

Proficiency Scales

Social Studies
GRADE 3
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

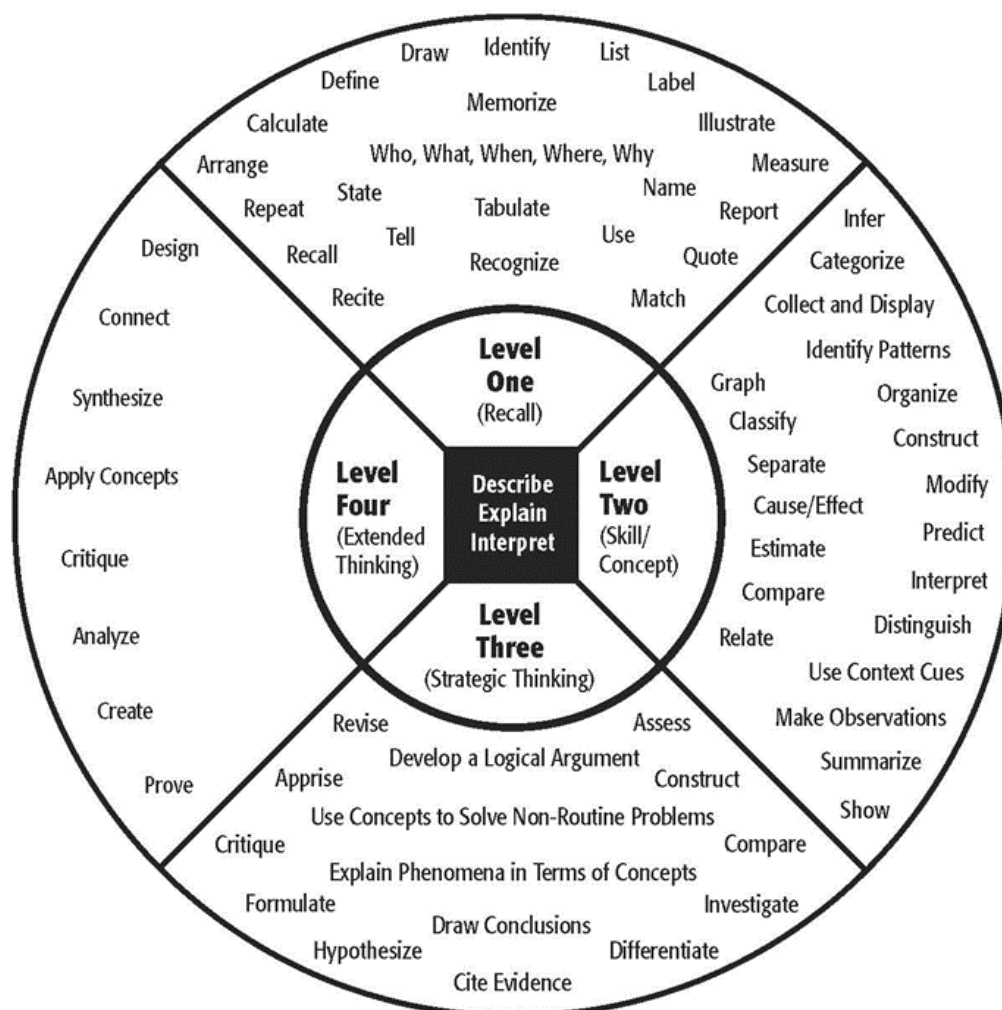
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Social Studies Standards

The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: Social Studies		Domain: Culture	Grade: 3
Standards: SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity SS.K-4.C.6 Relate how individuals learn the elements of their culture through interactions with other members of the culture group SS.K-4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none">Compare ethnic and/or cultural celebrations in the local community with other communities (e.g., develop a Venn diagram that shows how ethnic and/or cultural celebrations in the local community compare with ethnic and/or cultural celebrations in another community) DOK 3 (SS.K-4.C.6) I can show how cultural celebrations in my community compare with cultural celebrations in another community.Explain how peoples from different cultures develop different values and ways of interpreting experience (e.g., give examples of how information and experiences may be interpreted differently by people from different cultural groups) DOK 3 (SS.K-4.C.7) I can give examples of how peoples from different cultures have different values and beliefs.		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none">Behavior, belief, cohesion, cultural, culture, difference, diversity, ethnic, heritage, institution, national, similarity, state, tradition, value The student will perform basic processes, such as: <ul style="list-style-type: none">Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of peopleExplain the significance of various ethnic and/or cultural celebrations in the local community and other communitiesIdentify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains		

