



Social Studies Grade 1 Power and Authority (PA)				
Outcome	1 – Little Evidence With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 – Partial Evidence I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 – Sufficient Evidence I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4- Extensive Evidence I have a deep understanding of the complex ideas, and I can use the skills I have learned in situations that were not taught in class.
PA1.1 Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.	<ul style="list-style-type: none"> I can identify rules for home OR school. With help, I can identify examples of when home OR school rules are being followed or not. 	<ul style="list-style-type: none"> I can identify rules for home AND school. I can identify examples of when home AND school rules are being followed or not. 	<ul style="list-style-type: none"> I can explain the purpose of rules for home AND school. I can describe examples of when home AND school rules are being followed or not. 	<ul style="list-style-type: none"> I can compare the similarities and differences of rules at home AND school. I can explain in detail examples of when home AND school rules are being followed or not.
	<ul style="list-style-type: none"> With help, I can contribute to the making of classroom rules. 	<ul style="list-style-type: none"> With prompting, I can contribute to the making of classroom rules. 	<ul style="list-style-type: none"> I can contribute to the making of classroom rules. 	<ul style="list-style-type: none"> I can independently contribute and explain the benefits and challenges or being involved in the making of classroom rules.
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"> • With help, I can identify examples OR non-examples of harmony in relationships. • With help, I can identify what went wrong when disharmony is present in relationships. 	<ul style="list-style-type: none"> • I can describe examples AND non-examples of harmony in relationships. • I can identify what went wrong when disharmony is present in some examples of classroom, family AND playground relationships. 	<ul style="list-style-type: none"> • I can compare examples AND non-examples of harmony in relationships. • I can describe what went wrong when disharmony is present in several examples of classroom, family AND playground relationships. 	<ul style="list-style-type: none"> • I can compare examples AND non-examples of harmony in relationships AND the effects on people. • I can compare what went wrong when disharmony is present in a wide variety of relationships.
	Ways of returning to harmony	<ul style="list-style-type: none"> • With help, I identify examples of positive solutions to family or school disharmony. 	<ul style="list-style-type: none"> • I can identify examples of positive solutions to family or school disharmony. 	<ul style="list-style-type: none"> • I can explain examples of positive solutions to family or school disharmony. 	<ul style="list-style-type: none"> • I can compare positive solutions to family or school disharmony using other sources such as books, movies.
Comments:					