

Grade 1, Unit 1

Lesson 1 How do we make rules?

Rule Making Rubric (p. 4T4)

Student should be able to explain that citizens either directly vote on rules (direct democracy) or choose representatives to vote on rules (representative democracy). Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others.
1	Child participates, in few or no elements of the activity and has difficulty cooperating when working with others.

Lesson 2 How do we show respect?

Poster Rubric (p. 8T2)

Children’s posters should illustrate respect, good sportsmanship, fair play, or the Golden Rule. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. The illustration is highly detailed and relates to the child’s selected concept. The poster title is related to the selected concept.
3	Child participates in the class discussion. The illustration is detailed and relates to the child’s selected concept. The poster title is related to the selected concept.
2	Child participates, with encouragement, in the class discussion. The illustration includes some detail mostly relates to the child’s selected concept. The poster title is somewhat related to the selected concept.
1	Child participates minimally in the class discussion. The illustration lacks detail does not relate to the child’s selected concept. The poster title is not related to the selected concept.

Grade 1, Unit 2

Lesson 1 How can we use maps and globes?

World Map handout (p. 12T3)

The following should be correctly labeled on the map:

- Atlantic Ocean
- Pacific Ocean
- Arctic Ocean
- Indian Ocean
- North America
- South America
- Australia
- Asia
- Africa
- Europe
- Antarctica
- United States of America

North America Map handout (p. 12T4)

The following should be labeled on the map:

- Arctic Ocean
- Atlantic Ocean
- Pacific Ocean
- North America
- United States of America
- California
- “My community” (Children should place a dot near their city or town.)

Grade 1, Unit 2 (continued)

Lesson 2 What does a model show?

Classroom Model Rubric (p. 16T2)

Children should be able to tell how the classroom model and their classroom maps are alike and different and should demonstrate a clear understanding of how both are representations of actual objects. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child's work is neat.
3	Child participates in most elements of the activity. Child's work is generally neat.
2	Child participates, with encouragement, in some elements of the activity. Child's work is somewhat neat.
1	Child participates in few or no elements of the activity. Child's work is not neat.

Lesson 3 How can you make a map?

Map Making Rubric (p. 20T2)

Children should be able to explain how they showed directions on their playground maps. They should also be able to discuss the symbols they used in their map legends. Use the following rubric to score children's work:

4	Child actively participates in all elements of the playground map activity. Child easily follows oral directions.
3	Child participates in most elements of the playground map activity. Child follows oral directions.
2	Child participates, with encouragement, in some elements of the playground map activity. Child may have difficulty following oral directions.
1	Child participates minimally in the playground map activity. Child has difficulty following oral directions.

Grade 1, Unit 2 (continued)

Lesson 4 Where do you live?

Four Areas of California Rubric (p. 24T3–T4)

Children’s descriptions should describe the location, weather, and physical environment of the area of California selected, as well as tell about the area’s food, clothing, shelter, transportation, and recreation. Use the following rubric to score children’s work:

4	Description is clearly organized and well focused, and includes many accurate, vivid details. There are very few spelling, capitalization, or punctuation errors. Child actively participates in the class discussion.
3	Description is organized and focused, and includes interesting, accurate details. There are some spelling, capitalization, or punctuation errors. Child participates in the class discussion.
2	Description may lack organization and focus, and includes limited or inaccurate details. There are several spelling, capitalization, or punctuation errors. Child participates, with encouragement, in the class discussion.
1	Description lacks organization and focus, and includes few or no accurate details. There are many spelling, capitalization, or punctuation errors. Child participates minimally in the class discussion.

Grade 1, Unit 3

Lesson 1 How do we honor our country?

“America” Poster Rubric (p. 28T2)

Children should be able to recite the Pledge of Allegiance and sing “America.” Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity, and is cooperative and helpful when working with others. The illustration is highly detailed and relates to the topic.
3	Child participates in most elements of the activity, and is generally cooperative and helpful when working with others. The illustration is detailed and relates to the topic.
2	With encouragement, child participates in some elements of the activity, and may have difficulty cooperating when working with others. The illustration includes some detail and mostly relates to the topic.
1	Child participates in few or no elements of the activity, and has difficulty cooperating when working with others. The illustration lacks detail does not relate to the topic.

Lesson 2 How do we honor heroes?

Hero Rubric (p. 32T2)

Children’s letters should demonstrate understanding of what it means to be a hero. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion and presentation. The letter is complete, well focused, and includes interesting details. There are very few spelling, capitalization, or punctuation errors.
3	Child participates in the class discussion and presentation. The letter is complete, focused, and includes some details. There are some spelling, capitalization, or punctuation errors.
2	Child participates, with encouragement, in the class discussion and presentation. The letter may lack focus, is incomplete, and includes limited details. There are several spelling, capitalization, or punctuation errors.
1	Child participates minimally in the class discussion and presentation. The letter lacks focus, is incomplete, and includes few or no details. There are many spelling, capitalization, or punctuation errors.

Grade 1, Unit 3 (continued)

Lesson 3 What are symbols of America?

Matching Game Handouts 1 and 2 (pp. 36T3–T4)

Children should be able to identify most of the American symbols provided after playing the matching game.

Class Constitution Rubric (p. 36T2)

Children should brainstorm ideas for a class constitution. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity.
3	Child participates in most elements of the activity.
2	Child participates, with encouragement, in some elements of the activity.
1	Child does not participate in the activity.

Grade 1, Unit 4

Lesson 1 What was life like long ago?