	<ul style="list-style-type: none"> Identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes Identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**Grade: **3**

Standards: SS.K-4.TCC.1 Explain that the study of the past is the story of communities, nations, and the world

SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change

SS.K-4.TCC.3 Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts

SS.K-4.TCC.4 Name key people, events, and places associated with the history of the community, nation, and world

SS.K-4.TCC.5 Identify the accomplishments of Seventh-day Adventists in history

SS.K-4.TCC.8 Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences (*e.g., draw illustrations to show their interpretation of multiple accounts of the same event, and offer ideas about why the accounts differ*) **DOK 3** (SS.K-4.TCC.8)

I can use stories, biographies, and letters to compare different stories about the past and give reasons for the differences.

- Compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (*e.g., use sources to create a chart that compares the ways your community and another community meet their needs for government, education, communication, transportation, and recreation*) **DOK 3** (SS.K-4.TCC.3)

I can compare ways that people in my community and another community meet their needs for government, education, communication, transportation, and recreation.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- *Change, community, difference, future, historical, history, nation, past, point of view, present, similarity, world*

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Explain that the study of the past is the story of communities, nations, and the world • Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold • Describe how individuals, events, and ideas have changed communities, past and present • Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities • Describe how individuals, including Daniel Boone and the Founding Fathers, have contributed to the expansion of existing communities or to the creation of new communities • Identify reasons people have formed communities including a need for security and laws, religious freedom, and material well-being • Identify the accomplishments of Seventh-day Adventists in history (<i>e.g., educational system, medical institutions, and mission projects</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**Grade: **3**

Standards: SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale
SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments
SS.K-4.PPE.8 Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs
SS.K-4.PPE.9 Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals
SS.K-4.PPE.10 Examine the effects of sin on the environment

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (<i>e.g., present an oral report that corresponds to a picture that shows land use locally or in other parts of the world, such as in farming, industry, homes, or businesses</i>) DOK 3 (SS.K-4.PPE.9) I can compare how people in different communities adapt to or modify the physical environment in which they live.Identify, create, and interpret maps of places that contain map elements (<i>e.g., title, compass rose, legend, scale, and grid system</i>) DOK 3 (SS.K-4.PPE.3) I can create and interpret maps of places that contain map elements.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Adapt, cardinal directions, climate, community, difference, direction, distance, environment, globe, location, map, map elements, modify, physical, region, scale, season, similarity, sin, state</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundingsIdentify factors that contribute to similarities and differences among peoples locally and in places around the world, including ethnicity, language, and religious beliefsDescribe similarities and differences in the physical environment, including	

	climate, landforms, natural resources, and natural hazards <ul style="list-style-type: none"> • Identify how people in different communities adapt to or modify the physical environment in which they live (<i>e.g., deserts, mountains, wetlands, and plains</i>) • Describe the effects of human processes in shaping the landscape (<i>e.g., building new homes, conservation, and pollution</i>) • Use cardinal and intermediate directions to locate places on maps and globes in relation to the local community • Use a scale to determine the distance between places on maps and globes • Examine the effects of sin on the environment 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Individual Development and Identity**Grade: **3**

Standards: SS.K-4.IDI.1 Discuss how the study of individual development and identity helps us know who we are and how we change

SS.K-4.IDI.9 Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others

SS.K-4.IDI.10 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities

SS.K-4.IDI.11 Explore factors that contribute to personal identity such as physical attributes, gender, race, and culture

SS.K-4.IDI.12 Evaluate how individuals can express their own identity and work productively with others

SS.K-4.IDI.16 Embrace and cultivate a personal relationship with Christ

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Evaluate how physical, intellectual, social, and emotional growth affects individual identity, growth, and interactions with others (<i>e.g., use a tool to self-assess physical, intellectual, and social-emotional growth during the year and evaluate how they affect individual identity and interactions with others</i>) DOK 3 (SS.K-4.IDI.9) I can tell how my physical, intellectual, and social-emotional growth affects my identity and interactions with others.Evaluate how individuals can express their own identity and work productively with others (<i>e.g., study successful people in the community and nation, at the present time or in the past, and evaluate how they express their own identity and work productively with others</i>) DOK 3 (SS.K-4.IDI.12) I can tell how people express their own identity while working well with others.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Culture, emotional, gender, identity, intellectual, mental, physical, race, social, spiritual</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of individual development and identity helps us know who we are and how we changeAchieve a balance in work and leisure which encompasses physical,	

