

PSST: Please input the summarized Priority Standard, Skill, or Topic, as the more detailed PSST will be part of score 3.

Content: Please indicate the learning progressions for the PSST as related to each score.

Activities: Please provide examples of activities that will supplement/enrich the learning experiences, encourage new interests, and help students relate the learning to real world experiences. These activities should be considered a method of instruction and should be designed to help students accomplish specific learning outcomes.

Evidence (A&E): Assessments (obtrusive, unobtrusive, student-generated), which are activities that provide feedback, and give a clear picture of student progress on learning goals.

PSST # 1 2.2.3		SUBJECT: Social Studies	GRADE: 2 nd Grade
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: Analyze the events on a timeline, explain if there are any errors, or missing information.</p> <p>I can:</p> <ul style="list-style-type: none"> Analyze and explain timelines for accuracy. 	<ul style="list-style-type: none"> Timelines on historical events and people Worksheets 	<ul style="list-style-type: none"> CFA Quick Check Observation Performance Checklist
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Explain the information that historical timelines convey and then put in chronological order events in the student's life or in the history of countries studied. EXAMPLE(S): The year he or she was born, started school, or moved to a new neighborhood</p> <p>I can:</p> <ul style="list-style-type: none"> Put events in order and explain it on a timeline. 	<ul style="list-style-type: none"> Timeline project Timelines on historical events and people Worksheets 	<ul style="list-style-type: none"> CFA Quick Check Project Observation Performance Checklist
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify the parts of a timeline (eg. Titles, dates, events) Understand the months, days, and year (calendar skill) <p>I can:</p> <ul style="list-style-type: none"> Identify the parts of a timeline (eg. Titles, dates, events) Understand the months, days, and year (calendar skill) 	<ul style="list-style-type: none"> Calendar review Interactive notebook 	<ul style="list-style-type: none"> CFA Quick Check Observation Performance Checklist
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST #2 2.3.3		SUBJECT: Social Studies	GRADE: 2 nd Grade
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: Analyze and interpret simple maps (eg. Using cardinal directions)</p> <p>I can:</p> <ul style="list-style-type: none"> Analyze and interpret simple maps (eg. Using cardinal directions) 	<ul style="list-style-type: none"> Research different kinds of maps (political, physical, topographic, etc.). Compare and contrast maps. 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Construct and develop simple maps with titles, map legends, and compass roses.</p> <p>I can:</p> <ul style="list-style-type: none"> Construct and develop simple maps with titles, map legends, and compass roses. 	<ul style="list-style-type: none"> Develop a map of your classroom, school, or home. Model and practice Worksheets 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>The student will: Identify parts of a map (eg. Title, map legends/key, symbols, compass rose, north, south, east, west)</p> <p>I can:</p> <ul style="list-style-type: none"> Identify parts of a map (eg. Title, map legends/key, symbols, compass rose, north, south, east, west) 	<ul style="list-style-type: none"> Interactive notebooks Model and practice Worksheets Anchor Chart 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST # 3 2.3.5		SUBJECT: Social Studies	GRADE: 2 nd Grade
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: Explain the location of surrounding islands, countries, oceans and continents using cardinal directions</p> <p style="text-align: center;">OR</p> <p>Describe the relationship between locations on a map/globe</p> <p>I can:</p> <ul style="list-style-type: none"> Explain the location of surrounding islands, countries, oceans and continents using cardinal directions <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Describe the relationship between locations on a map/globe 	<ul style="list-style-type: none"> Design a travel plan Compare and Contrast locations 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	3.5 In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Locate Guam, its surrounding islands, the U.S., selected countries, oceans, and continents on maps and globes.</p> <p>I can:</p> <ul style="list-style-type: none"> Locate Guam, its surrounding islands, the U.S. selected countries, oceans, and continents on maps and globes. 	<ul style="list-style-type: none"> Map puzzles Worksheets Pin the continent on the map Pin the surrounding islands 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>Vocabulary: continents, oceans, countries, island, globe, and map</p> <p>The student will: Identify a map and a globe. Name the 7 continents, 5 oceans, and the surrounding island chain (Micronesian Islands) and Guam.</p> <p>I can:</p> <ul style="list-style-type: none"> Identify a map and a globe. Name the continents, oceans, and the surrounding island chain. 	<ul style="list-style-type: none"> Interactive notebooks Anchor Chart 	<ul style="list-style-type: none"> CFA Performance Checklist Quick Checks Observation
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.		

