

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Chronological Thinking		
Benchmark SS.K.1.1	Explain change and continuity over time, using calendars and simple timelines		
Sample Performance Assessment (SPA)	The student: Describes historical events or other familiar events in sequence (days, weeks, and months), using calendars and timelines.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with detail, change and continuity over time, using calendars and simple timelines	Explain change and continuity over time, using calendars and simple timelines	Recognize examples of change and continuity over time, using calendars and simple timelines	Recognize calendars and simple timelines

Content Area: Social Studies
 Grade/Course: K / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic			
Benchmark SS.K.2	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	History
Standard 3: History: HISTORICAL CONTENT-Understand people now and then, here and now (learning, living, working together)	

Topic	Celebrations		
Benchmark SS.K.3.1	Describe historically significant events and observances in American history		
Sample Performance Assessment (SPA)	The student: Explains why Americans celebrate significant events and observances (e.g., Fourth of July, Veterans Day, Thanksgiving).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare historically significant events and observances in American history	Describe historically significant events and observances in American history	Give examples of historically significant events and observances in American history	Recognize historically significant events and observances in American history

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Political Science/Civics		
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			
Topic	Governance, Power, and Authority		
Benchmark SS.K.4.1	Identify rules that apply in different settings and the results from complying or not complying with these rules		
Sample Performance Assessment (SPA)	The student: Describes rules for the classroom, school, library, and home and describes the results from complying or not complying with these rules.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently identify rules that apply in different settings and the results from complying or not complying with these rules	Usually identify rules that apply in different settings and the results from complying or not complying with these rules	Sometimes identify rules that apply in different settings and the results from complying or not complying with these rules	Rarely identify rules that apply in different settings and the results from complying or not complying with these rules

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Rights and Responsibilities		
Benchmark SS.K.5.1	Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings		
Sample Performance Assessment (SPA)	The student: Practices good citizenship in various environments, such as taking personal responsibility, respecting others property, taking turns, sharing, and performing classroom chores.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe his or her rights and consistently demonstrate responsibilities of self in classroom, school, and neighborhood settings	Describe his or her rights and usually demonstrate responsibilities of self in classroom, school, and neighborhood settings	Describe his or her rights or demonstrate responsibilities of self in classroom, school, and neighborhood settings	Ineffectively describe his or her rights and rarely demonstrate responsibilities of self in classroom, school, and neighborhood settings

Topic	Civic Participation		
Benchmark SS.K.5.2	Demonstrate ways to improve the quality of life in own school or community		
Sample Performance Assessment (SPA)	The student: Engages in actions in the classroom that improve the quality of classroom life (e.g., contributes positively to a discussion, cleans up litter).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently demonstrate ways to improve the quality of life in own school or community	Usually demonstrate ways to improve the quality of life in own school or community	Sometimes demonstrate ways to improve the quality of life in own school or community	Rarely demonstrate ways to improve the quality of life in own school or community

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Systems and Practices		
Benchmark SS.K.6.1	Explain how and why people from different cultures observe different holidays/celebrations		
Sample Performance Assessment (SPA)	The student: Describes how and why people from different cultures celebrate their holidays (e.g., games they play, songs they sing, traditional practices, foods they eat, clothing worn, symbols).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how and why people from different cultures observe different holidays/ celebrations	Explain how and why people from different cultures observe different holidays/ celebrations	Explain how or explain why people from different cultures observe different holidays/celebrations	Ineffectively explain how and why people from different cultures observe different holidays/ celebrations

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Physical characteristics in Spatial Terms		
Benchmark SS.K.7.1	Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, cities)		
Sample Performance Assessment (SPA)	The student: Locates and describes physical characteristics of objects represented on a map or globe.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify location and physical characteristics represented on maps and globes, with accuracy	Identify location and physical characteristics represented on maps and globes, with no significant errors	Identify location and physical characteristics represented on maps and globes, with a few significant errors	Identify location and physical characteristics represented on maps and globes, with many significant errors

Topic	Physical characteristics in Spatial Terms		
Benchmark SS.K.7.2	Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions)		
Sample Performance Assessment (SPA)	The student: Describes the specific location of a place and/or physical feature using appropriate terms.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use terms to describe relative location, with accuracy	Use terms to describe relative location, with no significant errors	Use terms to describe relative location, with a few significant errors	Use terms to describe relative location, with many significant errors

Content Area: Social Studies
Grade/Course: K / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.K.8.1	Explain people's basic needs and how they fulfill them		
Sample Performance Assessment (SPA)	The student: Names basic needs that everyone shares, such as food, water, or shelter and describes ways people fulfilled these needs now and in the past.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze people's basic needs and compare how they fulfill them	Explain people's basic needs and how they fulfill them	Identify people's basic needs	Recognize examples of people's basic needs

Topic	Role and Function of Markets		
Benchmark SS.K.8.2	Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer)		
Sample Performance Assessment (SPA)	The student: Compares a buyer and a seller.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Differentiate buyers and sellers and provide several examples of each	Differentiate buyers and sellers	Define buyers and sellers	Recognize examples of buyers and sellers

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Chronological Thinking
Benchmark SS.1.1.1	Distinguish temporal structures (i.e., beginning, middle, and end) in stories and historical narratives
Sample Performance Assessment (SPA)	The student: Retells historical narratives using temporal structures and analyzes the structures used in the narrative.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Distinguish temporal structures in stories and historical narratives and use textual evidence to analyze the structure	Distinguish temporal structures in stories and historical narratives	Explain temporal structures in stories and historical narratives	Identify temporal structures in stories and historical narratives

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Inquiry
Benchmark SS.1.2.1	Use a variety of primary sources (e.g., artifacts, letters, photographs) to gain an understanding of historical events
Sample Performance Assessment (SPA)	The student: Examines primary sources and generates questions from them.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use a variety of primary sources to provide an elaborate or precise explanation of historical events	Use a variety of primary sources to provide an explanation of historical events	Use primary sources to provide a limited explanation of historical events	Identify primary sources but make little or no connections to historical events

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	History
Standard 3: History: HISTORICAL CONTENT- Understand children, people, and groups in time and place	

Topic	A Child's Place in History		
Benchmark SS.1.3.1	Compare own life with those of children in history		
Sample Performance Assessment (SPA)	The student: Analyzes the similarities and differences between own life and lives of children of the past (e.g., Pilgrim children, Pioneer children, Native American children).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, own life with those of children in history	Compare, with detail, own life with those of children in history	Compare, with minimal detail, own life with those of children in history	Ineffectively compare own life with those of children in history

Topic	Significant Events in American History		
Benchmark SS.1.3.2	Describe the lives of people who significantly impacted American history		
Sample Performance Assessment (SPA)	The student: Identifies the accomplishments of extraordinary people whose achievements are still being celebrated (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the lives of people who significantly impacted American history	Describe, with detail, the lives of people who significantly impacted American history	Describe, with minimal detail, the lives of people who significantly impacted American history	Ineffectively describe the lives of people who significantly impacted American history

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	Governance, Power, and Authority		
Benchmark SS.1.4.1	Explain the purpose of rules		
Sample Performance Assessment (SPA)	The student: Gives reasons for specific rules from the classroom, home, or community.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the purpose of rules	Explain, with detail, the purpose of rules	Explain, with minimal detail, the purpose of rules	Ineffectively explain the purpose of rules

Topic	Governance, Power, and Authority		
Benchmark SS.1.4.2	Explain the difference between authority and power		
Sample Performance Assessment (SPA)	The student: Describes how specific people exercise power with/without authority.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with examples, the difference between authority and power	Explain the difference between authority and power	Define authority and power	Recognize examples of authority and power

Topic	Principles and Values of Democracy		
Benchmark SS.1.4.3	Explain historical symbols of American nationalism		
Sample Performance Assessment (SPA)	The student: Describes the symbolic meaning of the flag, the Statue of Liberty, the Pledge of Allegiance, and the National Anthem to people and groups over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, historical symbols of American nationalism	Explain, with detail, historical symbols of American nationalism	Explain, with minimal detail, historical symbols of American nationalism	Ineffectively explain historical symbols of American nationalism

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Topic	Principles and Values of Democracy		
Benchmark SS.1.4.4	Explain shared democratic values, including equality, common good, and individual rights		
Sample Performance Assessment (SPA)	The student: Illustrates how democratic values are expressed in home, school, or community.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, shared democratic values	Explain, with detail, shared democratic values	Explain, with minimal detail, shared democratic values	Ineffectively explain shared democratic values

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Rights and Responsibilities		
Benchmark SS.1.5.1	Identify rights and responsibilities of community leaders		
Sample Performance Assessment (SPA)	The student: Lists the rights and responsibilities of community leaders (e.g., police and school principal).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify rights and responsibilities of community leaders, with accuracy	Identify rights and responsibilities of community leaders, with no significant errors	Identify rights and responsibilities of community leaders, with a few significant errors	Identify rights and responsibilities of community leaders, with many significant errors

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Systems and Practices
Benchmark SS.1.6.1	Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends
Sample Performance Assessment (SPA)	The student: Explains the beliefs and practices of own and other cultures as reflected in stories and/or legends.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Provide examples of ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Recognize that own and other cultures express cultural beliefs and practices through stories and/or legends

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human and Physical Characteristics in Spatial Terms
Benchmark SS.1.7.1	Construct and use simple maps to represent physical and human characteristics of a community
Sample Performance Assessment (SPA)	The student: Creates a map that includes the title, author's name, date, orientation, legend, and symbols. (e.g., of home, school, neighborhood).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Construct and use simple maps to represent physical and human characteristics of a community, with accuracy	Construct and use simple maps to represent physical and human characteristics of a community, with no significant errors	Construct and use simple maps to represent physical and human characteristics of a community, with a few significant errors	Construct and use simple maps to represent physical and human characteristics of a community, with many significant errors

Content Area: Social Studies
Grade/Course: 1 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.1.8.1	Compare needs and wants		
Sample Performance Assessment (SPA)	The student: Distinguishes between people's need for food, clothing, and shelter and specific things that people would like to have.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Classify, with justification, needs and wants	Compare needs and wants	Explain needs and wants	Give examples of needs and wants

Topic	Economic Interdependence		
Benchmark SS.1.8.2	Explain how people trade or use money to obtain goods and services		
Sample Performance Assessment (SPA)	The student: Describes a personal exchange he or she made with a friend or family member.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how people trade or use money to obtain goods and services	Explain, with detail, how people trade or use money to obtain goods and services	Explain, with minimal detail, how people trade or use money to obtain goods and services	Ineffectively explain how people trade or use money to obtain goods and services

Topic	Role and Function of Markets		
Benchmark SS.1.8.3	Define various goods (things that people need or want) and services (jobs people perform that satisfy people's needs or wants)		
Sample Performance Assessment (SPA)	The student: Identifies goods (e.g., food, clothing, personal commodities) and services (e.g., teachers, plumbers, doctors) and explains the difference between them.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Define various goods and services, with accuracy	Define various goods and services, with no significant errors	Define various goods and services, with a few significant errors	Define various goods and services, with many significant errors

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Chronological Thinking		
Benchmark SS.2.1.1	Construct timelines to sequence events		
Sample Performance Assessment (SPA)	The student: Sequences a series of events from a story, historical narrative, or own life using a timeline.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Construct timelines to sequence events, with accuracy	Construct timelines to sequence events, with no significant errors	Construct timelines to sequence events, with a few significant errors	Construct timelines to sequence events, with many significant errors

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Inquiry
Benchmark SS.2.2.1	Investigate the history of families using level-appropriate primary sources (e.g., artifacts, photographs, interviews, documents)
Sample Performance Assessment (SPA)	The student: Makes generalizations about the history of a family based on information from primary sources.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the history of families, gathering clear and precise information and details from level-appropriate primary sources	Investigate the history of families, gathering information and details from level-appropriate primary sources	Investigate the history of families, gathering minimal information and details from level-appropriate primary sources	Ineffectively investigate the history of families

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	History
Standard 3: History: HISTORICAL CONTENT- Understand sharing and caring for people and earth	

Topic	Stewardship		
Benchmark SS.2.3.1	Describe ways in which specific government agencies are responsible for environmental issues and concerns		
Sample Performance Assessment (SPA)	The student: Explains the role that government agencies (e.g., DLNR, EPA) play in protecting our environment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare ways in which specific government agencies are responsible for environmental issues and concerns	Describe ways in which specific government agencies are responsible for environmental issues and concerns	Name specific government agencies that are responsible for environmental issues and concerns	Select from a list specific government agencies that are responsible for environmental issues and concerns

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION -Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	Governance, Power, and Authority
Benchmark SS.2.4.1	Describe the different ways people gain authority and the limits of such authority
Sample Performance Assessment (SPA)	The student: Explains different ways people can gain authority, including being appointed to a role of authority (e.g., line leader, appointed government official), being voted into authority (e.g., student council, mayor), and assuming authorities that come with a job (e.g., particular school committee job, principal), and explains the boundaries of such authority.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the different ways people gain authority and the limits of such authority	Describe the different ways people gain authority and the limits of such authority	Identify the different ways people gain authority	Recognize that there are people with authority

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Rights and Responsibilities
Benchmark SS.2.5.1	Demonstrate own roles and responsibilities in caring for others and the environment
Sample Performance Assessment (SPA)	The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up workstations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently demonstrate own roles and responsibilities in caring for others and the environment	Usually demonstrate own roles and responsibilities in caring for others and the environment	Sometimes demonstrate own roles and responsibilities in caring for others and the environment	Rarely demonstrate own roles and responsibilities in caring for others and the environment

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Systems and practices
Benchmark SS.2.6.1	Describe ways in which own and other cultures express their cultural beliefs and practices through music and art
Sample Performance Assessment (SPA)	The student: Explains how the beliefs and practices of own and other cultures are reflected in music and art.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with elaborate and precise detail, ways in which own and other cultures express their cultural beliefs and practices through music and art	Describe ways in which own and other cultures express their cultural beliefs and practices through music and art	Recognize ways that own and other cultures express their cultural practices through music and art	Recognize that different cultural practices are reflected through music and art

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.2.7.1	Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community		
Sample Performance Assessment (SPA)	The student: Labels and explains the human and physical characteristics of a neighborhood or community.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the relationship between the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Name the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Recognize that neighborhoods and communities have human (man-made) and physical (natural) characteristics

Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.2.7.2	Describe the purpose and features of maps and globes		
Sample Performance Assessment (SPA)	The student: Explains why people use maps and globes and explains how the different features (e.g., relative location, cardinal direction, simple grid systems, basic map symbols) of maps or globes help people to use them (e.g., to show relative location, to provide or find directions).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the purpose and features of maps and globes	Describe, with detail, the purpose and features of maps and globes	Describe, with minimal detail, the purpose and features of maps and globes	Ineffectively describe the purpose and features of maps and globes

Topic	Environment And Society		
Benchmark SS.2.7.3	Describe a variety of the earth's natural resources (e.g., water, forests, and oil) and ways in which people use them		
Sample Performance Assessment (SPA)	The student: Explains how people across the world use natural resources to meet their needs.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe a variety of the earth's natural resources and give clear and precise details of ways in which people use them	Describe a variety of the earth's natural resources and ways in which people use them	Describe a variety of the earth's natural resources	Name some of the earth's natural resources