	<p>intellectual, social, emotional, and spiritual activities (<i>e.g., track physical, mental, social-emotional, and spiritual activities for a week and reflect on whether they are balanced</i>)</p> <ul style="list-style-type: none"> • Identify factors that contribute to personal identity (<i>e.g., physical attributes, gender, race, and culture</i>) • Develop a personal relationship with Christ 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Individuals, Groups, and Institutions**Grade: **3****Standards:** SS.K-4.IGI.1 Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced

SS.K-4.IGI.2 Define concepts such as community, culture, role, competition, cooperation, rules, and norms

SS.K-4.IGI.7 Examine how the rules and norms of groups to which they belong impact their lives

SS.K-4.IGI.8 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Examine how the rules and norms of groups to which they belong impact their lives (<i>e.g., write a paragraph that describes how the rules and norms of groups to which they belong impact their lives</i>) DOK 3 (SS.K-4.IGI.7) I can tell how the rules and norms of groups to which I belong impact my life.Show how groups and institutions work to meet individual needs and promote or fail to promote the common good (<i>e.g., select a group or institution and research how it meets individual needs and promotes the common good</i>) DOK 3 (SS.K-4.IGI.7) I can show how a group or institution works to meet individual needs and promote the common good.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Change, common good, community, continuity, culture, group, influence, institution, norm, rule, service</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that people belong to groups and institutions that influence them and by which they are influencedDescribe the rules and norms of groups to which class members belongProvide examples of the role of institutions in furthering both continuity and changeParticipate in age-appropriate outreach and service projects	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Power, Authority, and Governance**Grade: **3****Standards:** SS.K-4.PAG.1 Justify how rules and laws can serve to support, order, and protect individual rights

SS.K-4.PAG.2 Identify the basic elements of government in the United States: executive, legislative, and judicial authority

SS.K-4.PAG.3 Describe the structure and organization of the Seventh-day Adventist church

SS.K-4.PAG.5 Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe the basic structure of government in the nation (<i>e.g., executive, legislative, and judicial authority</i>) DOK 3 (SS.K-4.PAG.2) I can describe the structure of the national government.Identify national government officials and explain how they are chosen (<i>e.g., the president; election</i>) DOK 2 (SS.K-4.PAG.2) I can identify national government officials and explain how they are chosen.Identify services commonly provided by the national government (<i>e.g., regulate interstate and foreign commerce, set taxing, and medicare</i>) DOK 2 (SS.K-4.PAG.2) I can identify services provided by the national government.Describe the concept of “consent of the governed” (<i>e.g., power is justified and lawful when consented to by the people or society over which that political power is exercised</i>) DOK 3 (SS.K-4.PAG.5) I can explain the meaning of “consent of the governed.”	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>American, Bill of Rights, checks and balances, community, constitutional, Declaration of Independence, democracy, executive, government, judicial, law, legislative, local, minority rights, nation, national, official, rule of law, separation of church and state, separation of powers, services, state, U.S. Constitution</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain the purpose for rules and laws in the home, school, and community (e.g., <i>establish order, provide security, and manage conflict</i>) Describe the basic structure of government in the local community and state Identify local and state government officials and explain how they are chosen (e.g., <i>mayor and governor; election or appointment to office</i>) Identify services commonly provided by local and state governments (e.g., <i>police protection, education, and highway building and maintenance; prepare and implement an action plan addressing a local public issue or problem</i>) Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (e.g., <i>support, order, and protect individual rights</i>) Describe the structure and organization of the Seventh-day Adventist church (e.g., <i>general conference, divisions, unions, and conferences</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **3**

Standards: SS.K-4.PDC.6 Explain how economic incentives affect people's behavior
SS.K-4.PDC.7 Identify the characteristics and functions of money and its uses
SS.K-4.PDC.10 Describe the characteristics of a market economy

