



Roosevelt School District
Report Card Rubric- Social Studies- 1st Grade

Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
1.C1.1	1	Application of values of respect, responsibility, equality, and fairness as a member of a community.is not relevant, limited, unclear, and/or not evident.	Can somewhat apply values of respect, responsibility, equality, and fairness as a member of a community. Application of values is somewhat relevant, clear, and/or evident.	Applies values of respect, responsibility, equality, and fairness as a member of a community.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
1.C3.1	1	Explanations of the importance of rules and laws in our community.is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the importance of rules and laws in our community. Explanations are somewhat relevant, clear, and/or evident.	Explains the importance of rules and laws in our community. Key purposes include: <ul style="list-style-type: none"> ● Providing order ● Protect rights ● Provide benefits ● Assign responsibilities ● Limit the power of the people in authority 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
1.E1.1	3	Identifications of different occupations and the skills and education needed for those jobs in our community.is not relevant, limited, unclear, and/or not evident.	Can somewhat identify different occupations and the skills and education needed for those jobs in our community. Identifications of the different occupations and skills are somewhat relevant, clear, and/or	Identifies different occupations and the skills and education needed for those jobs in our community.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

*reference your grade specific curriculum map for detailed trimester expectations

			evident.		
1.E2.2	3	Identifications of the benefits and costs of making various personal decisions are not relevant, limited, unclear, and/or not evident.	Can somewhat identify the benefits and costs of making various personal decisions. Identifications of costs and benefits are somewhat relevant, clear, and/or evident.	Identifies the benefits and costs of making various personal decisions.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
1.G1.1	1,2	Use, exploration, and construction of maps, graphs and other geographical representations to support content focus.is not relevant, limited, unclear, and/or not evident.	Can somewhat use, explore and construct maps, graphs and other geographical representations to support content focus. Uses of maps, graphs, and other geographical representations are somewhat relevant, clear, and/or evident.	Uses, explores and constructs maps, graphs and other geographical representations to support content focus. Key concepts: <ul style="list-style-type: none"> ● Physical features <ul style="list-style-type: none"> ○ Rivers ○ Lakes ○ Mountains ○ Landforms ○ Deserts ● Human features <ul style="list-style-type: none"> ○ Dams ○ Cities ○ Parks ○ Hospitals ○ Schools ○ Railroad tracks ○ Farms ○ Factories ○ Houses (urban, suburban, rural) ● Use a grid to locate places 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
1.G3.1	1,2	Explanations of why and how people, goods, and ideas move from place to place are not relevant, limited, unclear, and/or not evident.	Can somewhat explain why and how people, goods, and ideas move from place to place. Explanations are somewhat relevant, clear, and/or evident.	Explains why and how people, goods, and ideas move from place to place. Key concepts: <ul style="list-style-type: none"> ● Transportation ● Immigration ● Education ● Technology 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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				<ul style="list-style-type: none"> Natural Resources 	
1.H2.1	2,3	Explanations of the benefits of cooperation and compromise as ways to resolve conflict in communities past and present are not relevant, limited, unclear, and/or not evident.	<p>Can somewhat explain the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.</p> <p>Explanations are somewhat relevant, clear, and/or evident.</p>	Explains the benefits of cooperation and compromise as ways to resolve conflict in communities past and present.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
1.H4.1	2,3	Explanations and explorations of origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country are not relevant, limited, unclear, and/or not evident.	<p>Can somewhat explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <p>Explanations are somewhat relevant, clear, and/or evident.</p>	<p>Explains and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.</p> <p>Symbols include:</p> <ul style="list-style-type: none"> American Flag Bald Eagle Statue of Liberty White House Washington Monument Mount Rushmore Liberty Bell United States Capitol Arizona state symbols <p>Holidays include:</p> <ul style="list-style-type: none"> Columbus Day or Indigenous People's Day Thanksgiving Veterans Day Memorial Day Labor Day Presidents Day Martin Luther King Jr. Day Independence Day Constitution Day Arizona Statehood Day Sandra Day O'Connor Day 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

**reference your grade specific curriculum map for detailed trimester expectations*

				Leaders include but not limited to: <ul style="list-style-type: none">• Local and/or tribal leaders• State leaders• National Leaders	
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