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Topic	Environment And Society		
Benchmark SS.2.7.4	Analyze and demonstrate ways to protect and preserve the local environment		
Sample Performance Assessment (SPA)	The student: Surveys, creates, and implements a plan to take personal action to sustain and preserve a part of the environment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze and consistently demonstrate ways to protect and preserve the local environment, with detail	Analyze and usually demonstrate ways to protect and preserve the local environment	Analyze and sometimes demonstrate ways to protect and preserve the local environment, with detail	Ineffectively describe and/or rarely demonstrate ways to protect and preserve the local environment

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.2.8.1	Explain scarcity and its effects on daily life		
Sample Performance Assessment (SPA)	The student: Gives a specific example from own life that illustrates how limited resources (scarcity) required him or her to make a choice about using a good or a service.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze scarcity and its effects on daily life	Explain scarcity and its effects on daily life	Give examples of scarcity and its effects on daily life	Recognize examples of scarcity

Topic	Limited Resources and Choice		
Benchmark SS.2.8.2	Categorize resources as natural, capital, or human		
Sample Performance Assessment (SPA)	The student: Compares natural resources, capital resources and human resources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Categorize resources as natural, capital, or human, with accuracy	Categorize resources as natural, capital, or human, with no significant errors	Categorize resources as natural, capital, or human, with a few significant errors	Categorize resources as natural, capital, or human, with many significant errors

Topic	Economic Interdependence		
Benchmark SS.2.8.3	Explain how people benefit from trade (the exchange of goods and services)		
Sample Performance Assessment (SPA)	The student: Describes how people's needs and wants are satisfied through exchange of goods and services.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how people benefit from trade	Explain, with detail, how people benefit from trade	Explain, with minimal detail, how people benefit from trade	Ineffectively explain how people benefit from trade

Content Area: Social Studies
Grade/Course: 2 / ACCN: No ACCN

Topic	Role and Function of Markets		
Benchmark SS.2.8.4	Compare the roles of buyers and sellers and explain how they depend upon each other		
Sample Performance Assessment (SPA)	The student: Analyzes why a seller needs people to buy his or her goods or services.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the roles of buyers and sellers and, with clear and precise detail, analyze how they depend upon each other	Compare the roles of buyers and sellers and, with detail, explain how they depend upon each other	Compare the roles of buyers and sellers and, with minimal detail, explain how they depend on each other	Ineffectively compare

Topic	Role of Government		
Benchmark SS.2.8.5	Explain the responsibility of the government to provide goods and services		
Sample Performance Assessment (SPA)	The student: Describes why it is important for the local government to provide goods (e.g., parks) and services (e.g., fire or police departments) for the community.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the responsibility of the government to provide goods and services	Explain, with detail, the responsibility of the government to provide goods and services	Explain, with minimal detail, the responsibility of the government to provide goods and services	Ineffectively explain the responsibility of the government to provide goods and services

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Causes and Effects In History		
Benchmark SS.3.1.1	Explain cause and effect relationships in stories and historical narratives		
Sample Performance Assessment (SPA)	The student: Explains the cause of an event and its effects in a story or historical narrative.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, cause and effect relationships in stories and historical narratives	Explain, with detail, cause and effect relationships in stories and historical narratives	Explain, with minimal detail, cause and effect relationships in stories and historical narratives	Ineffectively explain cause and effect relationships in stories and historical narratives

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Inquiry		
Benchmark SS.3.2.1	Investigate the history of communities over time using level-appropriate primary sources (e.g., maps, photos, oral histories, letters, and newspapers)		
Sample Performance Assessment (SPA)	The student: Makes generalizations about the history of a community based on information from primary sources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the history of communities over time, gathering clear and precise information and details from level-appropriate primary sources	Investigate the history of communities over time, gathering information and details from level-appropriate primary sources	Investigate the history of communities over time, gathering minimal information and details from level-appropriate primary sources	Ineffectively investigate the history of communities over time

Topic	Historical Perspectives and Interpretations		
Benchmark SS.3.2.2	Analyze varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants		
Sample Performance Assessment (SPA)	The student: Compares an experience or historical event from the point of view of different people involved and offers possible reasons for the difference.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Analyze, with detail, varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Explain varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Identify varying perspectives of an experience or event

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	History
Standard 3: History: HISTORICAL CONTENT-Understand change, cause and effect, and continuity in history and contemporary life	

Topic	Community Life Past and Present		
Benchmark SS.3.3.1	Analyze issues and concerns of own community and those of a similar community in the past		
Sample Performance Assessment (SPA)	The student: Compares issues and concerns (e.g., employment, safety, population, transportation) of own community with those of a community in the past.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze issues and concerns of own community and those of a similar community in the past, making significant connections, insights, and generalizations about the issues and concerns	Analyze issues and concerns of own community and those of a similar community in the past	Explain issues and concerns of own community and those of a similar community in the past	Name issues and concerns of own community and those of a similar community in the past

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	Governance, Power, and Authority		
Benchmark SS.3.4.1	Explain the purpose of rules and laws and the differences between them		
Sample Performance Assessment (SPA)	The student: Explains why we have rules and laws, describes how they differ, and gives examples of each.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the purpose of rules and laws and elaborate on the differences between them	Explain, with detail, the purpose of rules and laws and the differences between them	Explain, with minimal detail, the purpose of rules and laws and the differences between them	Ineffectively explain the purpose of rules of laws and the differences between them

Topic	Governance, Power, and Authority		
Benchmark SS.3.4.2	Describe ways in which people exercise power without authority		
Sample Performance Assessment (SPA)	The student: Explains power without authority (e.g., illegal, unofficial such as bullying).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare ways in which people exercise power without authority	Describe ways in which people exercise power without authority	Identify ways in which people exercise power without authority	Recognize ways in which people exercise power without authority

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Rights and Responsibilities
Benchmark SS.3.5.1	Describe roles and rights of citizenship and demonstrate responsibilities of citizenship
Sample Performance Assessment (SPA)	The student: Identifies roles (e.g., active, informed participant), rights, (e.g., freedom of speech, freedom of religion) and responsibilities (e.g., paying taxes, voting) and fulfills own responsibilities within the classroom.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe roles and rights of citizenship and consistently demonstrate responsibilities of citizenship	Describe roles and rights of citizenship and usually demonstrate responsibilities of citizenship	Describe roles and rights of citizenship or demonstrate responsibilities of citizenship	Ineffectively describe roles and rights of citizenship and rarely demonstrate responsibilities of citizenship

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Diversity and Unity		
Benchmark SS.3.6.1	Explain that different cultures have unique values, beliefs, and practices		
Sample Performance Assessment (SPA)	The student: Gives examples of values and beliefs of different cultures and how they have changed over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, making significant connections, insights, and generalizations, that different cultures have unique values, beliefs, and practices	Explain, making connections, insights, and generalizations, that different cultures have unique values, beliefs, and practices	Explain, making weak connections, insights, or generalizations, that different cultures have unique values, beliefs, and practices	Ineffectively explain that different cultures have unique values, beliefs, and practices

Topic	Cultural Inquiry		
Benchmark SS.3.6.2	Make informed judgments about cultures based on evidence from cultural artifacts		
Sample Performance Assessment (SPA)	The student: Gathers and classifies artifacts, facsimiles, and photos that have cultural significance and draws informed and validated conclusions about the cultures.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Make informed and insightful judgments about cultures based on cultural artifacts	Make informed judgments about cultures based on cultural artifacts	Make judgments about cultures based partially on cultural artifacts	Make judgments about cultures that are not supported by cultural artifacts

Topic	Cultural Dynamics/Change and Continuity		
Benchmark SS.3.6.3	Explain how cultural elements (e.g., language, art, music, stories, legends, and traditions) can change over time and explain possible reasons for that change		
Sample Performance Assessment (SPA)	The student: Describes why cultural elements change over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how cultural elements can change over time and examine possible reasons for that change	Explain how cultural elements can change over time and explain possible reasons for that change	Give examples of how cultural elements can change over time and identify possible reasons for that change	Recognize that cultural elements can change over time

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.3.7.1	Use geographic representations (e.g., maps, globes, graphs, charts, models) to organize and analyze geographic information		
Sample Performance Assessment (SPA)	The student: Draws a conclusion about the place under study based on the geographic information gathered.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use geographic representations to organize and analyze geographic information, with accuracy	Use geographic representations to organize and analyze geographic information, with no significant errors	Use geographic representations to organize and analyze geographic information, with a few significant errors	Use geographic representations to organize and analyze geographic information, with many significant errors

Topic	Places and Regions		
Benchmark SS.3.7.2	Compare the physical and human characteristics of different communities and regions		
Sample Performance Assessment (SPA)	The student: Analyzes why physical and human characteristics differ from place to place.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using evidence, the physical and human characteristics of different communities and regions	Compare the physical and human characteristics of different communities and regions	Describe the physical and human characteristics of different communities and regions	Name the physical and human characteristics of different communities and regions

Topic	Places and Regions		
Benchmark SS.3.7.3	Describe the physical and human characteristics that make different regions unique		
Sample Performance Assessment (SPA)	The student: Creates a geographic representation showing the physical and human characteristics of a place or region and explains its uniqueness.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the physical and human characteristics that make different regions unique	Describe, with detail, the physical and human characteristics that make different regions unique	Describe, with minimal detail, the physical and human characteristics that make different regions unique	Ineffectively describe the physical and human characteristics that make different regions unique

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Topic	Environment and Society		
Benchmark SS.3.7.4	Examine the ways in which people modify the physical environment and the effects of these changes		
Sample Performance Assessment (SPA)	The student: Evaluates how people have changed the environment (e.g., irrigation, clearing land, planting crops, building roads) and the effects of these changes.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the ways in which people modify the physical environment and evaluate the effects of these changes	Examine the ways in which people modify the physical environment and explain the effects of these changes	Examine the ways in which people modify the physical environment or the effects of these changes	Ineffectively examine the ways in which people modify the physical environment or the effects of these changes

Topic	Human Systems		
Benchmark SS.3.7.5	Examine the economic and geographic factors that influence why people migrate and where they settle		
Sample Performance Assessment (SPA)	The student: Analyzes the factors that influence why people migrate and where they settle (e.g., natural resources, major waterways, physical features, natural hazards, connections, populations, climate, job opportunities).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the economic and geographic factors that influence why people migrate and where they settle, making significant connections about these factors and their influence	Examine the economic and geographic factors that influence why people migrate and where they settle	Examine the economic or the geographic factors that influence why people migrate and/or where they settle	Ineffectively examine the economic and geographic factors that influence why people migrate and where they settle

Content Area: Social Studies
Grade/Course: 3 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.3.8.1	Explain that opportunity cost is the best alternative given up when making a choice		
Sample Performance Assessment (SPA)	The student: Describes a time when he or she had to make a choice, and explain what he or she gave up by making that choice.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain that opportunity cost is the best alternative given up when making a choice, using relevant and insightful examples	Explain that opportunity cost is the best alternative given up when making a choice, using relevant examples	Explain that opportunity cost is the best alternative given up when making a choice, using weakly connected vague examples	Ineffectively explain that opportunity cost is the best alternative given up when making a choice

Topic	Limited Resources and Choice		
Benchmark SS.3.8.2	Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants		
Sample Performance Assessment (SPA)	The student: Explains that people need to use resources (natural, human, and capital) wisely because they are in short supply.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants	Explain, with detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants	Explain, with minimal detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants	Ineffectively explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants

Topic	Economic Interdependence		
Benchmark SS.3.8.3	Describe how money makes it easy to trade goods and services		
Sample Performance Assessment (SPA)	The student: Explains why it would be harder to try to trade a personal belonging for something than it would be to pay money for that same thing.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how money makes it easy to trade goods and services	Describe, with detail, how money makes it easy to trade goods and services	Describe, with minimal detail, how money makes it easy to trade goods and services	Ineffectively describe how money makes it easy to trade goods and services

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Historical Change and Continuity		
Benchmark SS.4.1.1	Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems)		
Sample Performance Assessment (SPA)	The student: Organizes data and uses it to create a timeline of one or more aspects of Hawaiian culture and how they have evolved over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze both change and continuity of aspects of Hawaiian culture	Describe both change and continuity of aspects of Hawaiian culture	Give examples of both change and continuity of aspects of Hawaiian culture	Recognize examples of change and/or continuity of aspects of Hawaiian culture

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Perspectives and Interpretations
Benchmark SS.4.2.1	Categorize sources of information as primary or secondary and as providing historical fact or opinion
Sample Performance Assessment (SPA)	The student: Uses primary and secondary sources of information and identifies facts versus opinions about pre-contact life in Hawaii.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Categorize sources of information as primary or secondary and as providing historical fact or opinion, with accuracy	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with no significant errors	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with a few significant errors	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with many significant errors

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	History
Standard 3: History: PRE-CONTACT HAWAII HISTORY-Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history	

Topic	Early Hawaiian Society		
Benchmark SS.4.3.1	Explain the origins and culture of early Hawaiians		
Sample Performance Assessment (SPA)	The student: Describes features of early Hawaiian life, such as rules and laws, gods/religion, roles of women/classes of people, sports and games, food, kapu system, land ownership taxes, and/or education.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the origins and culture of early Hawaiians	Explain, with detail, the origins and culture of early Hawaiians	Explain, with minimal detail, the origins and culture of early Hawaiians	Ineffectively explain the origins and culture of early Hawaiians

Topic	Early Hawaiian Society		
Benchmark SS.4.3.2	Explain the history of Hawaii's early economy		
Sample Performance Assessment (SPA)	The student: Describes a typical day in the economic life of a Hawaiian in the ?ahupua'a system.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the history of Hawaii's early economy	Explain, with detail, the history of Hawaii's early economy	Explain, with minimal detail, the history of Hawaii's early economy	Ineffectively explain the history of Hawaii's early economy

Topic	Early Hawaiian Society		
Benchmark SS.4.3.3	Describe the cultural contributions of different groups to the development of Hawaii		
Sample Performance Assessment (SPA)	The student: Explains the specific cultural contributions (e.g., religious, economic, artistic) of different groups and how they have helped the development of Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the cultural contributions of different groups to the development of Hawaii	Describe, with detail, the cultural contributions of different groups to the development of Hawaii	Describe, with minimal detail, the cultural contributions of different groups to the development of Hawaii	Ineffectively describe the cultural contributions of different groups to the development of Hawaii

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Topic	Exploration, Migration, and Settlement		
Benchmark SS.4.3.4	Describe the theories of early migrations from parts of Polynesia to Hawaii, including migration myths and legends		
Sample Performance Assessment (SPA)	The student: Describes the "who, what, where, when and why" of early Hawaiian migrations.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the theories of early migrations from parts of Polynesia to Hawaii	Describe, with detail, the theories of early migrations from parts of Polynesia to Hawaii	Describe, with minimal detail, the theories of early migrations from parts of Polynesia to Hawaii	Ineffectively describe the theories of early migrations from parts of Polynesia to Hawaii

Topic	Exploration, Migration, and Settlement		
Benchmark SS.4.3.5	Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa'ao) or the Polynesian region and describe what their lives and experiences were like		
Sample Performance Assessment (SPA)	The student: Names social, political, geographic, and economic reasons/events that influenced early settlement patterns in Polynesia, including Hawaii, and describes the lives of early settlers and immigrants.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and describe, with clear and precise detail, what their lives and experiences were like	Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and describe, with detail, what their lives and experiences were like	Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and/or describe, with minimal detail what their lives and experiences were like	Inaccurately identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and/or ineffectively describe what their lives and experiences were like