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Create a simple budget that allocates money for spending and saving (e.g., <i>create a personal budget for spending and saving</i>) DOK 3 (SS.K-4.PDC.7) I can create a budget for spending and saving. Explain the concept of the free enterprise system (e.g., <i>in the context of how businesses operate in the U.S. free enterprise system</i>) DOK 3 (SS.K-4.PDC.10) I can describe the free enterprise system. Participate in a simulated classroom economic system (e.g., <i>help create an economic system for the classroom that includes spending and saving of resources</i>) DOK 3 (SS.K-4.PDC.10) I can help my classroom create and use an economic system. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Budget, consumer, demand, donating, earning, economic, free enterprise system, goods, incentive, market economy, production, profit, saving, scarcity, selling, services, spending, supply</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify ways of earning, spending, saving, and donating money Explain how supply and demand affect the price of a good or service Explain how consumers will react to rising and falling prices for goods and services Explain how economic incentives affect people's behavior Define and identify examples of scarcity Explain how the cost of production and selling price affect profits Identify individuals, past and present, who have started new businesses (e.g., <i>Henry Ford and Sam Walton</i>) 	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Science, Technology, and Society** Grade: **3**

Standards: SS.K-4.STS.1 Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks
SS.K-4.STS.3 Design a project using technology to serve the church and community
SS.K-4.STS.6 Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Research and evaluate various scientific and technological advances for addressing real-life issues and problems such as communication and transportation (<i>e.g., use diverse media to represent and evaluate findings of research related to scientific or technological advances that address real-life issues and problems</i>) DOK 3 (SS.K-4.STS.6) I can research and evaluate scientific and technological ideas for addressing real-life problems. Design a project using technology to serve the church and community (<i>e.g., develop a flyer to distribute to the community regarding a book drive to collect and donate books to homeless shelters</i>) DOK 3 (SS.K-4.STS.3) I can use technology to create a project to serve my church or community. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Breakthrough, invented, natural, science, scientific, technological, technology, tool, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks Identify individuals who have discovered scientific breakthroughs or created or invented new technology (<i>e.g., Jonas Salk, Cyrus McCormick, Bill Gates, and Louis Pasteur</i>) Describe the impact of scientific breakthroughs and new technology on various communities (<i>e.g., in computers, pasteurization, and medical vaccines</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Global Connections**Grade: **3**

Standards: SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel
SS.K-4.GC.3 Demonstrate an understanding of current world missions of the Seventh-day Adventist church
SS.K-4.GC.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Compare and contrast how global connections may influence how different cultures meet their needs (<i>e.g., give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world as they work to meet their needs</i>) DOK 3 (SS.K-4.GC.5) I can show how global connections may influence how different cultures meet their needs.Ask and find answers to questions about the current world missions of the Seventh-day Adventist church (<i>e.g., after researching the mission work of the Seventh-day Adventist church, develop a project or presentation to address a current world mission focus of the church</i>) DOK 3 (SS.K-4.GC.3) I can help develop a project or presentation that focuses on the world missions of the Seventh-day Adventist church.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Connection, cultural exchange, culture, economic, global, missions, political, trade, travel, world</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that we connect with people and places around the world in many different ways (<i>e.g., cultural exchange, trade, political, economic, and travel</i>)Explain that all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Civic Ideals and Practices**Grade: **3**

Standards: SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together
SS.K-4.CIP.2 Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities
SS.K-4.CIP.4 Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories
SS.K-4.CIP.6 Discuss the importance of religious freedom throughout the world

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals (<i>e.g., use historical sources, quotations, and stories to analyze how a specific policy reflects ideals and practices consistent or inconsistent with democratic ideals</i>) DOK 3 (SS.K-4.CIP.4) I can analyze policies or citizen behaviors to tell if they reflect democratic ideals.Examine the influence of citizens and officials on policy decisions (<i>e.g., participate in a civic discussion and action about a school or community issue, noting the influence that citizens and officials have on policy decisions</i>) DOK 3 (SS.K-4.CIP.4) I can tell how citizens and officials influence policy decisions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Citizen, citizenship, civic, common good, democratic, fairness, freedom, historical, ideals, individual dignity, nonprofit, official, organizations, policy, practices, religious, responsibility, rights, rule of law</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that civic ideals and practices help us know how we can influence the way people live and act togetherIdentify characteristics of good citizenship (<i>e.g., truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</i>)	

	<ul style="list-style-type: none"> Identify figures who exemplify good citizenship (<i>e.g., Helen Keller, Clara Barton, and Ruby Bridges</i>) Identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting Identify examples of nonprofit and/or civic organizations (<i>e.g., the Red Cross</i>) and explain how they serve the common good Explain the importance of religious freedom throughout the world 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	