

<b>Social Studies Grade 1 Power and Authority (PA)</b>				
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.
<b>PA1.1</b> <b>Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.</b>	<ul style="list-style-type: none"> <li>I can <b>identify</b> rules for home <b>OR</b> school.</li> <li><b>With help</b>, I can <b>identify</b> examples of when home <b>OR</b> school rules are being followed or not.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>identify</b> rules for home <b>AND</b> school.</li> <li>I can <b>identify</b> examples of when home <b>AND</b> school rules are being followed or not.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>explain</b> the purpose of rules for home <b>AND</b> school.</li> <li>I can <b>describe</b> examples of when home <b>AND</b> school rules are being followed or not.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>compare</b> the similarities and differences of rules at home <b>AND</b> school.</li> <li>I can <b>explain in detail</b> examples of when home <b>AND</b> school rules are being followed or not.</li> </ul>
	<ul style="list-style-type: none"> <li><b>With help</b>, I can <b>contribute</b> to the making of classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li><b>With prompting</b>, I can <b>contribute</b> to the making of classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>contribute</b> to the making of classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>independently contribute and explain</b> the benefits and challenges or being involved in the making of classroom rules.</li> </ul>
Comments				

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PA1.2 Analyze the causes of disharmony and ways of returning to harmony.	Causes of disharmony	<ul style="list-style-type: none"> <li>• <b>With help</b>, I can <b>identify</b> examples <b>OR</b> non-examples of harmony in relationships.</li> <li>• <b>With help</b>, I can <b>identify</b> what went wrong when disharmony is present in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>describe</b> examples <b>AND</b> non-examples of harmony in relationships.</li> <li>• I can <b>identify</b> what went wrong when disharmony is present in <b>some</b> examples of classroom, family <b>AND</b> playground relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> examples <b>AND</b> non-examples of harmony in relationships.</li> <li>• I can <b>describe</b> what went wrong when disharmony is present in <b>several</b> examples of classroom, family <b>AND</b> playground relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> examples <b>AND</b> non-examples of harmony in relationships <b>AND</b> the effects on people.</li> <li>• I can <b>compare</b> what went wrong when disharmony is present <b>in a wide variety of</b> relationships.</li> </ul>	
	Ways of returning to harmony	<ul style="list-style-type: none"> <li>• <b>With help</b>, I <b>identify</b> examples of positive solutions to family or school disharmony.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>identify</b> examples of positive solutions to family or school disharmony.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>explain</b> examples of positive solutions to family or school disharmony.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>compare</b> positive solutions to family or school disharmony <b>using other sources</b> such as books, movies.</li> </ul>	
Comments:						