Topic	Exploration, Migration, and Settlement		
Benchmark SS.4.3.6	Illustrate patterns and changes in population in Hawaii over a period of time		
Sample Performance Assessment (SPA)	The student: Creates a timeline or graph that shows significant changes and patterns in demographics of a specific island over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Illustrate patterns and changes in population in Hawaii over a period of time, with accuracy	Illustrate patterns and changes in population in Hawaii over a period of time, with no significant errors	Illustrate patterns and changes in population in Hawaii over a period of time, with a few significant errors	Illustrate patterns and changes in population in Hawaii over a period of time, with many significant errors

Topic	Exploration, Migration, and Settlement		
Benchmark SS.4.3.7	Describe the interactions (including economic exchanges and wars) among different cultural and ethnic groups in early Hawaii		
Sample Performance Assessment (SPA)	The student: Gives examples from early Hawaiian history of the ways in which pre-contact Hawaiians interrelated with different groups of people, such as Captain James Cook/explorers, traders, whalers, and westerners/missionaries.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the interactions among different cultural and ethnic groups in early Hawaii	Describe, with detail, the interactions among different cultural and ethnic groups in early Hawaii	Describe, with minimal detail, the interactions among different cultural and ethnic groups in early Hawaii	Ineffectively describe the interactions among different cultural and ethnic groups in early Hawaii

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Topic	Hawaiian State Government		
Benchmark SS.4.3.8	Explain the evolution of Hawaii state government		
Sample Performance Assessment (SPA)	The student: Constructs a timeline that explains the evolution in Hawaiian history from self-rule to statehood.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the evolution of Hawaii state government, with accuracy	Explain the evolution of Hawaii state government, with no significant errors	Explain the evolution of Hawaii state government, with a few significant errors	Explain the evolution of Hawaii state government, with many significant errors

Topic	Events in Hawaiian History		
Benchmark SS.4.3.9	Place key events in pre-contact Hawaiian history in chronological order (including volcanic origins, migrations, and Captain Cook's arrival)		
Sample Performance Assessment (SPA)	The student: Selects significant events in Hawaii's history and cultural development to place on a time line, and makes observations about the continuity of those relationships in the Hawaiian culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Place key events in pre-contact Hawaiian history in chronological order, with accuracy	Place key events in pre-contact Hawaiian history in chronological order, with no significant errors	Place key events in pre-contact Hawaiian history in chronological order, with a few significant errors	Place key events in pre-contact Hawaiian history in chronological order, with many significant errors

Topic	Events in Hawaiian History		
Benchmark SS.4.3.10	Describe how significant people, including those of legend (including Papa and Wakea, Pele, and Pa'ao) affected pre-contact Hawaii		
Sample Performance Assessment (SPA)	The student: Explains the significance of different people's contributions in the early history of Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how significant people, including those of legend, affected pre-contact Hawaii	Describe, with detail, how significant people, including those of legend, affected pre-contact Hawaii	Describe, with minimal detail, how significant people, including those of legend, affected pre-contact Hawaii	Ineffectively describe how significant people, including those of legend, affected pre-contact Hawaii

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives	

Topic	Governance, Power, and Authority
Benchmark SS.4.4.1	Evaluate the kapu system in the context of the time
Sample Performance Assessment (SPA)	The student: Proposes guidelines for evaluation of rules in pre-contact Hawaiian history and describes how some of the rules might or might not be appropriate for today.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the kapu system in the context of the time, drawing relevant and insightful conclusions	Evaluate the kapu system in the context of the time, drawing relevant conclusions	Describe the kapu system in the context of the time	Identify the kapu system in the context of the time

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP- Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life	

Topic	Civic Participation		
Benchmark SS.4.5.1	Describe the roles, rights, and responsibilities of each class in pre-contact Hawaii		
Sample Performance Assessment (SPA)	The student: Explains his/her roles, rights and responsibilities (personal and social) as a citizen in various situations and how they relate to the roles, rights, and responsibilities of Alii, Kahuna, Konohiki, Maka'ainana, Kauwa during Hawai'i monarchy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Describe, with detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Describe, with minimal detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Ineffectively describe the roles, rights, and responsibilities of each class in pre-contact Hawaiian society

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Systems and Practices		
Benchmark SS.4.6.1	Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture		
Sample Performance Assessment (SPA)	The student: Describes how specific components of Hawaiian culture assure continuity of the culture and embody cultural values.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Explain that language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Recognize language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and/or behaviors as elements of culture

Topic	Cultural Dynamics/Change and Continuity		
Benchmark SS.4.6.2	Describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a		
Sample Performance Assessment (SPA)	The student: Explains life in the ahupua'a, particularly the relationships between people and the spiritual realm, the land, and other people.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Describe, with detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Describe, with minimal detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Ineffectively describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a

Topic	Cultural Dynamics/Change and Continuity		
Benchmark SS.4.6.3	Describe the changes in Hawaiian culture through contact with Westerners		
Sample Performance Assessment (SPA)	The student: Explains how Hawaiian culture changed, and describes the effects of the changes caused by Western contact.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the changes in Hawaiian culture through contact with Westerners	Describe, with detail, the changes in Hawaiian culture through contact with Westerners	Describe, with minimal detail, the changes in Hawaiian culture through contact with Westerners	Ineffectively describe the changes in Hawaiian culture through contact with Westerners

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Places and Regions		
Benchmark SS.4.7.1	Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses		
Sample Performance Assessment (SPA)	The student: Describes the geographic characteristics and human characteristics of Polynesia, the Pacific region, and Hawaii in the pre-contact era.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify, with accuracy, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with no significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with a few significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with many significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses

Topic	World In Spatial Terms		
Benchmark SS.4.7.2	Collect, organize, and analyze data to interpret and construct geographic representations		
Sample Performance Assessment (SPA)	The student: Uses collected data to construct a map that plots the locations of data and explains the meanings, patterns, and relationships found in geographic data (e.g., collects data about the presence of endemic species in Hawaii, plots the locations of the species, explains the reasons for the patterns of distribution of the species, and describes relationships between the species and other species or the environment).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Collect, organize, and analyze data to interpret and construct geographic representations, with accuracy	Collect, organize, and analyze data to interpret and construct geographic representations, with no significant errors	Collect, organize, and analyze data to interpret and construct geographic representations, with a few significant errors	Collect, organize, and analyze data to interpret and construct geographic representations, with many significant errors

Topic	Environment and Society		
Benchmark SS.4.7.3	Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations (including lo'i kalo and loko i'a)		
Sample Performance Assessment (SPA)	The student: Compares the effects of land and water use in the `ahupua`a and how similar practices are carried out today. Assesses the positive and negative consequences of such uses on the environment, and makes connections to current environmental practices.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the consequences of human modification of the physical environment in Hawaii using geographic representations, drawing relevant and insightful conclusions	Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations, drawing relevant conclusions	Describe the consequences of human modification of the physical environment in Hawaii using geographic representations	Recognize that there are consequences of human modification of the physical environment in Hawaii

Content Area: Social Studies
Grade/Course: 4 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Economic Interdependence
Benchmark SS.4.8.1	Describe the economic interdependence among those living in the ?ahupua'a
Sample Performance Assessment (SPA)	The student: Explains production and consumption in an "ahupua'a" (farming, fishing, production of goods), including how goods and services were exchanged by businesses (producers) and households (consumers).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the economic interdependence among those living in the ?ahupua'a	Describe, with detail, the economic interdependence among those living in the ?ahupua'a	Describe, with minimal detail, the economic interdependence among those living in the ?ahupua'a	Ineffectively describe the economic interdependence among those living in the ?ahupua'a

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Chronological Thinking		
Benchmark SS.5.1.1	Use chronological order to explain causal relationships between and among people and events		
Sample Performance Assessment (SPA)	The student: Organizes key events of the American Revolution in chronological order to explain cause-and-effect relationships between them.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use chronological order to analyze causal relationships between and among people and events, with accuracy	Use chronological order to explain causal relationships between and among people and events, with no significant errors	Use chronological order to identify causal relationships between and among people and events, with a few significant errors	Use chronological order to identify causal relationships between and among people and events, with many significant errors

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Perspectives and Interpretations		
Benchmark SS.5.2.1	Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view"		
Sample Performance Assessment (SPA)	The student: Contrasts a 17th century woman's view of her role in family and society with that of a woman in the 21st century.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view," making significant connections, insights, and generalizations	Analyze how beliefs and education and/or the society in which a person resides shape his/her "point of view," making connections, insights, and generalizations	Explain how beliefs and education and/or the society in which a person resides shape his/her "point of view"	Identify, with assistance, how beliefs and education and/or the society in which a person resides shape his/her "point of view"

Topic	Historical Empathy		
Benchmark SS.5.2.2	Judge the past in the context of the time instead of imposing present norms and values on historical events		
Sample Performance Assessment (SPA)	The student: Assesses why slavery was accepted by a majority of the people in colonial America.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently judge the past in the context of the time instead of imposing present norms and values on historical events	Usually judge the past in the context of the time instead of imposing present norms and values on historical events	Sometimes judge the past in the context of the time instead of imposing present norms and values on historical events	Rarely judge the past in the context of the time, but instead impose present norms and values on historical events

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	History
Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution	

Topic	Exploration, Migration, and Settlement		
Benchmark SS.5.3.1	Identify what Europeans sought (e.g., route to Asia) and what they found (e.g., new crops) during the Age of Exploration		
Sample Performance Assessment (SPA)	The student: Describes the journey of one European explorer to the Americas, the route he took, the problems he encountered, what he sought, and what he found.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify, with clear and precise detail, what Europeans sought and what they found during the Age of Exploration	Identify, with detail, what Europeans sought and what they found during the Age of Exploration	Identify, with minimal detail, what Europeans sought and what they found during the Age of Exploration	Inaccurately identify what Europeans sought and what they found during the Age of Exploration

Topic	Exploration, Migration, and Settlement		
Benchmark SS.5.3.2	Examine the interactions between Europeans and Native Americans in North America		
Sample Performance Assessment (SPA)	The student: Contrasts the views and beliefs of Europeans and the Native Americans they encountered and describe how these differences impacted their encounter.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the interactions between Europeans and Native Americans in North America, drawing relevant and insightful conclusions	Examine the interactions between Europeans and Native Americans in North America, drawing relevant conclusions	Examine the interactions between Europeans and Native Americans in North America, drawing weakly supported or irrelevant conclusions	Ineffectively examine the interactions between Europeans and Native Americans in North America

Topic	Exploration, Migration, and Settlement		
Benchmark SS.5.3.3	Describe the hardships experienced by European settlers in colonial America		
Sample Performance Assessment (SPA)	The student: Explains how environmental problems (e.g., food shortages, diseases) and human interaction (e.g., with Native Americans and among themselves) caused hardships for the European settlers.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the hardships experienced by European settlers in colonial America	Describe, with detail, the hardships experienced by European settlers in colonial America	Describe, with minimal detail, the hardships experienced by European settlers in colonial America	Ineffectively describe the hardships experienced by European settlers in colonial America

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Topic	Colonial American Society		
Benchmark SS.5.3.4	Describe how religion and economics influenced the settling of New England and the southern regions of British North America		
Sample Performance Assessment (SPA)	The student: Explains how religion motivated the settling of New England (e.g., Massachusetts Bay colony) and economics motivated the settling of the Southern colonies (e.g., Jamestown).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Describe, with detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Describe, with minimal detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Ineffectively describe how religion and economics influenced the settling of New England and the southern regions of British North America

Topic	Colonial American Society		
Benchmark SS.5.3.5	Describe the major features of the economies of New England (i.e., manufacturing), the mid-Atlantic colonies (i.e., trade), and southern regions (i.e., farming) of British North America and explain their relationship to geographic features		
Sample Performance Assessment (SPA)	The student: Explains how the economic activity in the three regions was determined by climate and natural resources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with accuracy, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America and explain their relationship to geographic features	Describe, with no significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America and explain their relationship to geographic features	Describe, with a few significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America	Describe, with many significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America

Topic	Colonial American Society		
Benchmark SS.5.3.6	Explain how colonial America solved its labor shortage problem with indentured servants and African slaves		
Sample Performance Assessment (SPA)	The student: Describes the work performed by slaves and indentured servants that was necessary to the success of the colonies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Explain, with detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Explain, with minimal detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Ineffectively explain how colonial America solved its labor shortage problem with indentured servants and African slaves

Topic	Colonial American Society		
Benchmark SS.5.3.7	Illustrate the movement of African slaves to the Americas and their role in the Triangular Trade		
Sample Performance Assessment (SPA)	The student: Explains the social (e.g., capture, transport) and economic (e.g., sale, labor) aspects of the African slave trade.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Illustrate, with clear and precise detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Illustrate, with detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Illustrate, with minimal detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Inaccurately illustrate the movement of African slaves to the Americas and their role in the Triangular Trade

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Topic	Colonial American Society		
Benchmark SS.5.3.8	Describe conflicts between Europeans and Native Americans (i.e., King Philips War), among colonists, (i.e., Bacon's Rebellion), and between European powers (i.e., the French and Indian War)		
Sample Performance Assessment (SPA)	The student: Explains the causes and effects of conflicts in the colonies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze conflicts between Europeans and Native Americans among colonists, and between European powers	Describe conflicts between Europeans and Native Americans among colonists, and between European powers	Name the conflicts between Europeans and Native Americans among colonists, and between European powers	Recognize that there were conflicts between Europeans and Native Americans among colonists, and/or between European powers

Topic	Colonial American Society		
Benchmark SS.5.3.9	Describe the role of Puritans and Quakers in shaping colonial society		
Sample Performance Assessment (SPA)	The student: Explains how diverse religious groups (e.g., Puritans, Quakers) developed and interacted.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the role of Puritans and Quakers in shaping colonial society	Describe, with detail, the role of Puritans and Quakers in shaping colonial society	Describe, with minimal detail, the role of Puritans and Quakers in shaping colonial society	Ineffectively describe the role of Puritans and Quakers in shaping colonial society

Topic	Colonial American Society		
Benchmark SS.5.3.10	Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution		
Sample Performance Assessment (SPA)	The student: Describes how the Stamp Act, Boston Massacre, the Boston Tea party, and other events led Americans to revolt.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant and insightful examples	Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant examples	Identify conflicts between the English government and the English colonies that led to the outbreak of the American Revolution	Recognize that conflict between the English government and the English colonies led to the outbreak of the American Revolution

Topic	Revolutionary War		
Benchmark SS.5.3.11	Define the major ideas (i.e., natural rights, government by the consent of the governed, and "all men are created equal") stated in the Declaration of Independence and explain why they were included		
Sample Performance Assessment (SPA)	The student: Gives possible reasons why the framers of the Declaration included the ideas of natural rights, government by the consent of the governed, and "all men are created equal."		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Define the major ideas stated in the Declaration of Independence and explain why they were included, making significant connections, insights, and generalizations	Define the major ideas stated in the Declaration of Independence and explain why they were included	Define the major ideas stated in the Declaration of Independence	Ineffectively define the major ideas stated in the Declaration of Independence

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Topic	Revolutionary War		
Benchmark SS.5.3.12	Describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures		
Sample Performance Assessment (SPA)	The student: Explains the significance of key battles (e.g., Lexington and Concord, Battle of Saratoga), the French-American alliance, and key figures (e.g., King George III, George Washington, Benjamin Franklin, etc.) to the Revolutionary War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures	Describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures	Name the major events of the Revolutionary War, including key battles, key alliances, and key figures	Recognize some of the major events of the Revolutionary War, including key battles, key alliances, and/or key figures

