

Social Studies Grade 1 Dynamic Relationships (DR)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
DR1.1 Relate family events and stories of the recent or distant past to the student’s place in present day family life.	<ul style="list-style-type: none"> • With help, I can identify a few of my family events of the recent or distant past. 	<ul style="list-style-type: none"> • I can identify some of my family stories OR events of the recent or distant past. 	I can share many of my family stories AND events in sequence of the recent or distant past.	<ul style="list-style-type: none"> • I can compare family stories and events from other sources such as books or movies to my stories and events of the recent or distant past.
	<ul style="list-style-type: none"> • With help, I can make connections between my past family stories OR events and present day family life. 	<ul style="list-style-type: none"> • I can make connections between my past family stories OR events and present day family life. 	<ul style="list-style-type: none"> • I can make connections between my past family stories AND events and present day family life. 	<ul style="list-style-type: none"> • I can explain similarities and differences between past family stories AND events from other sources and my present day family life.
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DR1.2 Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings).	Kinship patterns of the past and present	<ul style="list-style-type: none"> • With help, I can identify people who are connected to my family group . • With help, I can identify changes in family structures and relationships over time. 	<ul style="list-style-type: none"> • I can identify people who are connected to my family group. • I can identify changes in family structures and relationships over time. 	<ul style="list-style-type: none"> • I can describe people who are connected to my family group. • I can describe changes in family structures and relationships over time. 	<ul style="list-style-type: none"> • I can explain in detail why a variety of people are connected to my family group. • I can explain in detail the importance of changes in family structures and relationships over time. 	
	Kinship patterns according to traditional teachings	<ul style="list-style-type: none"> • With help, I can identify the stages of life using traditional teachings. 	<ul style="list-style-type: none"> • I can identify the stages of life using traditional teachings. 	<ul style="list-style-type: none"> • I can describe the stages of life using traditional teachings. 	<ul style="list-style-type: none"> • I can explain in detail the stages of my life as they relate to traditional teachings. 	
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DR1.3 Demonstrate awareness of humans’ reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.	Human reliance on the natural environment to meet needs	<ul style="list-style-type: none"> I can identify some features of the natural environment that help meet my basic needs. With help, I can identify sources of food common in my meals. 	<ul style="list-style-type: none"> I can describe how some features of the natural environment help meet my basic needs. I can identify the sources of my food. 	<ul style="list-style-type: none"> I can explain how several features of the natural environment help meet my basic needs. I can make connections between the sources of my food and the natural environment. 	<ul style="list-style-type: none"> I can explain in detail how a wide variety of features of the natural environment help meet my basic needs. I can make connections between mine AND others’ sources of food and the natural environment. 	
	Location affects families in meeting needs and wants	<ul style="list-style-type: none"> With help, I can identify how location affects the daily life of families. 	<ul style="list-style-type: none"> I can identify how location affects the daily life of families. 	<ul style="list-style-type: none"> I can make connections between how location affects the daily life of families. 	<ul style="list-style-type: none"> I can compare the impact of location on a families’ daily life AND how families impact their local natural environment. 	
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<p>DR1.4 Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.</p>	<ul style="list-style-type: none"> • With help, I can identify globes and maps as representations of the Earth. • With help, I can identify land OR water masses on globes and maps. 	<ul style="list-style-type: none"> • I can identify globes and maps as representations of the Earth. • I can identify land AND water masses on globes and maps. 	<ul style="list-style-type: none"> • I can identify characteristics of globes and maps that make them representations of Earth. • I can describe the difference between land AND water masses on globes and maps. 	<ul style="list-style-type: none"> • I can compare several characteristics of globes and maps as representations of the Earth. • I can explain the difference between land AND water masses on globes and maps.
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DR1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.	Places - the orientation in space	<ul style="list-style-type: none"> • With help, I can identify the ‘where’ of places that are important to my life. 	<ul style="list-style-type: none"> • I can identify the ‘where’ of places that are important to my life. 	<ul style="list-style-type: none"> • I can represent the ‘where’ of places that are important to my life. 	<ul style="list-style-type: none"> • I can represent in detail the ‘where’ of a wide variety of places that are important to my life. 	
	Events - the orientation in time	<ul style="list-style-type: none"> • With help, I can identify the ‘when’ of events that are important to my life. 	<ul style="list-style-type: none"> • I can identify the ‘when’ of events that are important to my life. 	<ul style="list-style-type: none"> • I can represent the ‘when’ of events that are important to my life. 	<ul style="list-style-type: none"> • I can represent in detail the ‘when’ of a wide variety of events that are important to my life. 	
Comments						