

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3CG1 Describe the elements of representative democracy/republic in the United States. Govn/Civics**

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Explain how the three branches of government work together to form the representative democracy/republic in the United States</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response  <b>OR</b>                      Personal Communication for any learning target</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States) (SS3CG1.a)  <b>Learning Target 2:</b> Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia) (SS3CG1.b)  <b>Learning Target 3:</b> State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair) (SS3CG1.c)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 1 Constructed Response OR 3 Selected Response  <b>Learning Target 2:</b> 1 Constructed Response OR 3 Selected Response  <b>Learning Target 3:</b> 1 Constructed Response OR 3 Selected Response  <b>OR</b>                      Personal Communication for any learning target</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0</p>		

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3CG1 Describe the elements of representative democracy/republic in the United States. Govn/Civics**

	Proficiency Scale	DOK	Evidence
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> representative democracy, branch, government, executive, legislative, judicial, court</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify the three branches of national government  <b>Learning Target 3:</b> Identify the three branches of state government  <b>Learning Target 4:</b> Identify which branch of government enforces laws, makes laws, and determines fairness of laws</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 7 Selected Response  <b>Learning Target 2:</b> 3 Selected Response  <b>Learning Target 3:</b> 3 Selected Response  <b>Learning Target 4:</b> 3 Selected Response  <b>OR</b>  <b>Personal Communication for any learning target</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E1 Define and give examples of the four types of productive resources. *Economics***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Describe and explain how the four types of productive resources (Natural, Capital, Human, and Entrepreneurship) are used in your everyday life and surrounding community</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Define and give examples of the productive resource, natural <b>Learning Target 2:</b> Define and give examples of the productive resource, human <b>Learning Target 3:</b> Define and give examples of the productive resource, capital <b>Learning Target 4:</b> Define and give examples of entrepreneurship</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 1 Constructed Response OR 3 Selected Response <b>Learning Target 2:</b> 1 Constructed Response OR 3 Selected Response <b>Learning Target 3:</b> 1 Constructed Response OR 3 Selected Response <b>Learning Target 4:</b> 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> resource, natural, capital, human, entrepreneurship, productive</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify examples of natural resources (land), capital resources (capital), human resources (labor), entrepreneurship (risk-taking)</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 6 Selected Response <b>Learning Target 2:</b> 4 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E1 Define and give examples of the four types of productive resources. *Economics***

	Proficiency Scale	DOK	Evidence
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>This standards needs to include all of the productive types of resources</p> <p>SS3E1.a The student will describe the four types of productive resources: Natural (land)</p> <p>SS3E1.b The student will describe the four types of productive resources: Human (labor)</p> <p>SS3E1.c The student will describe the four types of productive resources: Capital (capital goods)</p> <p>SS3E1.d The student will describe the four types of productive resources: Entrepreneurship (risk-taking and combining natural, human, and capital resources in attempt to make a profit).</p> <p>There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.</p>

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes. *Economics***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Analyze ways that the government has citizens to pay taxes and as a result, the government provides a specific good or service</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) <b>Learning Target 2:</b> Explain that governments provide certain types of goods and services through the payment of taxes</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR 3 Selected Response <b>Learning Target 2:</b> 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> goods, services, taxes, market economy, government</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify which goods and services are provided by governments in a market economy <b>Learning Target 3:</b> Identify ways the government collects taxes to pay for certain types of goods and services</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 5 Selected Response <b>Learning Target 2:</b> 3 Selected Response <b>Learning Target 3:</b> 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes. *Economics***

	Proficiency Scale	DOK	Evidence
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			<p>There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.</p> <p>Services provided from taxes- schools, libraries, roads, police/fire protection, and military</p>

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E3.a Give examples of interdependence and trade and explain the benefits of voluntary exchange. Describe the interdependence of consumers and producers. *Economics***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Provide an example of interdependence between a consumer and producer. Include who is the consumer and producer, what is being traded, and how each benefits from the voluntary exchange.</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Describe the interdependence of consumers and producers</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> interdependence, trade, benefits, voluntary exchange, consumers, producers</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify the benefits of exchanging goods and services between producers and consumers</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 6 Selected Response <b>Learning Target 2:</b> 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