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	American Democracy		
Benchmark SS.5.4.1	Explain how colonial governments were based on key principles underlying American democracy (including social contract, majority rule, and equality of opportunity)		
Sample Performance Assessment (SPA)	The student: Describes how the Mayflower Compact and House of Burgesses illustrated principles underlying American democracy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how colonial governments were based on key principles underlying American democracy	Explain, with detail, how colonial governments were based on key principles underlying American democracy	Name the key principles upon which colonial governments were based	Recognize some of the key principles upon which colonial governments were based

Topic	American Democracy		
Benchmark SS.5.4.2	Explain how participation in American democracy has changed since the 18th century		
Sample Performance Assessment (SPA)	The student: Describes who was allowed to vote in the 18th century and who is allowed to vote today.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how participation in American democracy has changed since the 18th century	Explain, with detail, how participation in American democracy has changed since the 18th century	Explain, with minimal detail, how participation in American democracy has changed since the 18th century	Ineffectively explain how participation in American democracy has changed since the 18th century

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic			
Benchmark SS.5.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Inquiry
Benchmark SS.5.6.1	Compare the views of Native Americans and Europeans regarding the relationship between humans and the land
Sample Performance Assessment (SPA)	The student: Analyzes how Europeans believed in private property rights and how Native Americans saw land as a resource to be shared by all.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the views of Native Americans and Europeans regarding the relationship between humans and the land, drawing relevant and insightful conclusions about the different views	Compare the views of Native Americans and Europeans regarding the relationship between humans and the land, drawing relevant conclusions about the different views	Give examples of the views of Native Americans and Europeans regarding the relationship between humans and the land	Recognize the views of Native Americans and Europeans regarding the relationship between humans and the land

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human Systems
Benchmark SS.5.7.1	Explain how the Revolutionary War caused the movement of people
Sample Performance Assessment (SPA)	The student: Describes how the war resulted in the British loyalists fleeing the American colonies.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the Revolutionary War caused the movement of people	Explain, with detail, how the Revolutionary War caused the movement of people	Give examples of how the Revolutionary War caused the movement of people	Recognize that the Revolutionary War caused the movement of people

Content Area: Social Studies
Grade/Course: 5 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.5.8.1	Explain the opportunity costs considered by the settlers before moving to the colonies		
Sample Performance Assessment (SPA)	The student: Describes what the settlers knew they would have to give up and what they might gain by moving to the colonies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the opportunity costs considered by the settlers before moving to the colonies, using relevant and insightful examples	Explain the opportunity costs considered by the settlers before moving to the colonies	Name the opportunity costs considered by the settlers before moving to the colonies	Recognize the opportunity costs considered by the settlers before moving to the colonies

Topic	Role of Government		
Benchmark SS.5.8.2	Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe why the American colonists were dissatisfied with the colonial system of taxation		
Sample Performance Assessment (SPA)	The student: Explains why the Americans were upset with Stamp Act and the Townsend Duties.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe, with clear and precise detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe, with detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe, with minimal detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services (i.e., taxes) and/or ineffectively describe why the American colonists were dissatisfied with the colonial system of taxation

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Causes And Effects in History		
Benchmark SS.6.1.1	Define causal relationships in historical chronologies		
Sample Performance Assessment (SPA)	The student: Identifies the various causes for the fall of the Roman Empire, including administrative problems and Germanic invasions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Define, with clear and precise detail, causal relationships in historical chronologies	Define, with detail, causal relationships in historical chronologies	Define, with minimal detail, causal relationships in historical chronologies	Ineffectively define causal relationships in historical chronologies

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Inquiry		
Benchmark SS.6.2.1	Frame and answer questions through historical research		
Sample Performance Assessment (SPA)	The student: Uses historical information gathered from primary and secondary sources to formulate an interpretation of the role of religion in ancient Mesopotamia and Egypt.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Frame and answer questions, in an insightful way, through historical research	Frame and answer questions through historical research	Frame and answer questions, in a superficial way, through historical research	Frame and answer questions, in an unclear or incomplete way, through historical research

Topic	Historical Empathy		
Benchmark SS.6.2.2	Explain the past on its own terms; not judging it solely by present-day norms and values		
Sample Performance Assessment (SPA)	The student: Describes the values of early Buddhism, Christianity, and Islam and explains how they reflected the norms and values of the societies from which they emerged.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently explain the past on its own terms; not judging it solely by present-day norms and values	Usually explain the past on its own terms; not judging it solely by present-day norms and values	Sometimes explain the past on its own terms; not judging it solely by present-day norms and values	Rarely explain the past on its own terms; not judging it solely by present-day norms and values

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	History
Standard 3: History: WORLD CULTURES/HISTORY- Understand important historical events from ancient times through the Renaissance	

Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.		
Benchmark SS.6.3.1	Examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley		
Sample Performance Assessment (SPA)	The student: Assesses the importance of writing, artifacts, and architectural remains for understanding the political and social organization of ancient societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine written and physical evidence from ancient societies, drawing relevant and insightful conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing relevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing unsupported or irrelevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Ineffectively examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley

Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.		
Benchmark SS.6.3.2	Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies		
Sample Performance Assessment (SPA)	The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religion, technology) development and features.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare writing, artifacts, and architectural remains, drawing relevant and insightful conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing relevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing unsupported or irrelevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Ineffectively compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies

Topic	Classical Societies, 500 B.C.E to 500 C.E		
Benchmark SS.6.3.3	Compare classical societies, including China during the reign of Han Wudi; Maurya India under Ashoka; Greek city-states under Pericles; and the Roman Empire under Augustus		
Sample Performance Assessment (SPA)	The student: Analyzes how Han Wudi, Ashoka, Pericles, and Augustus dealt with major political problems and explains their significant accomplishments.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare classical societies, making significant connections, insights, and generalizations	Compare classical societies, making connections, insights, and generalizations	Describe classical societies	Identify classical societies

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Topic	Classical Societies, 500 B.C.E to 500 C.E		
Benchmark SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam		
Sample Performance Assessment (SPA)	The student: Explains the influence of earlier religions and their key figures on later religions (e.g., Judaism on Christianity and Islam or Hinduism on Buddhism).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Identify the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Recognize the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.		
Benchmark SS.6.3.5	Compare post-classical societies, including China at the time of Tang Taizong, the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne, and the Mali Empire at the time of Mansa Musa		
Sample Performance Assessment (SPA)	The student: Analyzes the major accomplishments of Tang Taizong, Harun-al-Rashid, Charlemange, and Mansa Musa.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare post-classical societies, making significant connections, insights, and generalizations	Compare post-classical societies, making connections, insights, and generalizations	Describe post-classical societies	Identify post-classical societies

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.		
Benchmark SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies		
Sample Performance Assessment (SPA)	The student: Explains the large scale influence of Silk Road trade networks, Saharan caravan trade, Chinese inventions, Crusades, Mongol conquests, and the bubonic plague.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with minimal detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Ineffectively describe the trade networks, conflicts, communications, and exchanges that linked the post-classical societies

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.		
Benchmark SS.6.3.7	Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He		
Sample Performance Assessment (SPA)	The student: Explains the influence of the Ming Dynasty in Asia.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the re-establishment of Chinese imperial rule and the importance of the voyages of Zheng He	Describe, with detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Describe, with minimal detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Ineffectively describe the re-establishment of Chinese imperial rule and the voyages of Zheng He

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.		
Benchmark SS.6.3.8	Explain the impact of the Renaissance and the European voyages of exploration		
Sample Performance Assessment (SPA)	The student: Explains the concept of humanism and the significance of Leonardo da Vinci and Christopher Columbus.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the Renaissance and the European voyages of exploration	Explain, with detail, the impact of the Renaissance and the European voyages of exploration	Explain, with minimal detail, the impact of the Renaissance and the European voyages of exploration	Ineffectively explain the impact of the Renaissance and the European voyages of exploration

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives	

Topic	Foundations of Democracy
Benchmark SS.6.4.1	Identify the foundations of democracy in classical Greece and Rome
Sample Performance Assessment (SPA)	The student: Describes the constitutions of Athens and the Roman Republic.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify, with clear and precise detail, the foundations of democracy in classical Greece and Rome	Identify, with detail, the foundations of democracy in classical Greece and Rome	Identify, with minimal detail, the foundations of democracy in classical Greece and Rome	Ineffectively identify the foundations of democracy in classical Greece and Rome

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic			
Benchmark SS.6.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic	Cultural Systems and Practices		
Benchmark SS.6.6.1	Examine the ways in which different cultures have influenced families and communities		
Sample Performance Assessment (SPA)	The student: Compares the role and status of women in China, India, the Islamic World, Europe, and the Pre-Columbian Americas.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the ways in which different cultures have influenced families and communities, making significant connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making weak connections, insights, and generalizations	Ineffectively examine the ways in which different cultures have influenced families and communities

Topic	Cultural Dynamics/Change And Continuity		
Benchmark SS.6.6.2	Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)		
Sample Performance Assessment (SPA)	The student: Explains the evolution of cultural changes and/or problems related to the spread of a major religion through the world (e.g., Judaism, Christianity, Confucianism, Taoism, Buddhism, Hinduism, Islam).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify and analyze ways to respond to cultural differences and problems within and across groups, using highly relevant and insightful examples of changing culture	Identify and analyze ways to respond to cultural differences and problems within and across groups, using relevant examples of changing culture	Identify and describe ways to respond to cultural differences and problems within and across groups, using somewhat relevant examples of changing culture	Identify ways to respond to cultural differences and problems within and across groups, using unclear examples of changing culture

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Places and Regions		
Benchmark SS.6.7.1	Describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys		
Sample Performance Assessment (SPA)	The student: Explains how environmental conditions influenced the development of ancient societies in Mesopotamia and Egypt.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with minimal detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Ineffectively describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys

Topic	Human Systems		
Benchmark SS.6.7.2	Describe the impact of printing, the compass, and gunpowder in China and Europe		
Sample Performance Assessment (SPA)	The student: Explains different applications of technological innovations in different lands.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using relevant examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using weakly connected examples, the impact of printing, the compass, and/or gunpowder in China and Europe	Ineffectively describe the impact of printing, the compass, and/or gunpowder in China and Europe

Topic	Human Systems		
Benchmark SS.6.7.3	Analyze patterns of cultural encounters and exchanges and assess their impact on societies		
Sample Performance Assessment (SPA)	The student: Assesses the impact of the Crusades in fostering cultural exchange between the East and the West in the areas of technology, food, language, and learning.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making significant connections, insights, and generalizations	Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making connections, insights, and generalizations	Describe patterns of cultural encounters and exchanges and their impact on societies	Ineffectively analyze patterns of cultural encounters and exchanges and their impact on societies

Content Area: Social Studies
Grade/Course: 6 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.6.8.1	Explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes and the impact of these exchanges		
Sample Performance Assessment (SPA)	The student: Describes reasons societies trade with others.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and assess the impact of these exchanges	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and explain the impact of these changes	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes	Ineffectively explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes

Topic	Limited Resources and Choice		
Benchmark SS.6.8.2	Describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages		
Sample Performance Assessment (SPA)	The student: Explains reasons, in terms of opportunity cost, Christopher Columbus could not find royal support in Portugal for his voyages and why Ferdinand and Isabella of Spain agreed to finance him.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with minimal detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Ineffectively describe in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages

Topic	Limited Resources and Choice		
Benchmark SS.6.8.3	Explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500		
Sample Performance Assessment (SPA)	The student: Identifies the various trade items that made their way to lands throughout the Indian Ocean Basin, including silk and porcelain from China, nutmeg and mace from southeast Asia, cotton and pepper from India, and ivory and gold from east Africa, and describes the effects of this trade throughout the Indian Ocean.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with minimal detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Ineffectively explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500

Content Area: Social Studies
Grade/Course: 7: History of the Hawaiian Kingdom / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Historical Change and Continuity
Benchmark SS.7HHK.1.1	Analyze both change and continuity during unification and the monarchy period
Sample Performance Assessment (SPA)	The student: Compares ideas (e.g., kapu system), technology (e.g., firearms, ships), and people (foreign advisors) that led to major changes during the unification and monarchy period and justifies their importance within that time period.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze both change and continuity during unification and the monarchy period, making significant connections, insights, and generalizations	Analyze both change and continuity during unification and the monarchy period	Describe change and/or continuity during unification and the monarchy period	Recognize change and/or continuity during unification and the monarchy period

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic			
Benchmark SS.7HHK.2	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	History
Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM-Understand important historical events in the history of the Hawaii Kingdom	

Topic	Unification
Benchmark SS.7HHK.3.1	Explain the events (including warfare and land control), people (including Kamehameha, Kekuhaupio, Kalaniopuu, Kiwalao, Keoua, Keawemauhili, Kahekili, Kalanikupule, Davies, and Young), and ideas (including foreign advisors, weaponry, and strategies) that led to the unification of the Hawaiian Islands
Sample Performance Assessment (SPA)	The student: Explains the sequence of events that led to the unification of the Hawaiian islands.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, people, and ideas that led to the unification of the Hawaiian Islands and	Explain, with detail, the events, people, and ideas that led to the unification of the Hawaiian Islands	Explain, with minimal detail, the events, people, and ideas that led to the unification of the Hawaiian Islands	Ineffectively explain the events, people, and ideas that led to the unification of the Hawaiian Islands

elaborate on the role each had in unification			
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Topic	Unification		
Benchmark SS.7HHK.3.2	Describe the effects of unification on the Hawaiian Islands (including establishment of monarchy, peaceful rule of Kamehameha, Mamala Hoe Kanawai, organization of government, and rebuilding of resources)		
Sample Performance Assessment (SPA)	The student: Explains how specific changes occurred in Hawaii due to unification.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the effects of unification on the Hawaiian Islands	Describe, with detail, the effects of unification on the Hawaiian Islands	Describe, with minimal detail, the effects of unification on the Hawaiian Islands	Ineffectively describe the effects of unification on the Hawaiian Islands

Topic	Foreigners and Missionaries		
Benchmark SS.7HHK.3.3	Explain reasons foreigners (including explorers, whalers, traders, and missionaries) came to Hawaii and explain the political (including change in government and roles/power of leaders), social (including the decline of Hawaiian population, Christianity, the establishment of churches/schools, and end of kapu system) and economic (including the rise of mercantilism) impact on Hawaii		
Sample Performance Assessment (SPA)	The student: Describes the coming of foreigners and missionaries to Hawaii, including the reasons for them coming and the effects they had on Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Explain, with detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Explain, with minimal detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Ineffectively explain reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii

Topic	Sugar and Plantations		
Benchmark SS.7HHK.3.4	Describe the development of the sugar industry in Hawaii (including the fall of whaling, demand/production of sugar, and plantations) and the economic, social, and political effects it had on Hawaii (including the interest of American businessmen, establishment of Big 5, 1848 Mahele, and immigration of contract laborers).		
Sample Performance Assessment (SPA)	The student: Explains the rise and importance of the sugar industry and the economic, social, and political effect it had on Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii	Describe, with detail, the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii	Describe, with minimal detail, the development of the sugar industry in Hawaii and/or the economic, social, and political effects it had on Hawaii	Ineffectively describe the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii

