Grade 1 Social Studies GSE Learning Map

Prioritized Standard: SS1E1 Identify goods that people make and services that people provide for each other. *Economics*	

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Investigate or research goods and services in the real world
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Identify goods that people make and services that people provide for each other **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: goods, services, make, provide **The student will perform basic processes:** **Learning Target 2**: Provide examples of goods **Learning Target 3**: Provide examples of services **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources. *Economics*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Provide an example of scarcity and explain how scarcity has an effect on a person or people
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Explain that scarcity is when unlimited wants are greater than limited resources **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: resources, scarcity, unlimited, limited, wants, choices **The student will perform basic processes:** **Learning Target 2**: Identify examples of limited resources **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1E3 Describe how people are both producers and consumers. *Economics*
	Proficiency Scale
4.0	**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:** **Learning Target 1**: Provide an example of how two people can benefit from being both a producer and consumer with one another
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how people are both producers and consumers **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: producers, consumers, purchase, sell, provide **The student will perform basic processes:** **Learning Target 2**: Identify examples of producers **Learning Target 3**: Identify examples of consumers **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend. *Economics*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Provide an example detailing how one person earns an income and makes good choices about the amount of money to save and spend
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Explain that people earn income by working and that they must make choices about how much to save and spend **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: income, earn, work, save, spend, choices **The student will perform basic processes:** **Learning Target 2**: Identify ways that people earn income **Learning Target 3**: Identify ways people make choices about how to save and spend **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1G1.a Describe how each historic figure in SS1H1a was influenced by his or her time and place. American colonies (Benjamin Franklin and Thomas Jefferson) *Geography*
	Proficiency Scale
4.0	**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:** **Learning Target 1**: Compare and contrast the time and place which Benjamin Franklin and Thomas Jefferson lived to the time when and place where the student lives
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how each historic figure in SS1H1a was influenced by his or her time and place: American colonies (Benjamin Franklin and Thomas Jefferson) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: influenced, place, time, colonies, traveled **The student will perform basic processes:** **Learning Target 2**: Identify the time which Benjamin Franklin and Thomas Jefferson lived and traveled **Learning Target 3**: Identify the places which Benjamin Franklin and Thomas Jefferson lived and traveled **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

Prioritized Standard: SS1G1.b Describe how each historic figure in SS1H1a was influenced by his or her time and place. American frontier (Lewis & Clark and Sacagawea) *Geography*	

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Compare and contrast the time and place which Lewis & Clark and Sacagawea lived to the time when and place where the student lives
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how each historic figure in SS1H1a was influenced by his or her time and place: American frontier (Lewis & Clark and Sacagawea) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: frontier, expedition, territory, terrain **The student will perform basic processes:** **Learning Target 2**: Identify the time which Lewis and Clark & Sacagawea lived and traveled **Learning Target 3**: Identify the place which Lewis and Clark & Sacagawea lived and traveled **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1G1.c Describe how each historic figure in SS1H1a was influenced by his or her time and place. National Parks (Theodore Roosevelt) *Geography*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Compare and contrast the time and place which Theodore Roosevelt lived to the time and place of another historic figure
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how each historic figure in SS1H1a was influenced by his or her time and place: National Parks (Theodore Roosevelt) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: explorer, hunter, preserve, conservation, national park **The student will perform basic processes:** **Learning Target 2**: Identify the place which Theodore Roosevelt lived and traveled **Learning Target 3**: Identify the time which Theodore Roosevelt lived and traveled **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1G1.d Describe how each historic figure in SS1H1a was influenced by his or her time and place. Southern U.S. (George Washington Carver and Ruby Bridges) *Geography*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Compare and contrast the time and place which Ruby Bridges and George Washington Carver lived to another historic figure
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how each historic figure in SS1H1a was influenced by his or her time and place: Southern U.S. (George Washington Carver and Ruby Bridges) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: agriculture, botanist, crops, integration, segregation, Southern U.S. **The student will perform basic processes:** **Learning Target 2**: Identify the time which George Washington Carver and Ruby Bridges lived and traveled **Learning Target 3**: Identify the place which George Washington Carver and Ruby Bridges lived and traveled **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

