



# Comprehensive Curriculum

Revised 2008

## Grade 1 Social Studies



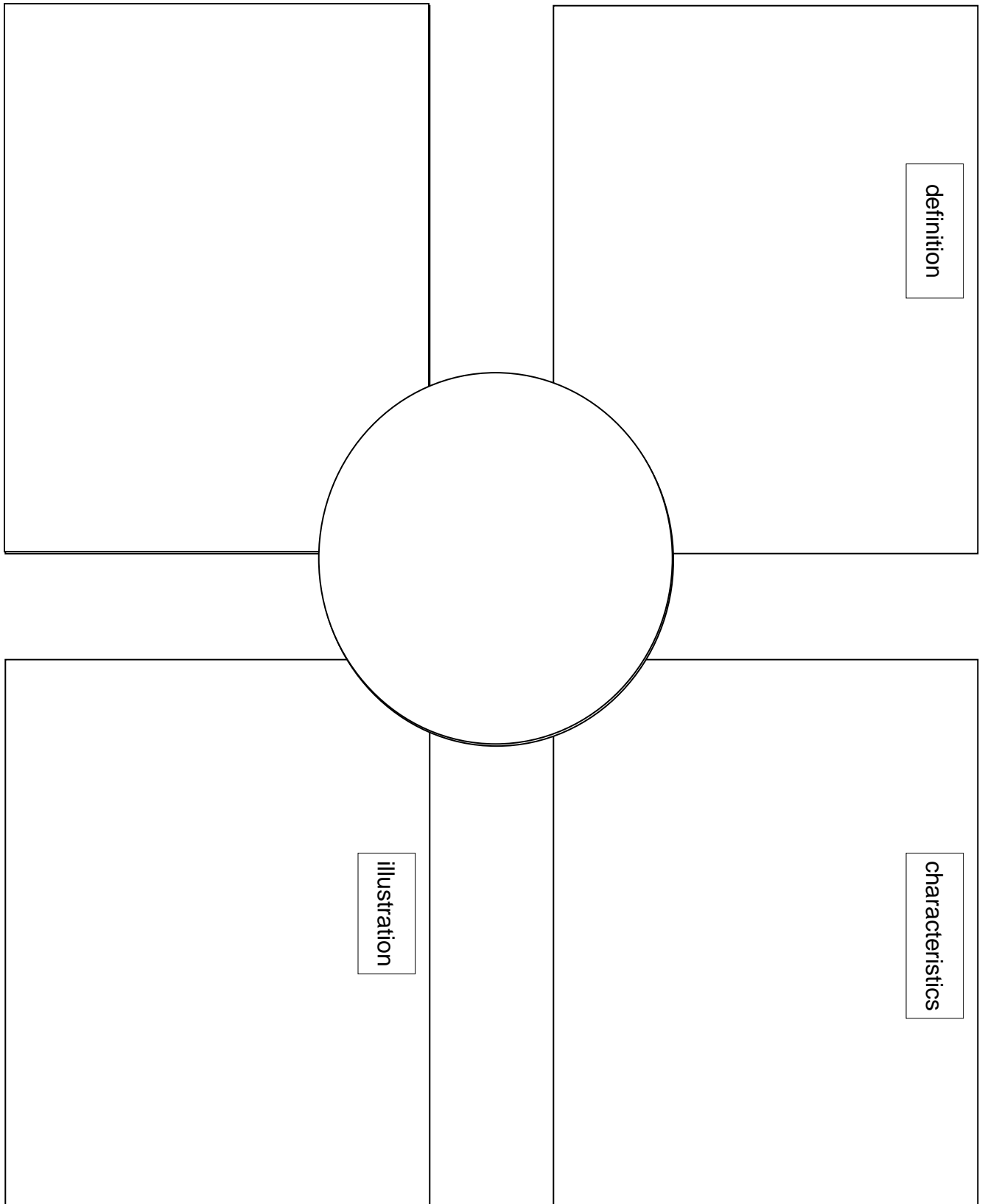
Louisiana Department of  
**EDUCATION**

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*Unit 1, General Assessment, Cooperative Learning Rubric*

<b>COOPERATIVE LEARNING BEHAVIORS</b>				
<b>NAME</b>	<b>MARKING PERIOD 1 2 3 4</b>			<b>DATE</b>
<b>Behavior</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>	<b>Comments</b>
<b><i>Group Work</i></b>				
• acts as leader				
• follows others				
• works cooperatively				
• contributes to group work				
• follows directions				
<b><i>Independent Work</i></b>				
• follows directions				
• performs tasks routinely				
• remembers assignments				
<b><i>Citizenship Role</i></b>				
• knows rights and duties				
• acts out rights and duties				