PSST #4 2.4.3 Government		SUBJECT: Social Studies	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>I can:</p> <ul style="list-style-type: none"> create and hold a classroom election. create your own country, customs, government, traditions. 	<ul style="list-style-type: none"> Classroom elections. Create your own society 	<ul style="list-style-type: none"> Rubric CFA
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Understand that the people of the U.S. and Guam:</p> <ul style="list-style-type: none"> Have state and local government officials who are elected by voters Have diverse ethnic origins, customs, and traditions; make contributions to their communities; and are united as American by common principles. <p>I can:</p> <ul style="list-style-type: none"> Explain that the people in the U.S. and Guam have government officials who are elected by voters. Explain that the people in the U.S. and Guam have <ul style="list-style-type: none"> diverse ethnic origins, customs and traditions make contributions to their communities united as American by common principles 	<ul style="list-style-type: none"> Compare and Contrast Graphic Organizer Textbook (Government Unit) Guest Speaker Student Presentation 	<ul style="list-style-type: none"> Venn Diagram Graphic Organizer CFA Rubric
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>The student will:</p> <ul style="list-style-type: none"> Recognize or recall specific terminology, such as: culture, origins, customs, traditions, community, principles, Americans, local, elections, votes government officials. Identify that each student has their own unique customs and traditions. <p>I can:</p> <ul style="list-style-type: none"> identify my customs and traditions 	<ul style="list-style-type: none"> All About Me Show and Tell Compare your customs and traditions with peers 	<ul style="list-style-type: none"> All About Me (Poster) Rubric
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		

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	0.0	Even with help, no understanding or skill demonstrated.		

PSST #5 2.4.2 Historical Figures			SUBJECT: Social Studies	GRADE: 2 nd
Score	Content		Activities	Evidence (A&E)
4.0	The student will: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Prove why these people affect us here on Guam Compare and Contrast the contributions of historical figures (local and/or national). I can: <ul style="list-style-type: none"> compare and contrast the contributions of historical figures (local and/or national). 		<ul style="list-style-type: none"> Prove why these people affect us here on Guam Identify other historical figures (local and national) that affect us. 	<ul style="list-style-type: none"> Timeline Writing CFA
	3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.	•	•
3.0	The student will: Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans. I can: <ul style="list-style-type: none"> identify historical figures and how they helped Americans. 		<ul style="list-style-type: none"> Stories Timelines Videos Online Research Expository/ Informative Writing 	<ul style="list-style-type: none"> Timeline Writing CFA
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	•	•
2.0	The student will: <ul style="list-style-type: none"> Recognize or recall specific terminology, such as: contribution, American, improve, history, historical figures. Perform basic processes, such as: <ul style="list-style-type: none"> Matching name to pictures of historical figures Identify yourself as American I can: <ul style="list-style-type: none"> recognize historical figures. 		<ul style="list-style-type: none"> Matching Names to People Who is American? 	<ul style="list-style-type: none"> Q&A CFA
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
0.0	Even with help, no understanding or skill demonstrated.			

PSST #6 2.4.1 Responsibilities of a good citizen		SUBJECT: Social Studies	GRADE: 2nd
Score	Content	Activities	Evidence (A&E)
4.0	<p>The student will: In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <p>I can:</p> <ul style="list-style-type: none"> • apply concepts of good citizens in my community. 	<ul style="list-style-type: none"> • classroom jobs • volunteer work • leadership roles • journals 	<ul style="list-style-type: none"> • Rubric • student presentation
3.5	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.		
3.0	<p>The student will: Define and give examples of the responsibilities of a good citizen, with emphasis on the following:</p> <ul style="list-style-type: none"> ○ Respecting and protecting the rights and property of others ○ Taking part in the voting process when making classroom decisions ○ Describing actions that can improve the school and community ○ Demonstrating self-discipline and self-reliance ○ Practicing honesty and trustworthiness <p>I can:</p> <ul style="list-style-type: none"> • be a safe, respectful, and responsible citizen in our school community. 	<ul style="list-style-type: none"> • Student Learner Outcomes • Group Discussions/ Debates • Role Play • Create and follow rules • Graphic Organizers • PBIS School Assemblies • Read aloud 	<ul style="list-style-type: none"> • Rubric • Graphic Organizer
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	<p>The student will:</p> <ul style="list-style-type: none"> • Recognize or recall specific terminology, such as: responsibilities, citizen, respect, voting process, school, community, self-discipline, self-reliance, honesty, trustworthiness. • Perform basic processes, such as: <ul style="list-style-type: none"> ○ identify school and classroom rules. <p>I can:</p> <ul style="list-style-type: none"> • recite school SLOs / rules to be a good citizen in my school. 	<ul style="list-style-type: none"> • Student Learner Outcomes • Go over classroom/ school rules • Read aloud 	<ul style="list-style-type: none"> • Rubric
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
0.0	Even with help, no understanding or skill demonstrated.			