Topic	Sugar and Plantations		
Benchmark SS.7HHK.3.5	Describe the coming of early immigrant groups (including Chinese, Portuguese, and Japanese) to Hawaii as contract laborers, their experience		

	in the plantation system, aspects of their culture that was brought with them (including beliefs, knowledge, and/or practices), and the relationships that developed between themselves as well as others (including inequities on the job, cultural diffusion, and/or assimilation)		
Sample Performance Assessment (SPA)	The student: Explains the experiences of immigrant groups in Hawaii and the impact they had in influencing change in Hawaii's culture and society.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others	Describe, with detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others	Describe, with minimal detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and/or the relationships that developed between themselves as well as others	Ineffectively describe the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others

Topic	Mahele		
Benchmark SS.7HHK.3.6	Describe the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others		
Sample Performance Assessment (SPA)	The student: Explains how Hawaiians and others were impacted by the 1848 Mahele.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others	Describe, with detail, the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others	Describe, with minimal detail, the Mahele of 1848, why it came about, and/or the social, political, economic effect it had on native Hawaiians and others	Ineffectively describe the Mahele of 1848, why it came about, and/or the social, political, economic effect it had on native Hawaiians and others

Topic	Overthrow		
Benchmark SS.7HHK.3.7	Analyze the roles of significant individuals (including King David Kalakaua, Robert Wilcox, Queen Liliuokalani, Sanford B. Dole, Lorrin A. Thurston, and Minister Stevens) and groups (including Annexationist/Committee of Public Safety, Aloha Aina, and American businessmen) and their involvement in the Overthrow		
Sample Performance Assessment (SPA)	The student: Analyzes how the Overthrow was the consequence of the actions and ideas of individuals and groups.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the roles of significant individuals and groups and their involvement in the Overthrow, using compelling and relevant evidence to justify position	Analyze the roles of significant individuals and groups and their involvement in the Overthrow, using relevant evidence to justify position	Describe the roles of significant individuals and groups and their involvement in the Overthrow	Identify the significant individuals and groups that were involved in the Overthrow

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic			
Benchmark SS.7HHK.4	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic			
Benchmark SS.7HHK.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic			
Benchmark SS.7HHK.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.7HHK.7.1	Analyze the relationship between economic activities, their location, and the physical characteristics of a given place (including businesses, plantations, and trading)		
Sample Performance Assessment (SPA)	The student: Traces the economic growth and development of a specific place and/or urban area over time and hypothesizes how the location and physical characteristics of place have contributed to its unique development.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Analyze the relationship between economic activities, their location, and the physical characteristics of a given place, using compelling and relevant evidence to justify the analysis	Analyze the relationship between economic activities, their location, and the physical characteristics of a given place, using relevant evidence to justify the analysis	Explain the relationship between economic activities, their location, and the physical characteristics of a given place	Name economic activities of a given place
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Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Role and Function of markets		
Benchmark SS.7HHK.8.1	Explain how prices and products (including sandalwood, whales, and sugar) were affected by the interactions between producers in Hawaii and global buyers in this era		
Sample Performance Assessment (SPA)	The student: Describes how prices and products were affected by consumers and producers in this era.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Explain, with detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Explain, with minimal detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Ineffectively explain how prices and products were affected by the interactions between producers in Hawaii and global buyers

Topic	International Economics		
Benchmark SS.7HHK.8.2	Describe how trade between Hawaii and other countries is affected by regulations		
Sample Performance Assessment (SPA)	The student: Explains the effect of taxes and/or treaties (e.g., Reciprocity Treaty) on trade between Hawaii and the United States.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how trade between Hawaii and other countries are affected by regulations	Describe, with detail, how trade between Hawaii and other countries are affected by regulations	Describe, with minimal detail, how trade between Hawaii and other countries are affected by regulations	Ineffectively describe how trade between Hawaii and other countries are affected by regulations

**Content Area: Social Studies
Grade/Course: 7: Pacific Islands / ACCN: No ACCN**

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic			
Benchmark SS.7PI.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic			
Benchmark SS.7PI.2	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	History
Standard 3: History: PACIFIC ISLANDS-Understand important historical events in the Pacific region	

Topic	European Contact and Colonization		
Benchmark SS.7PI.3.1	Explain why foreigners (including explorers, traders, whalers, and missionaries) came to Oceania and examine the resultant political (including colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact on the indigenous people		
Sample Performance Assessment (SPA)	The student: Explains beliefs and ideas of Europeans that led to exploration and colonization and the political, social, and economic impact of such exploration on Polynesia, Micronesia, and Melanesia		

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, why foreigners came to Oceania and examine the resultant political, social, and economic impact on the indigenous people, making significant connections, insights, and generalizations	Explain, with detail, why foreigners came to Oceania and examine the resultant political, social and economic impact on the indigenous people, making connections, insights, and generalizations	Explain, with minimal detail, why foreigners came to Oceania and examine the resultant political, social and/or economic impact on the indigenous people	Ineffectively explain why foreigners came to Oceania and examine the resultant political, social and/or economic impact on the indigenous people

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Topic	European Contact and Colonization		
Benchmark SS.7PI.3.2	Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences		
Sample Performance Assessment (SPA)	The student: Compares the beliefs, norms, and values of Pacific Islanders (e.g., New Guinea, Guam, Fiji, Soloman Islands, Samoa) with those of European explorers, traders, whalers, and missionaries (e.g., English, French, Dutch, German, Portuguese) and makes inferences about how these differences affected interactions between the groups.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using compelling evidence, conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and the impact of those differences	Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences	Explain the beliefs, values, and norms of the indigenous populations and the European explorers/settlers	Identify the beliefs, values, and norms of the indigenous populations and the European explorers/settlers

Topic	Government		
Benchmark SS.7PI.3.3	Trace the development/evolution of government systems in Oceania from pre-contact to present (including colonization, protectorate, trust territory, territory, commonwealth, self-governing, free-association, and independent) and explain the effects of the changes		
Sample Performance Assessment (SPA)	The student: Describes the history of governance of the islands through different periods and identifies changes to the islands that resulted from changes in government.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace the development/evolution of government systems in Oceania from pre-contact to present and evaluate the effects of the changes, making significant connections, insights, and generalizations.	Trace the development/evolution of government systems in Oceania from pre-contact to present and explain the effects of the changes, making connections, insights, and generalizations	Trace the development/evolution of government systems in Oceania from pre-contact to present	Ineffectively trace the development/evolution of government systems in Oceania from pre-contact to present

Topic	Government		
Benchmark SS.7PI.3.4	Analyze the roles and responsibilities of contemporary governments (including monarchy, free association, trust territory and independence) in the Pacific Islands and how they are similar or different		
Sample Performance Assessment (SPA)	The student: Compares the various governments experienced by many Pacific Islands, including similarities and differences in each government's roles and responsibilities.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using evidence, the roles and responsibilities of contemporary governments in the	Analyze the roles and responsibilities of contemporary governments in the Pacific Islands and how	Explain the roles and responsibilities of contemporary governments in the Pacific Islands	Identify the roles and responsibilities of contemporary governments in the Pacific Islands

Pacific Islands and how they are similar or different	they are similar or different		
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Topic	United States and The Pacific Islands		
Benchmark SS.7PI.3.5	Describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two		
Sample Performance Assessment (SPA)	The student: Explains the interactions and changing relationships between the United States and the Pacific Islands, including nuclear testing, tourism, water rights, economic activities, and political status.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Describe, with detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Describe, with minimal detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Ineffectively describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two

Topic	Contemporary Issues in The Pacific Islands		
Benchmark SS.7PI.3.6	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose solutions to them based on research		
Sample Performance Assessment (SPA)	The student: Analyzes a variety of current issues facing the Pacific Island group (e.g., issues of ethnicity, tourism, health, education, economic activities and the environment, nuclear aftermath) and suggests possible solutions based on research.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose relevant and insightful solutions based on research	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose relevant solutions based on research	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose irrelevant solutions	List current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			

Topic			
Benchmark SS.7PI.4	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise			

them in civic action

Topic			
Benchmark SS.7PI.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Cultural Anthropology	
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			

Topic	Cultural Diversity and Unity		
Benchmark SS.7PI.6.1	Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States		
Sample Performance Assessment (SPA)	The student: Investigates economic, social, political, or military conditions that have contributed to conflict, cooperation, and interdependence among the Pacific Islands and/or the United States.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States, making significant connections, insights, and generalizations	Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States, making connections, insights, and generalizations	Explain conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States	Name conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			

Topic	World in Spatial Terms		
Benchmark SS.7PI.7.1	Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings		
Sample Performance Assessment (SPA)	The student: Explains whether or not a pattern exists when comparing population and settlement to the physical and human characteristics of a place in Oceania.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use geographic representations such as maps or models to explain population	Use geographic representations such as maps or models to explain population	Use geographic representations such as maps or models to explain population	Use geographic representations such as maps or models to explain population

distribution and the physical and human characteristics of places in Oceania, drawing significant conclusions about them, with accuracy	distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with no significant errors	distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with a few significant errors	distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with many significant errors
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Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.7PI.7.2	Describe demographic patterns and how they affect places		
Sample Performance Assessment (SPA)	The student: Explains how demographics (e.g., birth and death rates, population growth) can be used to understand changes in society, and the difficulty of obtaining this data in Polynesia, Micronesia, and Melanesia.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how demographic patterns affect places	Describe, with detail, how demographic patterns affect places	Describe, with minimal detail, how demographic patterns affect places	Ineffectively describe how demographic patterns affect places

Topic	Human and Physical Characteristics in Spatial Terms		
Benchmark SS.7PI.7.3	Analyze important economic activities and explain the relationship between these activities and the physical (including natural resources, land forms, and waterways) and human (including bridges, canals, and roads) characteristics of places in Oceania		
Sample Performance Assessment (SPA)	The student: Analyzes the relationship between economic activities, their location, and the physical and human characteristics of a given place in Polynesia, Micronesia, and Melanesia.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare important economic activities and explain the relationship between these activities and the physical and human characteristics of places in Oceania, making significant connections, insights, and generalizations	Analyze important economic activities and explain the relationship between these activities and the physical and human characteristics of places in Oceania	Name important economic activities and explain the relationship between these activities and the physical and/or human characteristics of places in Oceania	Recognize important economic activities and ineffectively explain the relationship between these activities and the physical and/or human characteristics of places in Oceania
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			

Topic			
Benchmark SS.7PI.8	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic			
Benchmark SS.8.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Topic	Historical Sources		
Benchmark SS.8.2.1	Differentiate between primary and secondary sources, understanding the potential and limitations of each		
Sample Performance Assessment (SPA)	The student: Determines the advantages and disadvantages of primary sources (e.g., first-hand account, but it is subjective) and secondary sources (e.g., information synthesized by expert but limited by his/her perspective).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze primary and secondary sources, describing, with clear and precise detail, the potential and limitations of each	Differentiate between primary and secondary sources, describing the potential and limitations of each	Explain the difference between primary and secondary sources	Recognize examples of primary and secondary sources

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Perspectives and Interpretations
Benchmark SS.8.2.2	Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability
Sample Performance Assessment (SPA)	The student: Explains how different perspectives on events leads to a variety of interpretations (e.g., the difference between "The Civil War," "The War Between the States," and the "War of Northern Aggression").

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using relevant examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using weakly connected examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Ineffectively describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	History
Standard 3: History: UNITED STATES HISTORY-Understand important historical events in the Post-Revolutionary war through Reconstruction era (including second great awakening and westward expansion)	

Topic	The Constitution		
Benchmark SS.8.3.1	Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787		
Sample Performance Assessment (SPA)	The student: Describes why the Articles of Confederation created a weak central government (e.g., inability to tax and the lack of an executive branch) and led to calls for amending the Articles.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Describe the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Recognize the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787

Topic	The Constitution		
Benchmark SS.8.3.2	Describe the controversies (including large states versus small states and slavery) and the compromises that resolved them (including the Great Compromise and the Three-Fifths Compromise) at the Constitutional Convention		
Sample Performance Assessment (SPA)	The student: Explains why controversies arose and how they were resolved by compromises at the Constitutional Convention.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the controversies and the compromises that resolved them at the Constitutional Convention, with accuracy	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with no significant errors	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with a few significant errors	Describe the controversies and/or the compromises that resolved them at the Constitutional Convention, with many significant errors

Topic	The Constitution		
Benchmark SS.8.3.3	Describe the ideas and principles (including checks and balances, separation of powers, representative democracy) of the Constitution		
Sample Performance Assessment (SPA)	The student: Identifies the ideas and principles of the Constitution and provides a specific example of how one branch of government can check the powers of another branch (e.g., veto, judicial review, war powers).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the ideas and principles of the Constitution	Describe, with detail, the ideas and principles of the Constitution	Describe, with minimal detail, the ideas and principles of the Constitution	Ineffectively describe the ideas and principles of the Constitution

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Topic	The Constitution		
Benchmark SS.8.3.4	Explain the controversies over the ratification of the Constitution		
Sample Performance Assessment (SPA)	The student: Describes the reasons given by the Federalists for supporting ratification (e.g., the need for a strong central government) and reasons given by the Anti-federalists for opposing it (e.g., fear of a strong central government).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the controversies over the ratification of the Constitution	Explain, with detail, the controversies over the ratification of the Constitution	Explain, with minimal detail, the controversies over the ratification of the Constitution	Ineffectively explain the controversies over the ratification of the Constitution

Topic	Early American Society		
Benchmark SS.8.3.5	Explain how the Bill of Rights places limitations on the federal government		
Sample Performance Assessment (SPA)	The student: Describes how limitations placed on government by the Bill of Rights secure individual liberties (e.g., free speech, religious liberties, rights of the accused).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the Bill of Rights places limitations on the federal government	Explain, with detail, how the Bill of Rights places limitations on the federal government	Explain, with minimal detail, how the Bill of Rights places limitations on the federal government	Ineffectively explain how the Bill of Rights places limitations on the federal government

Topic	Early Government of The United States		
Benchmark SS.8.3.6	Describe the emergence of the two party system (including Washington's farewell address and the election of 1800)		
Sample Performance Assessment (SPA)	The student: Explains why, in spite of Washington's warning against political factions in his farewell address, a two-party system emerged by the election of 1800 and manifested itself in the Alien and Sedition Acts.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the emergence of the two party system	Describe, with detail, the emergence of the two party system	Describe, with minimal detail, the emergence of the two party system	Ineffectively describe the emergence of the two party system

Topic	Early Government of The United States		
Benchmark SS.8.3.7	Describe significant events and changes associated with Andrew Jackson's presidency (including Jackson's stance on Indian removal issues and Jacksonian democracy)		
Sample Performance Assessment (SPA)	The student: Explains the reasons Andrew Jackson ordered the Indian removal.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze significant events and changes associated with Andrew Jackson's presidency	Describe significant events and changes associated with Andrew Jackson's presidency	Identify significant events and changes associated with Andrew Jackson's presidency	Identify, with assistance, significant events and changes associated with Andrew Jackson's presidency

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Topic	Early American Society		
Benchmark SS.8.3.8	Examine the impact of the Seneca Falls Convention and major abolitionists, including Frederick Douglass and William Lloyd Garrison		
Sample Performance Assessment (SPA)	The student: Analyzes how the reform movements of the first half of the 19th century (i.e. abolitionism and women's movement) affected American society.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the impact of the Seneca Falls Convention and major abolitionists, making significant connections, insights, and generalizations	Examine the impact of the Seneca Falls Convention and major abolitionists, making connections, insights, and generalizations	Describe the impact of the Seneca Falls Convention and major abolitionists	Ineffectively describe the impact of the Seneca Falls Convention and major abolitionists

