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: **1.4.1 Apply the traits of a good citizen by doing the following:** ● **Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect** ● **Recognizing the purpose of rules and practicing self-control** ● **Working hard in school** ● **Taking responsibility for one's own actions** ● **Valuing honesty and truthfulness in oneself and others** ● **Participating in classroom decision making through voting**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	**The student will:** ● Critique traits of good citizenship for their peers.	● Create a skit/role play ● Provide solutions to different scenarios	● Project-based ● Rubric/Checklist ● Self-Assessment ● Peer Assessment
	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: Apply the traits of a good citizen by doing the following: ● Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect ● Recognizing the purpose of rules and practicing self-control ● Working hard in school ● Taking responsibility for one's own actions ● Valuing honesty and truthfulness in oneself and others ● Participating in classroom decision making through voting	● Readers Theater ● Differentiate between positive and negative behaviors ● Graphic Organizer ● Read Aloud ● Class Discussion	● Performance Checklist ● CFA ● Anecdotal Evidence ● Observation ● Graphic Organizers ● Self- Assessment
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Identify the traits of positive and negative behaviors with the use of visual examples - pictures, videos, etc. ● Recognizing terminologies: responsible, respectful, honesty, truthfulness, fairness	● Worksheets ● Read Aloud ● Videos	● CFA ● Student Work
	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: **1.1.2 Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people.**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	**The student will:** ● Connect personal cultural traits with different ethnic groups and compare similarities and differences between the two.	● Peer Sharing/Presentation	● Project ● Presentation Rubric
	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: ● Describe the qualities or distinctive traits of different ethnic groups, faiths, and historical periods after reading or listening to stories about famous people.	● Read-a-loud ● Graphic Organizers (Venn Diagram) ● Peer Sharing ● Class Discussion ● Guest Speakers	● Student Work ● CFA
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Identify key vocabulary: culture, ethnic groups, distinctive traits, faith, holiday	● Pictures ● Videos ● Worksheets	● CFA ● Student work
	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: **1.4.5 Identify and discuss the various government officials whose decisions affect our lives. EXAMPLE(S): mayors, legislators, governor, president**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	**The student will:** ● Relate a problem in our community with government official responsibilities and duties to help solve the problem.	● Guest speaker ● Fieldtrip ● Class discussion (brainstorming and sharing ideas)	● Presentation (oral, poster, etc)
	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 and discuss the various government officials whose decisions affect our lives. EXAMPLE(S): mayors, legislators, governor, president.	● Pictures ● Videos ● Worksheets ● Guest speakers ● Field trips ● Read a louds ● Interviews	● CFA ● Student Work - drawings, sentence writing, fill in the blank, etc ● Observations
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Define key vocabulary: leader, role, mayor, senator, governor, president. The student will: ● Identify leaders in their school.	● School walk-through ● Interviews with leaders in school ● Class discussion	● Matching ● Observations ● 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 #4: **1.5.1 Explain the difference between goods and services and describe how people are consumers and producers of goods and services.**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)
4.0	**The student can:** ● Explain the process of how goods are produced and consumed. ● Connect the role and services provided in the community.	● Design an ideal community ● Presentations	● CFA ● Observation ● Artifacts
	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: ● Explain the difference between goods and services ● Describe how people are consumers and producers of goods and services.	● Create a collage ● Sort pictures of goods and services ● Compare and contrast ● Technology integration: Elmo, smartboard, iPad applications, online games, projector, educational videos.	● CFA ● Observation ● Artifacts
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Identify key vocabulary: goods, services, consumers, producers, community, needs, wants, community helpers. ● Identify needs and wants	● Guest speakers ● Career Day ● Categorizing ● Create a collage ● Technology integration: Elmo, smartboard, iPad applications, online games, projector, educational videos.	● CFA ● Observation ● Artifacts
	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 #5: **1.3.2 Define and give examples of continents, land forms, and oceans.**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)

4.0	**The student will:** ● Create a model that shows continents and oceans, with various landforms.	● Students will be able to create a presentation of the different continents, landforms, and oceans with any form of medium.	● Project ● Presentation ● Common Formative Assessments ● Observations ● Artifacts
	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: ● Define and give examples of continents, land forms, and oceans.	● Students will be given materials to create a model globe and label: ○ Continents ○ Oceans ○ Equator ○ Cardinal directions	● Common Formative Assessments ● Observations ● Artifacts
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Recognizes or recalls specific terms such as globe, map, equator, hemisphere, continents, oceans	● Students can match a picture of a map and a globe to the words. ● Student can match a characteristic of a map and globe to the item	● Common Formative Assessments ● Observations ● Artifacts
	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: **1.2.3 Read important dates on a calendar and associate them with days of the week.**		SUBJECT: Social Studies	GRADE: 1st
Score	Content	Activities	Evidence (A&E)

4.0	The studen will: ● Given a schedule and events, the student will: ○ Create a personal week schedule, indicating days they will swim or go to a sports game using the dates and days of the week.	Students will be able to read a calendar by answering the following question: ● Campers will go swimming on Tuesdays & Thursdays during the last week of July. ● On which dates will they swim? 	● Common Formative Assessments ● Observations ● Artifacts
	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: ● Read important dates on a calendar and associate them with the days of the week.	Students will be able to read a calendar by answering the following questions: ● How many days are there in July? ● What day of the week is July 16? ● How many weeks are in July? 	● Common Formative Assessments ● Observations ● Artifacts
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0	Prerequisites: ● Name the seven days of the week ● Name the twelve months of the year ● Identify the parts of a calendar (month, year, days of week)		● Common Formative Assessments ● Observations ● Artifacts

	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.			