

Once a pretest has been given teachers can utilize classroom activities and CFA's (in addition to DFA's and the Post-test) to evaluate a student's current level of proficiency. Yellow indicates that there should be a score for that standard on the corresponding quarters report card.

Waynesville R-VI
Social Studies Scope and Sequence 2021-2022

Kindergarten

		1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Chapters		1 & 2	6	5	3	4
Coincides with Into Reading Module		1	2	NA	NA	NA
K.PC.1.B.a	Identify reasons for making rules within the school.	Post				
		Answer Key				
K.RI.6.A.a	Describe cultural characteristics of your family and class members.		Post			
			Answer Key			
K.H.3.B.a	Create a personal history.			Post		
				Answer Key		
K.E.4.A.c	Describe examples of needs and wants within your family and school.				Post	
					Answer Key	
K.EG.5.A.a	Identify maps as representations of real places.					Post
						Answer Key

Standards Guide

Social Studies Curriculum Feedback Form

K Social Studies Item Specifications (All)

K.PC.1.B.a Laws and Rules

Grade: K Subject: Social Studies Pre: Quarter 1 Post: Quarter 1 Chapter: 1 & 2

Standards

Report Card Topic	K.PC.1.B.a	Environment	Expectation Unwrapped
Priority Standard	K.PC.1.B.a	Identify reasons for making rules within the school.	<ul style="list-style-type: none"> The student will identify the reasons for making rules and why we need them within the school.
Supporting Standards	K.RI.6.B.a	Explain how to resolve disputes peacefully in the classroom and on the playground.	Listed on the item specification linked to the standard's code
	K.GS.2.C.a	Describe why groups need to make decisions and how those decisions are made in families and classrooms.	Listed on the item specification linked to the standard's code
	K.PC.1.C.a	Discuss the concept of individual rights.	Listed on the item specification linked to the standard's code
	K.PC.1.E.a	Describe the character traits of role models within your family or school.	Listed on the item specification linked to the standard's code
	K.GS.2.D.a	Describe roles and responsibilities of people in authority in families and in groups.	Listed on the item specification linked to the standard's code
	K.PC.1.F.a	Identify the flag as a symbol of our nation	Listed on the item specification linked to the standard's code
	K.PC.1.F.b	Recite the Pledge of Allegiance.	Listed on the item specification linked to the standard's code
Knowledge of the use of tools of social science inquiry			
Supporting Standards	K.TS.7.A.a	Label and analyze different social studies sources with guidance and support from an adult	Listed on the item specification linked to the standard's code
	K.TS.7.A.b	Use artifacts to share information on social studies topics.	Listed on the item specification linked to the standard's code
	K.TS.7.B.a	Use visual tools to communicate information.	Listed on the item specification linked to the standard's code
	K.TS.7.D.a	Share findings about a social studies topic.	Listed on the item specification linked to the standard's code
	K.TS.7.E.a	Ask questions and find answers about a social studies topic, with assistance.	Listed on the item specification linked to the standard's code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge		
Priority Standard	K.PC.1.B.a			

Key Vocabulary

Rules	laws	Resolving conflicts	decisions	symbol
United States flag	Pledge of Allegiance			

Common Assessments- Go to the Scope and Sequence

K.PC.1.B.a Laws and Rules

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
<p>Score 4.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Explain why we should be good citizens and give an example of citizenship in and out of school. 	<ul style="list-style-type: none"> • Explain why we should be good citizens and give an example of citizenship in and out of school
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Identify reasons for making rules within school 	<ul style="list-style-type: none"> • Why do we need rules on the playground?
<ul style="list-style-type: none"> • 2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. 		
<p>Score 2.0</p>	<p>The student will</p> <ul style="list-style-type: none"> • Identify the right choice when given an option. 	<ul style="list-style-type: none"> • Circle the picture that shows smart choice, poor choice, and following rules
<ul style="list-style-type: none"> • 1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. 		
<p>Score 1.0</p>	<ul style="list-style-type: none"> • With help, a partial understanding of the 2.0 content and some of the 3.0 content. 	<ul style="list-style-type: none"> • Cannot answer questions on the assessment correctly without help.

K.RI.6.A.a Describe cultural characteristics of your family and class members.

Key Vocabulary

traditions	customs	holidays	heritage	celebrations
------------	---------	----------	----------	--------------

Common Assessments- Go to the Scope and Sequence

K.RI.6.A.a Describe cultural characteristics of your family and class members.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	The student will: <ul style="list-style-type: none"> Provide two or more details about specific cultures, customs, holidays and food in the community. 	<ul style="list-style-type: none"> Describe specific cultures, customs, holidays and food in the community.
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student will: <ul style="list-style-type: none"> Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions. 	<ul style="list-style-type: none"> Draw and share a picture describing the celebrations, customs, holidays, and traditions of your family with your class.
<ul style="list-style-type: none"> 2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. 		
Score 2.0	The student will <ul style="list-style-type: none"> Identify vocabulary such as: tradition, holiday, custom Describe one cultural characteristic of your family. 	<ul style="list-style-type: none"> Students will verbalize the meaning of vocabulary words.
<ul style="list-style-type: none"> 1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. 		
Score 1.0	<ul style="list-style-type: none"> With help, a partial understanding of the 2.0 content and some of the 3.0 content. 	<ul style="list-style-type: none"> Cannot answer questions on the assessment correctly without help.