**Grade 3 Social Studies GSE Learning Map**

**Prioritized Standard: SS3E3.a Give examples of interdependence and trade and explain the benefits of voluntary exchange. Describe the interdependence of consumers and producers. *Economics***

	Proficiency Scale	DOK	Evidence
	<p><b>Scale Notes for Teachers</b></p>		<p>There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.</p>

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice. Economics**

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Provide an example when someone makes a decision to save or spend. Identify the opportunity cost and the benefits or benefits o the saving or spending choice.</p>	DOK 3	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Explain the concept of opportunity cost as it relates to making a saving or spending choices</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> opportunity cost, spending, saving, choices</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify examples of opportunity cost <b>Learning Target 3:</b> Identify the benefits and drawbacks of choosing to save or spend</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 4 Selected Response <b>Learning Target 2:</b> 3 Selected Response <b>Learning Target 3:</b> 3 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice. *Economics***

	Proficiency Scale	DOK	Evidence
	<b>Scale Notes for Teachers</b>		Students have to be able to properly use vocabulary and concepts from 2.0 in order to master the standard at a 3.0 level. There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast different features on the globe including the equator, prime meridian, and lines of latitude and longitude</p>	DOK 2	<p><b><u>Learning Target 1:</u></b> 1 Performance Task OR 1 Constructed Response OR Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Locate and describe the equator on a globe <b><u>Learning Target 2:</u></b> Locate and describe the prime meridian on a globe <b><u>Learning Target 3:</u></b> Locate and describe the lines of latitude and longitude on a globe</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b><u>Learning Target 1:</u></b> 1 Constructed Response OR 3 Selected Response <b><u>Learning Target 2:</u></b> 1 Constructed Response OR 3 Selected Response <b><u>Learning Target 3:</u></b> 1 Constructed Response OR 3 Selected Response OR Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> globe, equator, prime meridian, lines of longitude, lines of latitude</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Determine where the equator is located on a globe <b><u>Learning Target 3:</u></b> Determine where the prime meridian is located on a globe <b><u>Learning Target 4:</u></b> Determine the direction of lines of latitude and longitude</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b><u>Learning Target 1:</u></b> 6 Selected Response <b><u>Learning Target 2:</u></b> 1 Performance Task or 1 Selected Response <b><u>Learning Target 3:</u></b> 1 Performance Task or 1 Selected Response <b><u>Learning Target 4:</u></b> 1 Performance Task or 2 Selected Response OR Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3G2 Locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			
			<p>With this standard it is very important that students are able to use these skills (intermediate and cardinal directions, equator, prime meridian, and lines of latitude and longitude) to navigate from one specific place to another on a map or globe using the topographical features in SS3G1.</p> <p>There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.</p>

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3H1 Describe early American Indian cultures and their development in North America. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Organize information from multiple sources on American Indians and create a visual representation that compares and contrasts early American Indian cultures</p>	DOK 3	<p><b><u>Learning Target 1:</u></b> 1 Performance Task  <b>OR</b>            Personal Communication for any learning target</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Locate the regions where American Indians settled in North America: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast (SS3H1.a)  <b><u>Learning Target 2:</u></b> Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter (SS3H1.b)  <b><u>Learning Target 3:</u></b> Discuss how American Indians continue to contribute to American life (e.g., arts, literature) (SS3H1.c)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b><u>Learning Target 1:</u></b> 1 Constructed Response OR 6 Selected Response  <b><u>Learning Target 2:</u></b> 1 Constructed Response OR 3 Selected Response  <b><u>Learning Target 3:</u></b> 1 Constructed Response OR 3 Selected Response  <b>OR</b>            Personal Communication for any learning target</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3H1 Describe early American Indian cultures and their development in North America. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><b>Learning Target 1:</b> culture, environment, regions, American Indian, arts, literature</p> <p>The student will perform basic processes:</p> <p><b>Learning Target 2:</b> Identify regions in North America where American Indians settled on a map</p> <p><b>Learning Target 3:</b> Determine how American Indians used the environment of each region to obtain food, clothing, and shelter</p> <p><b>Learning Target 4:</b> Identify ways American Indians have contributed to American life</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	DOK 2	<p><b>Learning Target 1:</b> 6 Selected Response</p> <p><b>Learning Target 2:</b> 6 Selected Response</p> <p><b>Learning Target 3:</b> 3 Selected Response</p> <p><b>Learning Target 4:</b> 3 Selected Response</p> <p>OR</p> <p>Personal Communication for any learning target</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>		<p>SS3H1 includes element a, b, and c.</p> <p>There are a variety of ways in which a student can demonstrate a level 4.0 mastery. Sample tasks are provided at each level of the proficiency scale, but mastery is not limited to those activities.</p> <p>Regions: Arctic, Northwest, Southwest, Plains, Northeast, Southeast</p>	

## Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3H2.a Describe European exploration in North America. Describe the reasons for and obstacles to the exploration of North America. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast reasons and obstacles to the exploration of North America</p>	DOK 2	
3.5	In addition to score 3.0 performance, partial success at score 4.0 content		
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the reasons for and obstacles to the exploration of North America</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0		
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> European, exploration, reasons, obstacles, North America</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons for the exploration of North America  <b><u>Learning Target 3:</u></b> Identify obstacles in the exploration of North America</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
<b>Scale Notes for Teachers</b>			

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3H3.c Explain the factors that shaped British Colonial America. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Describe how the factors which shaped British Colonial America impact current aspects of life in America over various periods of time</p>	DOK 2	<p><b>Learning Target 1:</b> 1 Performance Task OR 1 Constructed Response  <b>OR</b>                      Personal Communication for any learning target</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>		
3.0	<p><b>The student will</b></p> <p><b>Learning Target 1:</b> Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians</p> <p><b>The student exhibits no major errors or omissions.</b></p>	DOK 2	<p><b>Learning Target 1:</b> 1 Constructed Response OR 6 Selected Response  <b>OR</b>                      Personal Communication for any learning target</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0</p>		

Grade 3 Social Studies GSE Learning Map

**Prioritized Standard: SS3H3.c Explain the factors that shaped British Colonial America. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. *Historical Understandings***

	Proficiency Scale	DOK	Evidence
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> indentured servants, colonial life, perspectives, artisans, slaves, land owners, farmers</p> <p><b>The student will perform basic processes:</b></p> <p><b>Learning Target 2:</b> Identify the benefits and disadvantages of being large landowners in colonial America</p> <p><b>Learning Target 3:</b> Identify the benefits and disadvantages of being a small farmer in colonial America</p> <p><b>Learning Target 4:</b> Identify who artisans are and how they lived in colonial America</p> <p><b>Learning Target 5:</b> Identify the benefits and disadvantages of being a woman in colonial America</p> <p><b>Learning Target 6:</b> Identify the benefits and disadvantages of being an indentured servant in colonial America</p> <p><b>Learning Target 7:</b> Identify how slaves lived during colonial America</p> <p><b>Learning Target 8:</b> Identify how American Indians lived during colonial America</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	DOK 1	<p><b>Learning Target 1:</b> 7 Selected Response</p> <p><b>Learning Target 2:</b> 2 Selected Response</p> <p><b>Learning Target 3:</b> 2 Selected Response</p> <p><b>Learning Target 4:</b> 2 Selected Response</p> <p><b>Learning Target 5:</b> 2 Selected Response</p> <p><b>Learning Target 6:</b> 2 Selected Response</p> <p><b>Learning Target 7:</b> 2 Selected Response</p> <p><b>Learning Target 8:</b> 2 Selected Response</p> <p><b>OR</b></p> <p><b>Personal Communication for any learning target</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content		
1.0	With help, partial success at score 2.0 and score 3.0		
0.5	With help, partial success at score 2.0 content but not at score 3.0 content		
0.0	Even with help, no success		
	<p><b>Scale Notes for Teachers</b></p>		<p>There are a variety of ways in which a student can demonstrate 4.0 mastery. Sample tasks are provided at each level on the proficiency scale, but mastery is not limited to these activities.</p> <p>*Students need to master vocabulary to be to master scale 2.0.</p> <p>Women and children may be lumped together as well as American Indians and slaves</p>