Topic	Early American Society		
Benchmark SS.8.3.9	Describe how the development of technology in the first half of the 19th century had an impact on American life		
Sample Performance Assessment (SPA)	The student: Explains how the steamboat, cotton gin, and railroads contributed to the growth of the economy and impacted the lives of American people.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the development of technology in the first half of the 19th century had an impact on American life	Describe, with detail, how the development of technology in the first half of the 19th century had an impact on American life	Describe, with minimal detail, how the development of technology in the first half of the 19th century had an impact on American life	Ineffectively describe how the development of technology in the first half of the 19th century had an impact on American life

Topic	Westward Expansion		
Benchmark SS.8.3.10	Examine how and why the United States became a continental nation through westward expansion		
Sample Performance Assessment (SPA)	The student: Analyzes how certain ideas and events contributed to Westward Expansion (e.g., the Louisiana Purchase, Indian removals, and the Mexican American War).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how and why the United States became a continental nation through westward expansion	Explain how and why the United States became a continental nation through westward expansion	Name events that led to the United States becoming a continental nation through westward expansion	Recognize examples of events that led to the United States becoming a continental nation through westward expansion

Topic	Antebellum America		
Benchmark SS. 8.3.11	Explain the sectionalism that emerged in the first half of the 19th century		
Sample Performance Assessment (SPA)	The student: Describes how slavery and tariffs increased tensions between northern and southern states.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the sectionalism that emerged in the first half of the 19th century	Explain, with detail, the sectionalism that emerged in the first half of the 19th century	Explain, with minimal detail, the sectionalism that emerged in the first half of the 19th century	Ineffectively explain the sectionalism that emerged in the first half of the 19th century

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Topic	Civil War		
Benchmark SS.8.3.12	Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War		
Sample Performance Assessment (SPA)	The student: Describes how issues and events such as slavery in the territories, the fugitive slave law, "Bleeding Kansas," the Dred Scott decision, the election of 1860, and the secession crisis led to the Civil War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how the key issues and events after the Mexican War relate to the outbreak of the Civil War, making significant connections, insights, and generalizations	Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War	Name the key issues and events after the Mexican War that relate to the outbreak of the Civil War	Recognize examples of the key issues and events after the Mexican War that relate to the outbreak of the Civil War

Topic	Civil War		
Benchmark SS.8.3.13	Explain the major factors that determined the outcome of the Civil War (including leaders, resources, and key battles)		
Sample Performance Assessment (SPA)	The student: Describes leaders (e.g., Lincoln, Grant, Jackson, and Lee), resources, (e.g., population and industrial capacity), and key battles (Antietam, Chancellorsville, Gettysburg) and the role they played in the Civil War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the major factors that determined the outcome of the Civil War	Explain the major factors that determined the outcome of the Civil War	Name the major factors that determined the outcome of the Civil War	Recognize the major factors that determined the outcome of the Civil War

Topic	Reconstruction		
Benchmark SS.8.3.14	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans		
Sample Performance Assessment (SPA)	The student: Compares Lincoln's conciliatory policy for readmitting the former Confederate states into the Union with that of the more punitive plan of congressional Republicans.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant and insightful conclusions about each	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant conclusions about each	Explain the Reconstruction plan of President Lincoln and that of the congressional Republicans	Ineffectively explain the Reconstruction plan of President Lincoln and that of the congressional Republicans

Topic	Reconstruction		
Benchmark SS.8.3.15	Explain the impact of the Civil War on African Americans		
Sample Performance Assessment (SPA)	The student: Describes how the lives of African American were affected by constitutional amendments (e.g., 13th, 14th, 15th) and the actions of southern whites. (e.g., Black Codes, the Ku Klux Klan, and Jim Crow laws).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the impact of the Civil War on African Americans, making significant connections, insights, and generalizations	Explain the impact of the Civil War on African Americans, making connections, insights, and generalizations	Describe the impact of the Civil War on African Americans	Ineffectively describe the impact of the Civil War on African Americans

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	Governance, Power and Authority		
Benchmark SS.8.4.1	Describe the purpose and structures of the three branches of the federal government		
Sample Performance Assessment (SPA)	The student: Identifies the main functions (e.g., legislative, executive, and judicial) and structures (e.g., two houses of Congress, president and Executive departments, and levels of courts) of the three branches.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the purpose and structures of the three branches of the federal government	Describe, with detail, the purpose and structures of the three branches of the federal government	Describe, with minimal detail, the purpose and structures of the three branches of the federal government	Ineffectively describe the purpose and structures of the three branches of the federal government

Topic	Global Cooperation, Conflict, and Interdependence		
Benchmark SS.8.4.2	Explain United States foreign policy as reflected in the Monroe Doctrine		
Sample Performance Assessment (SPA)	The student: Describes how the United States enforced the Monroe Doctrine (e.g., French intervention in Mexico in the 1860's).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze United States foreign policy as reflected in the Monroe Doctrine, making significant connections, insights and generalizations	Explain United States foreign policy as reflected in the Monroe Doctrine, making connections, insights and generalizations	Describe United States foreign policy as reflected in the Monroe Doctrine	Ineffectively describe United States foreign policy as reflected in the Monroe Doctrine

Topic	Global Cooperation, Conflict, and Interdependence		
Benchmark SS.8.4.3	Describe the influences of America on other nations and/or organizations and vice versa (including French and Spanish interests at the start of the Lewis and Clark Expedition and the impact of the Indian removals)		
Sample Performance Assessment (SPA)	The student: Explains how America's influence on other nations and their influence on America affected specific events during the westward expansion.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the influences of America on other nations and/or organizations and vice versa	Describe, with detail, the influences of America on other nations and/or organizations and vice versa	Describe, with minimal detail, the influences of America on other nations and/or organizations and vice versa	Ineffectively describe the influences of America on other nations and/or organizations and vice versa

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic	Citizenship and Participation
Benchmark SS.8.5.1	Explain the responsibilities of citizens in a representative democracy
Sample Performance Assessment (SPA)	The student: Describes why we need to fulfill the responsibilities of citizenship (e.g., obey the law, pay taxes, don't infringe on the rights of others).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the responsibilities of citizens in a representative democracy	Explain, with detail, the responsibilities of citizens in a representative democracy	Explain, with minimal detail, the responsibilities of citizens in a representative democracy	Ineffectively explain the responsibilities of citizens in a representative democracy

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic			
Benchmark SS.8.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic			
Benchmark SS.8.7	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 8 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Limited Resources and Choice		
Benchmark SS.8.8.1	Explain productivity in terms of output per worker, hour, machine, or unit of land, and its effects on standards of living in 18th and/or 19th century America		
Sample Performance Assessment (SPA)	The student: Describes how an invention during the 18th or 19th century increased productivity and had an impact on the standard of living in the United States (e.g., McCormick reaper on farming).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, productivity and its effects on standards of living in 18th and/or 19th century America	Explain, with detail, productivity and its effects on standards of living in 18th and/or 19th century America	Explain, with minimal detail, productivity and its effects on standards of living in 18th and/or 19th century America	Ineffectively explain productivity and its effects on standards of living in 18th and/or 19th century America

Topic	Role and Function of Markets		
Benchmark SS.8.8.2	Describe the factors that influence production and consumption decisions in a market system		
Sample Performance Assessment (SPA)	The student: Explains how the revolution in the English textile industry caused the increase of cotton production in the American south.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with accuracy, the factors that influence production and consumption decisions in a market system	Describe, with no significant errors, the factors that influence production and consumption decisions in a market system	Describe, with a few significant errors, the factors that influence production and consumption decisions in a market system	Describe, with many significant errors, the factors that influence production and consumption decisions in a market system

Content Area: Social Studies
Grade/Course: 9: Participation in a Democracy / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic			
Benchmark SS.9PD.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic			
Benchmark SS.9PD.2	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	History
Standard 3: History: PARTICIPATION IN A DEMOCRACY-Understand important historical events and ideas related to the development of civics and political science	

Topic	Enlightenment		
Benchmark SS.9PD.3.1	Describe how ideas of the Enlightenment influenced the American political system		
Sample Performance Assessment (SPA)	The student: Explains how the Enlightenment ideas of natural rights, limited government, separation of powers, and social contract are expressed in the Declaration of Independence and/or the American Constitution.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how ideas of the Enlightenment influenced the American political system	Describe, with detail, how ideas of the Enlightenment influenced the American political system	Describe, with minimal detail, how ideas of the Enlightenment influenced the American political system	Ineffectively describe how ideas of the Enlightenment influenced the American political system

Topic	Early Historical Events		
Benchmark SS.9PD.3.2	Describe how historical events and ideas have influenced American constitutional democracy		
Sample Performance Assessment (SPA)	The student: Explains how classical republicanism, the Magna Carta, the English Bill of Rights, and the Declaration of Independence influenced American constitutional democracy.		
Rubric			

Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how historical events and ideas have influenced American constitutional democracy	Describe, with detail, how historical events and ideas have influenced American constitutional democracy	Describe, with minimal detail, how historical events and ideas have influenced American constitutional democracy	Ineffectively describe how historical events and ideas have influenced American constitutional democracy

Topic	Historical Challenges to the Constitution		
Benchmark SS.9PD.3.3	Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights		
Sample Performance Assessment (SPA)	The student: Explains how the Supreme Court interpreted free speech, free press, civil rights, and the right to vote, over time.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with minimal detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Ineffectively describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			

Topic	Political Institutions: Governance, Power, and Authority		
Benchmark SS.9PD.4.1	Explain how governments derive authority		
Sample Performance Assessment (SPA)	The student: Chooses an example of government action and describes the basis of the government's authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the ways in which governments derive authority	Explain how governments derive authority	Name sources of government authority	Recognize that governments have authority

Topic	Political Institutions: Governance, Power, and Authority		
Benchmark SS.9PD.4.2	Describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government		
Sample Performance Assessment (SPA)	The student: Provides specific examples of constitutional principles embodied by the Constitution and explains them.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the American Constitution embodies the principles	Describe, with detail, how the American Constitution embodies the principles of rule of	Describe, with minimal detail, how the American Constitution embodies the principles	Ineffectively describe how the American Constitution embodies the principles of rule of

of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	law, popular sovereignty, separation of powers, checks and balances, and limited government	of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	law, popular sovereignty, separation of powers, checks and balances, and limited government
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Topic	Political Institutions: Governance, Power, and Authority		
Benchmark SS.9PD.4.3	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized		
Sample Performance Assessment (SPA)	The student: Assesses whether efforts to reduce discrepancies between American values and reality have been successful.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized, taking a position or making a claim and defending it with explanations, reasons, or evidence	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized	Explain American values of common good, equality of opportunity, and individual rights	Recognize American values of common good, equality of opportunity, and individual rights
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			

Topic	Rights and Responsibilities of Citizens		
Benchmark SS.9PD.5.1	Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them		
Sample Performance Assessment (SPA)	The student: Describes how paying taxes, serving on a jury, and voting contribute to the common good.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the rights, duties, and responsibilities of citizens in a democracy and elaborate on the relationship between them	Explain, with detail, the rights, duties, and responsibilities of citizens in a democracy and the relationship between them	Explain, with minimal detail, the rights, duties, and responsibilities of citizens in a democracy and/or the relationship between them	Ineffectively explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them

Topic	Citizenship Participation		
Benchmark SS.9PD.5.2	Investigate how citizens can monitor and advocate for a local, state, or national issue		
Sample Performance Assessment (SPA)	The student: Formulates a plan to advocate for (e.g., attend public hearings, write letters) and monitor (e.g., follow the issue in the media, track a bill as it goes through the legislative process) an issue of personal concern.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate how citizens can monitor and advocate for a local,	Investigate how citizens can monitor and	Investigate how citizens can monitor or advocate	Ineffectively investigate how citizens can monitor and/or advocate

state, or national issue, extending investigation into relevant courses of practical action	advocate for a local, state, or national issue	for a local, state, or national issue	for a local, state, or national issue
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Topic	Citizenship Participation		
Benchmark SS.9PD.5.3	Compare the characteristics of major political parties based upon the philosophy, platform, and support base		
Sample Performance Assessment (SPA)	The student: Compares the major political parties based upon the philosophy, platform, and support base.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the characteristics of major political parties based upon the philosophy, platform, and support base, making significant connections, insights, and generalizations	Compare the characteristics of major political parties based upon the philosophy, platform, and support base	Describe the characteristics of major political parties based upon the philosophy, platform, and/or support base	Ineffectively describe the characteristics of major political parties based upon the philosophy, platform, and/or support base

Topic	Citizenship Participation		
Benchmark SS.9PD.5.4	Explain the role of a citizen in the electoral process		
Sample Performance Assessment (SPA)	The student: Describes how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the role of a citizen in the electoral process	Explain, with detail, the role of a citizen in the electoral process	Explain, with minimal detail, the role of a citizen in the electoral process	Ineffectively explain the role of a citizen in the electoral process

Topic	Citizenship Participation		
Benchmark SS.9PD.5.5	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation		
Sample Performance Assessment (SPA)	The student: Evaluates the results of a civic action taken to address a school, local, state, national, or global issue/problem.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate the role of a citizen in civic action by selecting a significant problem, gathering relevant information, proposing an insightful solution, creating a clear and detailed action plan, and showing substantial evidence of implementation	Demonstrate the role of a citizen in civic action, by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, and creating an action plan	Ineffectively demonstrate the role of a citizen in civic action, as multiple aspects of the process are missing

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic			
Benchmark SS.9PD.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			

Topic			
Benchmark SS.9PD.7	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			

Topic	Economic Role of Government		
Benchmark SS.9PD.8.1	Describe the economic functions of government, including providing public goods and services, maintaining competition, redistributing income, correcting for externalities, and stabilizing the economy		
Sample Performance Assessment (SPA)	The student: Explains how the government affects the economic well-being of its citizens (e.g., identify a local assistance program that receives government funding. Explain why the government funds it, where the money comes from, and who benefits from the program).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the economic functions of government	Describe, with detail, the economic functions of government	Describe, with minimal detail, the economic functions of government	Ineffectively describe the economic functions of government

Topic	Economic Role of Government		
Benchmark SS.9PD.8.2	Explain how people, individually and collectively, participate in the U.S. economy		
Sample Performance Assessment (SPA)	The student: Describes the various roles of an individual in the U.S. economy (e.g., consumer, voter, investor, worker, employer, policymaker).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how people, individually and collectively, participate in the U.S. economy	Explain, with detail, how people, individually and collectively, participate in the U.S. economy	Explain, with minimal detail, how people, individually and collectively, participate in the U.S. economy	Ineffectively explain how people, individually and collectively, participate in the U.S. economy

Topic	United States in the World Economy		
Benchmark SS.9PD.8.3	Evaluate the degree to which the United States affects and is affected by international economic policies		
Sample Performance Assessment (SPA)	The student: Evaluates, takes, and defends a position related to U.S. economic policy (e.g. free trade, impact of regulation, U.S. protectionism, multi-national corporations) in light of American economic interests.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the degree to which the United States affects and is affected by international economic policies, using compelling evidence to back evaluation	Evaluate the degree to which the United States affects and is affected by international economic policies	Explain the ways in which the United States affects and is affected by international economic policies	Name ways in which the United States affects and is affected by international economic policies