K.H.3.B.a Create a personal history

Grade: K Subject: Social Studies Pre: Post: Quarter 3 Chapter: 5

Standards

Report Card Topic	K.H.3.B.a	Create a personal history.	Expectation Unwrapped
Priority Standard	K.H.3.B.a	Complete a personal history	<ul style="list-style-type: none"> The student will create a personal history that includes some details. This could include a timeline of his or her childhood, a certain period of his or her life, or a special event.
Supporting Standards	K.H.3.B.b	Compare your family’s life in the past and present.	Listed on the item specification linked to the standard’s code
	K.H.3.C	Describe the contributions of people typically studied in K-5 programs associated with national holidays.	Listed on the item specification linked to the standard’s code
Knowledge of the use of tools of social science inquiry.			
Supporting Standards	K.TS.7.A.a	Label and analyze different social studies sources with guidance and support from an adult	Listed on the item specification linked to the standard’s code
	K.TS.7.A.b	Use artifacts to share information on social studies topics.	Listed on the item specification linked to the standard’s code
	K.TS.7.B.a	Use visual tools to communicate information.	Listed on the item specification linked to the standard’s code
	K.TS.7.D.a	Share findings about a social studies topic.	Listed on the item specification linked to the standard’s code
	K.TS.7.E.a	Ask questions and find answers about a social studies topic, with assistance.	Listed on the item specification linked to the standard’s code

**Click on standard code above to see Item Specifications from DESE and Released Items*

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge
Priority Standard	K.H.3.B.a	

K.H.3.B.a Create a personal history

Key Vocabulary

past	present	contributions	significant	family
------	---------	---------------	-------------	--------

Common Assessments- Go to the Scope and Sequence

K.H.3.B.a Create a personal history

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> Compare and contrast two famous Americans from the chapter. 	<ul style="list-style-type: none"> Students develop a response, teacher records response and student illustrates the famous Americans.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Create a personal history with your family tree. 	<ul style="list-style-type: none"> Create a personal history with your family tree by writing each family members' name on an apple and glue it on the tree.
<ul style="list-style-type: none"> 2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. 		
Score 2.0	<p>The student will</p> <ul style="list-style-type: none"> Identify and recall specific vocabulary: o past, present, contributions, significant, family 	<ul style="list-style-type: none"> Illustrate themselves in the past, present, and future
<ul style="list-style-type: none"> 1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. 		
Score 1.0	<ul style="list-style-type: none"> With help, a partial understanding of the 2.0 content and some of the 3.0 content. 	<ul style="list-style-type: none"> Cannot answer questions on the assessment correctly without help.

K.E.4.A.c Describe examples of needs and wants within your family and school

Key Vocabulary

scarcity	opportunity cost	wants	needs	economics
----------	------------------	-------	-------	-----------

Common Assessments- Go to the Scope and Sequence

K.E.4.A.c Describe examples of needs and wants within your family and school

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none"> Describe consumers and producers and the relationship to goods and services within your school and community. 	<ul style="list-style-type: none"> Draw conclusions about the relationships between consumers/producers and goods/services.
<p>3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.</p>		
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Describe examples of needs and wants within your family and school. Describe examples of opportunity cost within your family and school. 	<ul style="list-style-type: none"> Draw a picture and label a need. Draw a picture and label a want. If I give up _____ then I can _____.
<ul style="list-style-type: none"> 2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. 		
Score 2.0	<p>The student will</p> <ul style="list-style-type: none"> Identify and recall specific vocabulary: Scarcity, Opportunity Cost, Wants, Needs, Economics 	<ul style="list-style-type: none"> Food is a human _____ A. Want B. Economics C. Need
<ul style="list-style-type: none"> 1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. 		
Score 1.0	<ul style="list-style-type: none"> With help, a partial understanding of the 2.0 content and some of the 3.0 content. 	<ul style="list-style-type: none"> Cannot answer questions on the assessment correctly without help.

K.EG.5.A.a Identify maps as representations of real places.

Instructional Ideas/Notes

		Instructional Ideas/Prerequisite Knowledge		
Priority Standard	K.EG.5.A.a			

Key Vocabulary

map	geographical study	legend	symbols	positional words
compass rose				

Common Assessments- Go to the Scope and Sequence

K.EG.5.A.a Identify maps as representations of real places.

Proficiency Scale

Proficiency Scale: A score of 3.0 correlates with grade-level proficiency on the priority standard.

Score	Learning Goal	Sample Tasks
Score 4.0	The student will: <ul style="list-style-type: none"> Students will explain why we need maps and details on maps. 	<ul style="list-style-type: none"> Teacher will ask student to explain why we need maps and details shown on map above.
3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.		
Score 3.0	The student will: <ul style="list-style-type: none"> Identify maps as representations of real places. 	<ul style="list-style-type: none"> Teacher will ask the student to identify places on the map of the playground.
<ul style="list-style-type: none"> 2.5 No major errors or gaps in 2.0 content and partial knowledge of 3.0 content. 		
Score 2.0	The student will <ul style="list-style-type: none"> The student will recall and recognize specific vocabulary such as: map, legend, positional words, compass rose, symbols, geographical study. 	<ul style="list-style-type: none"> What is a map?
<ul style="list-style-type: none"> 1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content. 		
Score 1.0	<ul style="list-style-type: none"> With help, a partial understanding of the 2.0 content and some of the 3.0 content. 	<ul style="list-style-type: none"> Cannot answer questions on the assessment correctly without help.