“In the Past” and “Now” Folder Rubric (p. 40T2)

Children should be able to describe the differences between their “In the Past” and “Now” scenes to the class. Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. The folder is very neatly done and includes two scenes or items that are related.
3	Child participates in the class discussion. The folder is neatly done and includes two scenes or items that are mostly related.
2	Child participates, with encouragement, in the class discussion. The folder may be incomplete and includes two scenes or items that are somewhat related.
1	Child participates minimally in the class discussion. The folder is incomplete and does not contain two scenes or items that are related.

Lesson 2 How has travel changed?

Transportation Mobile Rubric (p. 44T2)

Children should have older forms of transportation higher on their mobiles and the newer forms lower. Children should also be able to discuss transportation and how it has changed over the years. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others. Mobile is very neat and accurate.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others. Mobile is mostly neat and accurate.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. Mobile is somewhat neat and may be inaccurate.
1	Child participates in a few or no elements of the activity and has difficulty cooperating when working with others. Mobile is not neat and only somewhat accurate.

Grade 1, Unit 4 (continued)

Lesson 3 How can we learn about the past?

Quilt Square Rubric (p. 48T2)

Children should demonstrate the ability to match and associate “past” and “now” activities. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. The quilt square is highly detailed, neat, and relates to the child’s selected time period.
3	Child participates in most elements of the activity. The quilt square is detailed, neat, and mostly relates to the child’s selected time period.
2	Child participates, with encouragement, in some elements of the activity. The quilt square has limited detail, is somewhat neat, and loosely relates to the child’s selected time period.
1	Child participates in few or no elements of the activity. The quilt square has few or no details, is not neat, and does not relate to the child’s selected time period.

Grade 1, Unit 5

Lesson 1 How are we alike?

Family Tradition Picture Rubric (p. 52T2)

Children should be able to tell what is alike and what is different in their family tradition pictures. Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity and is cooperative and helpful when working with others. The picture is highly detailed, colorful, and neat.
3	Child participates in most elements of the activity and is generally cooperative and helpful when working with others. The picture is detailed, colorful, and neat.
2	Child participates, with encouragement, in some elements of the activity and may have difficulty cooperating when working with others. The picture has limited detail and may lack color and neatness.
1	Child participates in few or no elements of the activity and has difficulty cooperating when working with others. The picture has little or no detail and lacks color and neatness.

Grade 1, Unit 5 (continued)

Lesson 2 Who came before us?

Cultural Item Illustration Rubric (p. 56T2)

Children should be able to tell how their cultural item is important and identify from what cultural group it comes. Use the following rubric to score children’s work:

4	Child actively participates in class discussion. The illustrations are highly detailed and relate to the items selected from the list. The sentence is complete and accurate. There are very few spelling, capitalization, or punctuation errors.
3	Child participates in class discussion. The illustrations are detailed and mostly relate to the items selected from the list. The sentence is mostly complete and accurate. There are some spelling, capitalization, or punctuation errors.
2	Child participates, with encouragement, in class discussion. The illustrations have limited detail and loosely relate to the items selected from the list. The sentence may be incomplete or inaccurate. There are several spelling, capitalization, or punctuation errors.
1	Child does not participate in class discussion. The illustrations have little or no detail and do not relate to the items selected from the list. The sentence is incomplete and inaccurate. There are many spelling, capitalization, or punctuation errors.

Lesson 3 How do we learn about others?

My Family Custom Scrapbook Rubric (p. 60T4)

Children should tell about the custom or ceremony shown on their scrapbook page. Use the following rubric to score children’s work:

4	The writing is well focused and includes many vivid details. There are very few spelling, capitalization, or punctuation errors. The illustration relates to the topic.
3	The writing is focused and includes details. There are some spelling, capitalization, or punctuation errors. The illustration mostly relates to the topic.
2	The writing may lack focus includes limited detail. There are several spelling, capitalization, or punctuation errors. The illustration somewhat relates to the topic.
1	The writing lacks focus and includes few or no details. There are many spelling, capitalization, or punctuation errors. The illustration does not relate to the topic.

Grade 1, Unit 6

Lesson 1 How do people use money?

Goods or Services? handout (p. 64T3)

Row 1: Left image should be underlined. Right image should be circled.

Row 2: Left image should be circled. Right image should be underlined.

Row 3: Left image should be circled. Right image should be circled.

Row 4: Left image should be circled. Right image should be circled.

Exchange Booklet Rubric (p. 64T4)

Children should be able to review the contents of their booklets and share the illustrations they created with the class. Use the following rubric to score children's work:

4	Illustrations are highly detailed, colorful, neat, and relate to each of the four sentences. Child works cooperatively within his or her group.
3	Illustrations are detailed, colorful, neat, and relate to each of the four sentences. Child works cooperatively within his or her group.
2	Illustrations have limited detail, may lack color and neatness, and loosely relate to each of the four sentences. Child works cooperatively, with encouragement, within his or her group.
1	Illustrations have little or no detail, lack color and neatness, and do not relate to each of the four sentences. Child has difficulty working cooperatively within his or her group.

Grade 1, Unit 6 (continued)

Lesson 2 How do goods get to people?

Poster Rubric (p. 68T2)

Children should be able explain, in their own words, the steps involved in making, transporting, and marketing wool cloth in colonial times. Use the following rubric to score children's work:

4	Images are neatly arranged in sequential order. Child is able to explain all steps.
3	Images are arranged in sequential order. Child is able to explain most steps.
2	Images are mostly arranged in the correct order. With assistance, child is able to explain some steps.
1	Images are not arranged in the correct order. Child is not able to explain the steps without full assistance.