Content Area: Social Studies
Grade/Course: 9: Modern Hawaiian History / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic	Cause and Effect in History
Benchmark SS.9MHH.1.1	Describe the multiple social, political, and economic causes and effects of change in modern Hawaii
Sample Performance Assessment (SPA)	The student: Explains the multiple causes of escalating prices in goods and services in the islands and the resultant social, economic, and political effects.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the multiple social, political, and economic causes and effects of change in modern Hawaii, making significant connections, insights, generalizations, and predictions	Describe, with detail, the multiple social, political, and economic causes and effects of change in modern Hawaii	Describe, with minimal detail, the multiple social, political, and economic causes and effects of change in modern Hawaii	Ineffectively describe the multiple social, political, and economic causes and effects of change in modern Hawaii

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	
Benchmark SS.9MHH.2	No benchmark at this level
Sample Performance Assessment (SPA)	

Rubric			
Advanced	Proficient	Partially Proficient	Novice

Strand	History
Standard 3: History: MODERN HAWAIIAN HISTORY-Understand important historical events in Modern Hawaiian History	

Topic	The Overthrow
Benchmark SS.9MHH.3.1	Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution
Sample Performance Assessment (SPA)	The student: Describes the various causes of the Overthrow.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the political, social, and economic causes of the Overthrow	Explain, with detail, the political, social, and economic causes of the Overthrow	Explain, with minimal detail, the political, social, and economic causes of the Overthrow	Ineffectively explain the political, social, and economic causes of the Overthrow

Topic	The Overthrow		
Benchmark SS.9MHH.3.2	Describe the role of the United States government in the Overthrow, including the various United States administrations and Minister John Stevens		
Sample Performance Assessment (SPA)	The student: Uses chronology to describe the United States involvement leading up to, during, and immediately after the Overthrow.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the role of the United States government in the Overthrow	Describe, with detail, the role of the United States government in the Overthrow	Describe, with minimal detail, the role of the United States government in the Overthrow	Ineffectively describe the role of the United States government in the Overthrow

Topic	The Overthrow		
Benchmark SS.9MHH.3.3	Explain the events and turning points of the Overthrow, beginning with the foreign movement against Kalakaua, Liliuokalani's attempts to change the Bayonet Constitution, and her abdication from the throne		
Sample Performance Assessment (SPA)	The student: Uses chronology to explain the major events and turning points of the Overthrow.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the events and turning points of the Overthrow, making significant connections, insights, and generalizations	Explain the events and turning points of the Overthrow	Describe the events and turning points of the Overthrow	Name the events and/or turning points of the Overthrow

Topic	The Overthrow		
Benchmark SS.9MHH.3.4	Explain the political, social, and economic effects of the Overthrow, including U.S. military presence, the Organic Act, the Territorial government, and Statehood		
Sample Performance Assessment (SPA)	The student: Explains the short- and long-term effects of the Overthrow.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the political, social, and economic effects of the Overthrow, making significant connections, insights, and generalizations	Explain the political, social, and economic effects of the Overthrow	Describe the political, social, and/or economic effects of the Overthrow	Name the political, social, and/or economic effects of the Overthrow

Topic	Plantations: 1900-1970		
Benchmark SS.9MHH.3.5	Describe the political, social and economic effects of the plantation system on life in Hawaii, including ethnic tension, the evolution of Hawaii pidgin English, the school system, and the establishment of labor unions		
Sample Performance Assessment (SPA)	The student: Explains the effects of the plantation system and the interaction of various cultures.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and	Describe, with detail, the	Describe, with minimal	Ineffectively describe

precise detail, the political, social and economic effects of the plantation system on life in Hawaii	political, social and economic effects of the plantation system on life in Hawaii	detail, the political, social and economic effects of the plantation system on life in Hawaii	the political, social and economic effects of the plantation system on life in Hawaii
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Topic	Plantations: 1900-1970		
Benchmark SS.9MHH.3.6	Examine and explain features of plantation life in Hawaii in the 20th century, including contract labor and the perquisite system		
Sample Performance Assessment (SPA)	The student: Analyzes an average day in the life of a plantation worker in the early 20th century revealing the rules, rights, responsibilities of the common laborer.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine and explain features of plantation life in Hawaii in the 20th century, making significant connections, insights, and generalizations	Examine and explain features of plantation life in Hawaii in the 20th century	Examine and describe features of plantation life in Hawaii in the 20th century	Ineffectively examine and/or describe features of plantation life in Hawaii in the 20th century

Topic	World War II: Pearl Harbor		
Benchmark SS.9MHH.3.7	Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawaii, such as the role of the U.S. military and anti-Japanese sentiments (including the internment camps and 442nd)		
Sample Performance Assessment (SPA)	The student: Explains the effects of the bombing of Pearl Harbor, using primary sources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify events leading to the bombing of Pearl Harbor and describe, with clear and precise detail, its effects in Hawaii	Identify events leading to the bombing of Pearl Harbor and describe, with detail, its effects in Hawaii	Identify events leading to the bombing of Pearl Harbor and/or describe, with minimal detail, its effects in Hawaii	Inaccurately identify events leading to the bombing of Pearl Harbor and/or ineffectively describe, its effects in Hawaii

Topic	Contemporary People, Issues, and Events		
Benchmark SS.9MHH.3.8	Trace the development of the platforms of political parties after World War II to the present		
Sample Performance Assessment (SPA)	The student: Compares the philosophies and platform of the Labor, Veteran, and Democratic parties after World War II with the philosophies and platforms of the Republican and Democratic parties in present day.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace the development of the platforms of political parties after World War II to the present and evaluate the impact of these political platforms on present political/social issues	Trace the development of the platforms of political parties after World War II to the present	Explain the platforms of political parties after World War II to the present	Identify the platforms of political parties after World War II to the present

Topic	Contemporary People, Issues, and Events		
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Benchmark SS.9MHH.3.9	Analyze significant contemporary issues that influence present day Hawaii, such as the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups		
Sample Performance Assessment (SPA)	The student: Evaluates, takes, and defends a position on significant contemporary people, issues, or events that influence present-day Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze significant contemporary issues that influence present day Hawaii, effectively addressing complex issues	Analyze significant contemporary issues that influence present day Hawaii	Explain significant contemporary issues that influence present day Hawaii	Identify significant contemporary issues that influence present day Hawaii
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives			

Topic	Governance, Power and Authority		
Benchmark SS.9MHH.4.1	Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones		
Sample Performance Assessment (SPA)	The student: Explains whether, based on the laws, treaties, and official documents related to the Overthrow of the monarchy, any U.S. or Hawaii actions broke any national or international laws of the time period, and explains how the U.S. acquired, used, and justified its use of power.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones, and make and defend generalizations and inferences with compelling explanations, reasons, or evidence	Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones, and make and defend generalizations and inferences	Explain how governments acquire, use, and justify power, or explain how limited governments differ from unlimited ones	Recognize that governments acquire, use, and justify their power differently
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			

Topic			
Benchmark SS.9MHH.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Cultural Anthropology	
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture			

as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Topic			
Benchmark SS.9MHH.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			

Topic			
Benchmark SS.9MHH.7	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			

Topic			
Benchmark SS.9MHH.8	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic			
Benchmark SS.10.1	No content for this course		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic	Historical Empathy		
Benchmark SS.10.2.1	Use knowledge of historical periods to assess contemporary issues and decisions		
Sample Performance Assessment (SPA)	The student: Compares the internal security measures adopted by the United States government after 9/11 with the measures taken after the attack on Pearl Harbor.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use detailed knowledge of historical periods and specific evidence to analyze contemporary issues and decisions	Use knowledge of historical periods to assess contemporary issues and decisions	Use minimal knowledge of historical periods to explain contemporary issues and decisions	Identify contemporary issues and decisions

Topic	Historical Inquiry		
Benchmark SS.10.2.2	Determine the relevance of sources and assess their credibility		
Sample Performance Assessment (SPA)	The student: Distinguishes information that is essential versus information that is incidental to research and examines the sources to determine their reliability based on the criteria of accuracy and bias.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Determine the relevance of sources and assess their credibility, with clear and precise detail	Determine the relevance of sources and assess their credibility, with detail	Determine the relevance of sources and assess their credibility, with minimal detail	Ineffectively determine the relevance and credibility of sources

Topic	Historical Inquiry		
Benchmark SS.10.2.3	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective		
Sample Performance Assessment (SPA)	The student: Evaluates, takes, and defends a position on a current social issue (e.g. health insurance reform, recent immigration, illegal drugs, changing family structure, environmental conservation) using researched evidence.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making significant connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making weak connections, insights, and generalizations	Ineffectively formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	Historical Perspectives and Interpretations		
Benchmark SS.10.2.4	Evaluate the quality of historical accounts based on the arguments they advance and the evidence they use		
Sample Performance Assessment (SPA)	The student: Judges the value of conflicting opinions, interpretations, value judgments, and sources used in historical writing (e.g., U.S. involvement in the Vietnam War).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate, with clear and precise detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with minimal detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Ineffectively evaluate the quality of historical accounts based on the arguments they advance and the evidence they use

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	History
Standard 3: History: UNITED STATES HISTORY-Understand important historical events during the 20th century	

Topic	Immigration		
Benchmark SS.10.3.1	Describe the "push" factors (e.g., escaping persecution and poverty) and "pull" factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19th century		
Sample Performance Assessment (SPA)	The student: Identifies the push and pull factors that brought an immigrant group to the United States (e.g., Italians, Jews, Poles, Chinese).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Describe, with minimal detail, the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century	Ineffectively describe the "push" factors and "pull" factors that brought immigrants to the United States in the late 19th century

Topic	Urbanization		
Benchmark SS.10.3.2	Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19th and 20th century American cities (e.g., New York, Chicago, St. Louis)		
Sample Performance Assessment (SPA)	The student: Explains how political, social, economic, and technological factors affected the settlement and/or growth of a particular city during the 19th and 20th centuries.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Describe, with detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Describe, with minimal detail, social, political, economic, and technological factors of growth in 19th and 20th century American cities	Ineffectively describe social, political, economic, and technological factors of growth in 19th and 20th century American cities

Topic	The Gilded Age and the Progressive Era		
Benchmark SS.10.3.3	Describe how business magnates (i.e., Rockefeller, Morgan, Carnegie and Vanderbilt) dominated politics of the Gilded Age		
Sample Performance Assessment (SPA)	The student: Explains how government, dominated by business magnates, adopted pro-government policies such as providing subsidies, passing tariffs, and pursuing laissez faire policies that resulted in the growth of trusts.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how business magnates dominated politics of the Gilded Age	Describe, with detail, how business magnates dominated politics of the Gilded Age	Describe, with minimal detail, how business magnates dominated politics of the Gilded Age	Ineffectively describe how business magnates dominated politics of the Gilded Age

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	The Gilded Age and the Progressive Era		
Benchmark SS.10.3.4	Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation)		
Sample Performance Assessment (SPA)	The student: Explains how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell), and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, reform issues of the Progressive Era	Describe, with detail, reform issues of the Progressive Era	Describe, with minimal detail, reform issues of the Progressive Era	Ineffectively describe reform issues of the Progressive Era

Topic	United States Imperialism		
Benchmark SS.10.3.5	Describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century		
Sample Performance Assessment (SPA)	The student: Explains how the annexation of Hawaii and the Philippines relate to the imperialist policies of the United States in the late 19th century.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Describe, with detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Describe, with minimal detail, the causes of and major events associated with the United States becoming an imperial power in the late 19th century	Ineffectively describe the causes of and major events associated with the United States becoming an imperial power in the late 19th century

Topic	Early 20th Century foreign policy		
Benchmark SS.10.3.6	Analyze the scope and evolution of various United States foreign policies in the early part of the 20th century		
Sample Performance Assessment (SPA)	The student: Compares Roosevelt's Big Stick Diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Analyze, with detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Analyze, with minimal detail, the scope and evolution of various U.S. foreign policies in the early part of the 20th century	Ineffectively analyze the scope and evolution of various U.S. foreign policies in the early part of the 20th century

Topic	World War I		
Benchmark SS.10.3.7	Describe the events that led the United States into World War I		
Sample Performance Assessment (SPA)	The student: Explains how Germany's submarine warfare, U.S. trade with England and France, and the success of British propaganda brought the United States into World War I.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the events that led the United States into World War I	Describe the events that led the United States into World War I	Name the events that led the United States into World War I	Recognize examples of specific events led the United States into World War I

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	World War I		
Benchmark SS.10.3.8	Describe how domestic policies were affected by American involvement in World War I		
Sample Performance Assessment (SPA)	The student: Explains how mobilization for the war changed America's labor force (e.g., the employment of African Americans in industrial cities triggers the Great Migration).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how domestic policies were affected by American involvement in World War I	Describe, with detail, how domestic policies were affected by American involvement in World War I	Describe, with minimal detail, how domestic policies were affected by American involvement in World War I	Ineffectively describe how domestic policies were affected by American involvement in World War I

Topic	World War I		
Benchmark SS.10.3.9	Explain why the United States did not sign the Treaty of Versailles		
Sample Performance Assessment (SPA)	The student: Describes the reasons the United States Senate refused to ratify the Versailles Treaty (e.g., disillusionment with wartime allies, concern that membership in the League of Nations would drag the U.S. into war, and partisan politics).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, why the United States did not sign the Treaty of Versailles	Explain, with detail, why the United States did not sign the Treaty of Versailles	Explain, with minimal detail, why the United States did not sign the Treaty of Versailles	Ineffectively explain why the United States did not sign the Treaty of Versailles

Topic	1920s: Conflicts and Transitions		
Benchmark SS.10.3.10	Describe changes in society and culture that led to conflicts in values in the 1920s		
Sample Performance Assessment (SPA)	The student: Explains how the growing dominance of science resulted in the Scopes Trial, how the influx of immigrants led to rebirth of the KKK and the growth of the anti-immigration movement, and how Prohibition led to proliferation of speakeasies and the growth of organized crime.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant and insightful examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using weakly connected examples	Ineffectively describe changes in society and culture that led to conflicts in values in the 1920s

Topic	1920s: Conflicts and Transitions		
Benchmark SS.10.3.11	Describe the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers		
Sample Performance Assessment (SPA)	The student: Explains how the "Lost Generation" was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Describe, with detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Describe, with minimal detail, the significance of the literature, arts, and feminism of the 1920s, including the "Lost Generation," the Harlem Renaissance, and flappers	Ineffectively describe the significance of the literature, arts, and feminism of the 1920s

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	1920s: Conflicts and Transitions		
Benchmark SS.10.3.12	Describe the innovations in transportation and communication and the impact they had on American society		
Sample Performance Assessment (SPA)	The student: Explains how mass production (e.g., Model T) increased mobility and how mass communication (e.g., radios) contributed to the birth of a mass popular culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the innovations in transportation and communication and elaborate on the impact they had on American society	Describe, with detail, the innovations in transportation and communication and the impact they had on American society	Describe, with minimal detail, the innovations in transportation and communication and/or the impact they had on American society	Ineffectively describe the innovations in transportation and communication and the impact they had on American society

Topic	The Great Depression		
Benchmark SS.10.3.13	Analyze the causes of the Great Depression		
Sample Performance Assessment (SPA)	The student: Examines how the disparity of wealth, speculation, the plight of farmers, and bank failures led to the Great Depression.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the causes of the Great Depression	Analyze, with detail, the causes of the Great Depression	Analyze, with minimal detail, the causes of the Great Depression	Ineffectively analyze the causes of the Great Depression

