

**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.**

**SOCIAL STUDIES**

PSST: 3.3.5 <i>Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.</i>		SUBJECT: <b>SOCIAL STUDIES</b>	QUARTER: 1 <sup>st</sup>	GRADE: 3 <sup>rd</sup>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create a map to include compass rose, grids, and symbols	<ul style="list-style-type: none"> <li>• Create a map to include compass rose, grids, and symbols</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.3.5 Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.	<ul style="list-style-type: none"> <li>• Identify and apply the compass rose, grids, and symbols to locate places on maps and globes.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites: <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ compass rose, grid, symbol, cardinal directions, legend, key, map, globe, distance scales</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identify cardinal directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify north, south, east and west</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: 3.3.2 <i>Develop map skills by positioning and labeling the seven continents and five oceans.</i>		SUBJECT: <b>SOCIAL STUDIES</b>	QUARTER: 1 <sup>st</sup>	GRADE: 3 <sup>rd</sup>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Identify the location given the latitude and longitude coordinates.	<ul style="list-style-type: none"> <li>Identify the location given the latitude and longitude coordinates.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.3.2 Develop map skills by positioning and labeling the seven continents and five oceans.	<ul style="list-style-type: none"> <li>Locate and label the seven continents and five oceans on a map or globe</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites: <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>compass rose, grid, symbol, cardinal directions, legend, key, map, globe, distance scales, latitude, longitude, hemispheres, prime meridian, equator</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identify cardinal directions</li> <li>Identify the hemispheres</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify which hemisphere Guam is located in.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: 3.4.1 Recognize the importance of government on Guam and in the U.S., including the following:		SUBJECT: SOCIAL STUDIES	QUARTER: 2 <sup>nd</sup>	GRADE: 3 <sup>rd</sup>
<ul style="list-style-type: none"> <li>• The purpose of rules and laws</li> <li>• The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken</li> <li>• How government protects the rights and property of individuals</li> </ul>				
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Students will create a script and re-enact the scenario with rules/ laws and consequences.	<ul style="list-style-type: none"> <li>• Script</li> <li>• Skit</li> <li>• Recording</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.4.1 Recognize the importance of government on Guam and in the U.S., including the following: <ul style="list-style-type: none"> <li>• The purpose of rules and laws</li> <li>• The basic purposes of government are to make laws, carry out laws, and decide if laws have been broken</li> <li>• How government protects the rights and property of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different branches of government and/or caste system and their functions</li> <li>• Compare the local government and/or caste system with the national government</li> <li>• Understand consequences</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites: <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ rules, roles, responsibility, laws, consequences, leaders, caste, legislative, judicial, executive</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ identify classroom rules/ expectations</li> <li>○ identify and demonstrate proper etiquette</li> <li>○ identify appropriate consequences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• Classroom responsibilities</li> <li>• Classroom roles</li> <li>• Community rules, roles and responsibility</li> <li>• Expectations</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: 3.1.1 Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.		SUBJECT: SOCIAL STUDIES	QUARTER: 3 <sup>rd</sup>	GRADE: 3 <sup>rd</sup>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Students will compare and contrast their traditional food, customs, sports, games, and music of their peers.	<ul style="list-style-type: none"> <li>• Cultural exchange fair</li> <li>• Interview peers and share your findings (Venn diagram)</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.1.1 Describe and explain the significance of traditional food, customs, sports and games, and music of the place they came from with the help of family members or other adults.	<ul style="list-style-type: none"> <li>• Students can share the significance of their culture’s traditional food, customs, games and music</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites:  <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ tradition, origin, culture, customs, sports, games, music, artifacts</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identify and provide samples of custom, sports, games and music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What makes up a person’s culture?</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: 3.1.2 Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.		SUBJECT: SOCIAL STUDIES	QUARTER: 3 <sup>rd</sup>	GRADE: 3 <sup>rd</sup>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Explain how different cultures influence our culture on Guam.	<ul style="list-style-type: none"> <li>Compare holidays, traditions, foods, etc. celebrated on Guam and in the U.S.</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.1.2 Explain the origins of traditions or customs from other countries that can be found on Guam and in the U.S. today.	<ul style="list-style-type: none"> <li>Research origins of traditions or customs around the world</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites: <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>tradition, origin, culture, customs, sports, games, music, artifacts, language</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Identify and provide samples of custom, sports, games and music</li> <li>Identify characteristics and traits of different cultures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Research cultures found on Guam</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			

PSST: 3.2.3 <i>Create and interpret time-lines</i>		SUBJECT: <b>SOCIAL STUDIES</b>	QUARTER: 4 <sup>th</sup>	GRADE: 3 <sup>rd</sup>
Score	Content	Activities	Evidence (A&E)	
<b>4.0</b>	The student will:  Create and present a timeline of yourself	<ul style="list-style-type: none"> <li>• Create and present a timeline of yourself</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught with partial success.			
<b>3.0</b>	The student will:  3.2.3 Create and interpret time-lines	<ul style="list-style-type: none"> <li>• Create and interpret a timeline based on historical events and/or people</li> <li>• Create a class timeline of events within the current school year</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.			
<b>2.0</b>	Prerequisites: <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ timeline, past, present, future</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Sequencing events</li> <li>○ Chronological order</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions that pertain to a given timeline</li> </ul>	<input type="checkbox"/> Obtrusive <hr/> <input type="checkbox"/> Unobtrusive <hr/> <input type="checkbox"/> Student-generated <hr/>	
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.			
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.			
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.			
<b>0.0</b>	Even with help, no understanding or skill demonstrated.			