*Unit 2, Activity 3, Vocabulary Cards BLM*



*Unit 2, Activity 6, Maps Found in School*

<b>Maps Found in School</b>	
<b>Type of Map</b>	<b>How Many</b>
1. Globe	
2. World Map	
3. United States Map	
4. Louisiana Map	
5. Fire Drill/Exit Map	
<b>Total</b>	

*Unit 2, Activities 1, 6, and 9 Specific Assessments, Flat Map Rubric*

**Map Rubric**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accurate Labeling</b>	At least 90% of items are identified.	80-89% of items are identified.	70-79% of items are identified.	Less than 70% of items are identified.
<b>Knowledge</b>	Student can accurately locate places identified on map.	Student can accurately locate at least three places on map.	Student can accurately locate at least two places on map.	Student can accurately locate one place on map.
<b>Accurate Descriptions of Location</b>	Student can accurately describe locations (e.g. library is next to kindergarten class, the see-saw is west of swings).	Student can sufficiently describe locations.	Student can describe at least one location.	Student cannot describe locations.

*Unit 2, Activity 7 Specific Assessments, Globe Rubric*

**Globe Rubric**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accurate Labeling</b>	At least 90% of items are identified (e.g. water, continents).	80-89% of items are identified.	79-80% of items are identified.	Less than 70% of items are identified.
<b>Knowledge</b>	Student can accurately locate his/her town, parish, state, and country.	Student can accurately locate at least three of the following: his/her town, parish, state, and country.	Student can accurately locate at least two of the following: his/her town, parish, state, and country.	Student can accurately locate one of the following: his/her town, parish, state, and country.
<b>Accurate Comparisons</b>	Student can accurately explain the relationship of a globe to Earth.	Student has sufficient knowledge of the relationship of a globe to Earth.	Student has some knowledge of the relationship of a globe to Earth.	Student cannot explain the relationship of a globe to Earth.

*Unit 3, Specific Assessment, Personal Timeline Rubric*

**Personal Timeline**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Accurate Labeling</b>	At least 90% of pictures are placed on the appropriate part of timeline (e.g., past, present, future).	80-89% of pictures are placed on the appropriate part of timeline.	79-70% of pictures are placed on the appropriate part of timeline.	Less than 70% of pictures are placed on the appropriate part of timeline.
<b>Knowledge</b>	Statements accurately identify points on timeline (e.g., past, present, future).	Statements accurately identify two points on timeline.	Statements accurately identify one point on timeline.	Statements do not accurately identify points on timeline.
<b>Accurate Presentation</b>	Student can accurately explain timeline.	Student can sufficiently explain timeline.	Student has some knowledge of how to explain timeline.	Student cannot explain timeline.

*Unit 4, Specific Assessment Activity 2, Human Shelters Today*

**Sample Rubric: Human Shelters Today**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Knowledge of Human Shelters</b>	Drawing and information accurately describes human shelter.	Drawing or information describes shelter.	Drawing describes shelter.	Drawing nor information accurately describes shelter.
<b>Knowledge of Construction Materials</b>	Information accurately describes and explains why certain materials were used.	Information accurately describes materials used.	Information describes materials used either today or long ago.	Information does not accurately describe nor explain why certain materials were used.
<b>Mechanics</b>	Correct capitalization and punctuation are used throughout the paper.	Correct capitalization and punctuation is used in at least 80% of the paper.	Correct capitalization and punctuation is used in at least 70% of the paper.	Correct capitalization and punctuation is used in at least 50 % of the paper.



*Unit 4, Specific Assessment Activity 4, Human Shelters Concept Map*

**Sample Rubric: Human Shelters Concept Map**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Concept Map</b>	90% of concept map has the correct information.	80-89% of concept map has the correct information.	70-79% of the concept map has the correct information.	Less than 70% of the concept map has the correct information.

*Unit 4, Specific Assessment Activity 5, Making a Purchase*

**Sample Rubric: Making a Purchase**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Listing</b>	Gives details on need for purchase, cost of purchase, and if purchase is for individual or self.	Gives details on 2 of the three items listed in Category 1.	Gives details of 1 of the three items listed in Category 1.	Does not give details on any of the reasons listed in Category 1.