Prioritized Standard: SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe. *Geography*	

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Identify and locate the city, county, state, nation, and continent of a fictitious person
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: map, globe, county, city, state, nation, continent **The student will perform basic processes:** **Learning Target 2**: Recognize the city, county, state, nation, continent in which the student lives **Learning Target 3**: Recognize the state of Georgia, the nation (country), and North America on a simple map or globe **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1G3.a Locate major topographical features of the earth's surface. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. *Geography*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Create a representation of the different continents on the earth's surface
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: continent, land forms, north, south **The student will perform basic processes:** **Learning Target 2**: Differentiate between land and water **Learning Target 3**: Recall the names of all seven continents **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1G3.b Locate major topographical features of the earth's surface. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean. *Geography*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Create a representation of the different oceans
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Locate the major oceans: Arctic, Atlantic, Pacific, and Indian **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: ocean **The student will perform basic processes:** **Learning Target 2**: Name the major oceans: Arctic, Atlantic, Pacific, and Indian **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

Prioritized Standard: SS1G3.c Locate major topographical features of the earth's surface. Identify and describe landforms (mountains, deserts, valleys, and coasts). *Geography*	

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Create and label a map with each of the four landforms (mountains, deserts, valleys, and coasts)
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Identify landforms (mountains, deserts, valleys, and coasts) **Learning Target 2**: Describe landforms (mountains, deserts, valleys, and coasts) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: landform, mountains, deserts, valleys, coast **The student will perform basic processes:** **Learning Target 2**: Recall the features of each landform that makes it unique **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

	Prioritized Standard: SS1H1.a Read about and describe the life of historical figures in American history. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights) *Historical Understandings*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Explain the contributions of each historical figure and how their contributions impact life today
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Identify the contributions made by this historical figure: Benjamin Franklin (inventor/author/statesman) **Learning Target 2**: Identify the contributions made by this historical figure: Thomas Jefferson (Declaration of Independence) **Learning Target 3**: Identify the contributions made by these historical figures: Meriwether Lewis and William Clark with Sacagawea (exploration) **Learning Target 4**: Identify the contributions made by this historical figure: Theodore Roosevelt (National Parks and the environment) **Learning Target 5**: Identify the contributions made by these historical figures: George Washington Carver (science), and Ruby Bridges (civil rights) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: historical figures, contributions, inventor, explorer, translator, segregation, integration **The student will perform basic processes:** **Learning Target 2**: Recall the historical figure known as an inventor and author (Benjamin Franklin) **Learning Target 3**: Recall the historical figure known for drafting the Declaration of Independence (Thomas Jefferson) **Learning Target 4**: Recall the historical figures known for exploring and translating on the expedition through the western portion of the United States (Meriwether Lewis, William Clark, Sacagawea) **Learning Target 5**: Recall the historical figure known for establishing national parks and conserving the environment (Theodore Roosevelt) **Learning Target 6**: Recall the historical figures known for their contributions during a time of segregation (George Washington Carver and Ruby Bridges) **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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 1 Social Studies GSE Learning Map

Prioritized Standard: SS1H1.b Read about and describe the life of historical figures in American history. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). *Historical Understandings*

	Proficiency Scale
4.0	**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:** **Learning Target 1**: Compare and contrast everyday life of one historical figure to present American life using examples of clothing, transportation, and communication
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	**The student will** **Learning Target 1**: Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, and/or recreation, etc.) **The student exhibits no major errors or omissions.**
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	**There are no major errors or omissions regarding the simpler details and processes.** **The student will recognize or recall specific vocabulary:** **Learning Target 1**: everyday life, transportation, communication, recreation, present **The student will perform basic processes:** **Learning Target 2**: Identify how clothing, communication, and transportation has changed from the past to the present **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**
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