Topic	The Great Depression		
Benchmark SS.10.3.14	Describe the effects of the Great Depression		
Sample Performance Assessment (SPA)	The student: Explains how the Great Depression caused mass unemployment and homelessness.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the effects of the Great Depression, making significant connections, insights, and generalizations	Describe, with detail, the effects of the Great Depression	Describe, with minimal detail, the effects of the Great Depression	Ineffectively describe the effects of the Great Depression

Topic	Franklin D. Roosevelt and The New Deal		
Benchmark SS.10.3.15	Explain how programs in FDR's New Deal, including the FDIC, AAA, WPA, and Social Security, attempted to resolve problems brought on by the Great Depression		
Sample Performance Assessment (SPA)	The student: Describes the problems addressed by New Deal agencies and the measures taken by them to solve the problem.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare how programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression	Explain how programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression	Identify programs in FDR's New Deal that attempted to resolve problems brought on by the Great Depression	Recognize that programs in FDR's New Deal attempted to resolve problems brought on by the Great Depression

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	World War II		
Benchmark SS.10.3.16	Analyze the causes of the bombing of Pearl Harbor		
Sample Performance Assessment (SPA)	The student: Examines Japan's military expansion in Asia and America's efforts to halt its aggression (e.g., trade embargoes).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the causes of the bombing of Pearl Harbor	Analyze, with detail, the causes of the bombing of Pearl Harbor	Analyze, with minimal detail, the causes of the bombing of Pearl Harbor	Ineffectively analyze the causes of the bombing of Pearl Harbor

Topic	World War II		
Benchmark SS.10.3.17	Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans		
Sample Performance Assessment (SPA)	The student: Examines how the bombing of Pearl Harbor led to America's entry into WW II and the internment of Japanese Americans.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with minimal detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Ineffectively analyze the effects of the bombing of Pearl Harbor

Topic	World War II		
Benchmark SS.10.3.18	Explain the turning points in the European and Pacific theaters of World War II		
Sample Performance Assessment (SPA)	The student: Describes how the Battle of Midway and the D-Day Invasion were major turning points of World War II.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the turning points in the European Theaters of World War II	Explain the turning points in the European Theaters of World War II	Name the turning points in the European Theaters of World War II	Recognize the turning points in the European Theaters of World War II

Topic	World War II		
Benchmark SS.10.3.19	Describe how domestic policies were affected by United States involvement in World War II		
Sample Performance Assessment (SPA)	The student: Explains how mobilization for the war changed America's labor force (e.g., women in the workforce).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how domestic policies were affected by United States involvement in World War II	Describe, with detail, how domestic policies were affected by United States involvement in World War II	Describe, with minimal detail, how domestic policies were affected by United States involvement in World War II	Ineffectively describe how domestic policies were affected by United States involvement in World War II

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	The Cold War		
Benchmark SS.10.3.20	Explain the origins of the Cold War		
Sample Performance Assessment (SPA)	The student: Describes how the conflicting political ideologies, Soviet domination of Eastern Europe, and America's containment policy brought on the Cold War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the origins of the Cold War	Explain, with detail, the origins of the Cold War	Explain, with minimal detail, the origins of the Cold War	Ineffectively explain the origins of the Cold War

Topic	The Cold War		
Benchmark SS.10.3.21	Explain how America's foreign policy during the Cold War led to conflicts in Asia and Latin America		
Sample Performance Assessment (SPA)	The student: Describes how America's containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with minimal detail, how America's foreign policy during the Cold War led to conflicts in Asia and Latin America	Ineffectively explain how America's foreign policy during the Cold War led to conflicts in Asia and Latin America

Topic	The Cold War		
Benchmark SS.10.3.22	Explain how the events of the Cold War led to the McCarthy era		
Sample Performance Assessment (SPA)	The student: Describes how different events (e.g., fear of communism, sparked by the Soviet detonation of the atomic bomb, the "loss of China" to Mao Zedong and the communists, and the trials of suspected communist spies [e.g., the Rosenbergs]) led to the investigative campaigns of Joseph McCarthy and the House UnAmerican Activities Committee (HUAC).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the events of the Cold War led to the McCarthy era	Explain, with detail, how the events of the Cold War led to the McCarthy era	Explain, with minimal detail, how the events of the Cold War led to the McCarthy era	Ineffectively explain how the events of the Cold War led to the McCarthy era

Topic	The Cold War		
Benchmark SS.10.3.23	Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world		
Sample Performance Assessment (SPA)	The student: Describes global (e.g., terrorism, the uncertainty of where threats to national security come from) and economic (e.g. the expanding national debt, NAFTA) challenges in the post Cold War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with minimal detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Ineffectively explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	Civil Rights Era: 1954-1968		
Benchmark SS.10.3.24	Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II		
Sample Performance Assessment (SPA)	The student: Investigates how segregation laws, Plessy v. Ferguson being overturned by, Brown v. Board of Education, and the Montgomery bus boycott led to Civil Rights movement.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with clear and precise detail, the key factors that brought on the African American Civil Rights movement after World War II, making significant connections, insights, and generalizations	Analyze, with detail, the key factors that brought on the African American Civil Rights movement after World War II	Analyze, with minimal detail, the key factors that brought on the African American Civil Rights movement after World War II	Ineffectively analyze the key factors that brought on the African American Civil Rights movement after World War II

Topic	Civil Rights Era: 1954-1968		
Benchmark SS.10.3.25	Describe the significant events, individuals, and groups associated with the Civil Rights Era		
Sample Performance Assessment (SPA)	The student: Explains how events, (e.g., sit-ins, marches, voter registration, the Civil Rights laws of the 1960's) individuals (e.g., Martin Luther King, Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the Civil Rights movement.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the significant events, individuals, and groups associated with the Civil Rights Era	Describe the significant events, individuals, and groups associated with the Civil Rights Era	Name the significant events, individuals, and groups associated with the Civil Rights Era	Recognize the significant events, individuals, and groups associated with the Civil Rights Era

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.26	Describe the expansion of the Civil Rights movement to other groups, including Native Americans and women		
Sample Performance Assessment (SPA)	The student: Explains the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with minimal detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Ineffectively describe the expansion of the Civil Rights movement to other groups, including Native Americans and women

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.27	Assess John F. Kennedy's handling of the Cuban Missile Crisis		
Sample Performance Assessment (SPA)	The student: Critiques Kennedy's response to the discovery of Russian missiles in Cuba, the sending of U.S. warships to intercept Soviet ships headed for Cuba, and his correspondence with Khrushchev.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing relevant and insightful conclusions	Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing relevant conclusions	Assess John F. Kennedy's handling of the Cuban Missile Crisis, drawing unsupported or irrelevant conclusions	Ineffectively assess John F. Kennedy's handling of the Cuban Missile Crisis

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.28	Explain the emergence and impact of the student movements and the counterculture of the 1960s		
Sample Performance Assessment (SPA)	The student: Describes how the activities of Students for a Democratic Society, the free speech movement of Berkley, the anti-Vietnam war movement, and the hippies challenged the prevailing status quo.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the emergence and impact of the student movements and the counterculture of the 1960s, and evaluate its impact	Explain, with detail, the emergence and impact of the student movements and the counterculture of the 1960s	Explain, with minimal detail, the emergence and impact of the student movements and the counterculture of the 1960s	Ineffectively explain the emergence and impact of the student movements and the counterculture of the 1960s

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.29	Evaluate Lyndon Johnson's vision of the Great Society		
Sample Performance Assessment (SPA)	The student: Describes how the EEOC, Head Start, the war on poverty, the National Endowment for the Arts, and the creation of Medicare and Medicaid sought to transform society and assesses the extent to which those aims have been realized.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, using evidence, Lyndon Johnson's vision of the Great Society	Evaluates Lyndon Johnson's vision of the Great Society	Explain Lyndon Johnson's vision of the Great Society	Identify features of Lyndon Johnson's vision of the Great Society

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.30	Explain how the Watergate affair led to a crisis of confidence in the government		
Sample Performance Assessment (SPA)	The student: Describes how members of the Nixon administration took action against political opponents by engaging in illegal wiretaps, break-ins, and obstruction of justice, and how this led to a cynical view of government.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the Watergate affair led to a crisis of confidence in the government, and assess its impact	Explain, with detail, how the Watergate affair led to a crisis of confidence in the government	Explain, with minimal detail, how the Watergate affair led to a crisis of confidence in the government	Ineffectively explain how the Watergate affair led to a crisis of confidence in the government

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.31	Explain how the election of Ronald Reagan marked a new era of conservatism in American politics		
Sample Performance Assessment (SPA)	The student: Describes how Reagan's tax cuts, increase in defense spending (contributing to the collapse of the Soviet Union), cuts in social spending, and judicial appointments reflected the growing conservatism of America.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the election of Ronald Reagan marked a new era of conservatism in American politics, and assess its impact	Explain, with detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Explain, with minimal detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Ineffectively explain how the election of Ronald Reagan marked a new era of conservatism in American politics

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Topic	Contemporary Culture and Society		
Benchmark SS.10.3.32	Explain how the administrations from Reagan to the current president dealt with major domestic issues		
Sample Performance Assessment (SPA)	The student: Explains the policies of different administrations from Reagan to the current president on major domestic issues (e.g. education, environmental policy, federal deficit, welfare reform).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze how the administrations from Reagan to the current president dealt with major domestic issues	Explain how the administrations from Reagan to the current president dealt with major domestic issues	Describe the major domestic issues from the administrations of Reagan to the current president	Ineffectively describe the major domestic issues from the administrations of Reagan to the current president

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic			
Benchmark SS.10.4	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic			
Benchmark SS.10.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic			
Benchmark SS.10.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Human Systems		
Benchmark SS.10.7.1	Explain the causes of urbanization (i.e., job opportunities, immigration patterns, technological innovations)		
Sample Performance Assessment (SPA)	The student: Describes the causes of urbanization in a selected area (e.g., New York or Chicago), including its growth in terms of population, buildings, transportation systems, and job opportunities.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the causes of urbanization	Explain, with detail, the causes of urbanization	Explain, with minimal detail, the causes of urbanization	Ineffectively explain the causes of urbanization

Topic	Human Systems		
Benchmark SS.10.7.2	Explain the consequences of urbanization		
Sample Performance Assessment (SPA)	The student: Describes the consequences of rapid urbanization in a selected urban area (e.g., New York or Chicago) including overcrowding, crime, pollution, and machine politics.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the consequences of urbanization	Explain, with detail, the consequences of urbanization	Explain, with minimal detail, the consequences of urbanization	Ineffectively explain the consequences of urbanization

Content Area: Social Studies
Grade/Course: 10 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Role and Function of Markets		
Benchmark SS.10.8.1	Explain the characteristics of the different market structures (i.e. monopoly, oligopoly, monopolistic competition, and pure competition) and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace		
Sample Performance Assessment (SPA)	The student: Gives an example of an industry (e.g., automobile, agriculture, airplanes, and utilities) and describes how its market structure affects market efficiency and lower prices.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Explain the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Identify the characteristics of the different market structures and/or give examples of their influence on product differentiation, price, barriers for entry, or market efficiency in a competitive marketplace	Identify the characteristics of the different market structures

Topic	Role of Government		
Benchmark SS.10.8.2	Describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy		
Sample Performance Assessment (SPA)	The student: Explains how the tools used by the Federal Reserve System to control monetary policy affect consumer spending and saving.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Describe, with detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Describe, with minimal detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy	Ineffectively describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation's monetary policy

Topic	Role of Government		
Benchmark SS.10.8.3	Explain the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy		
Sample Performance Assessment (SPA)	The student: Describes the benefits and costs of unemployment, minimum wage and Social Security to individuals and society.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Explain, with detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Explain, with minimal detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation's economy	Ineffectively explain the purpose and/or role of government programs and policies

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Historical Understanding
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history	

Topic			
Benchmark SS.11.1	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Historical Understanding
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	

Topic			
Benchmark SS.11.2	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	History
Standard 3: History: WORLD HISTORY-Understand important historical events from classical civilization through the present	

Topic	Pre-modern Times, Pre 1500 C.E.		
Benchmark SS.11.3.1	Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world		
Sample Performance Assessment (SPA)	The student: Determines the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant and insightful conclusions about their relationships	Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant conclusions about their relationships	Describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world	Ineffectively describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world

Topic	Pre-modern Times, Pre 1500 C.E.		
Benchmark SS.11.3.2	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges		
Sample Performance Assessment (SPA)	The student: Determines the consequence of conflicts, communications, and exchanges in pre-modern times, including the Crusades, Mongol conquests, and technological (e.g., the forging of iron), biological (e.g., smallpox), and commercial (e.g., precious metals) exchanges.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant and insightful conclusions	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant conclusions	Describe the effects of global interactions in pre-modern times	Ineffectively describe the effects of global interactions in pre-modern times

Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.		
Benchmark SS.11.3.3	Explain the impact of the exploratory and commercial expeditions in the 15th and 16th century, including the voyages of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and European voyages to North America		
Sample Performance Assessment (SPA)	The student: Describes changing relationships between world regions in early modern times (e.g., Europe to Asia and the Americas).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Explain, with detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Explain, with minimal detail, the impact of the exploratory and commercial expeditions in the 15th and 16th century	Ineffectively describe the impact of the exploratory and commercial expeditions in the 15th and 16th century

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.		
Benchmark SS.11.3.4	Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary)		
Sample Performance Assessment (SPA)	The student: Describes how two regions involved in a global exchange in early modern times were affected (e.g., impact of smallpox in Americas).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with minimal detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Ineffectively explain the effects of global exchanges in the Americas, Europe, Asia, and Africa

Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.		
Benchmark SS.11.3.5	Examine the political structure in major world regions, including Qing China at the time of the Kangxi emperor, Japan at the time of Tokugawa Ieyasu, the Ottoman Empire at the time of Suleyman the Magnificent, and the Hapsburg Empire at the time of Charles V		
Sample Performance Assessment (SPA)	The student: Analyzes how ruling classes mobilized resources to maintain empires (e.g., how Tokugawa depended on agricultural production to support the political and military elite).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the political structure in major world regions, making significant connections, insights, and generalizations	Examine the political structure in major world regions, making connections, insights, and generalizations	Describe the political structure in major world regions	Ineffectively describe the political structure in major world regions

Topic	Origins of Global Interdependence in early modern times, 1500 C.E. to 1800 C.E.		
Benchmark SS.11.3.6	Examine the major developments in European cultural and intellectual history, including the Renaissance, Reformation, Enlightenment, and Scientific Revolution		
Sample Performance Assessment (SPA)	The student: Evaluates the roles of prominent individuals (e.g. Leonardo daVinci, Galileo, Voltaire) in European cultural and intellectual development.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the major developments in European cultural and intellectual history, making significant connections, insights, and generalizations	Examine the major developments in European cultural and intellectual history, making connections, insights, and generalizations	Identify the major developments in European cultural and intellectual history	Ineffectively identify the major developments in European cultural and intellectual history

Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.		
Benchmark SS.11.3.7	Compare the causes and effects of the early modern democratic revolutions, including the American Revolution, French Revolution, Haitian Revolution, and South American revolutions		
Sample Performance Assessment (SPA)	The student: Examines the influence of Enlightenment ideas on revolutionary leaders (e.g., Washington and Bolivar).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the causes and effects of the early modern democratic revolutions, drawing relevant and insightful conclusions	Compare the causes and effects of the early modern democratic revolutions, drawing relevant conclusions	Describe the causes and effects of the early modern democratic revolutions	Ineffectively describe the causes and/or effects of the early modern democratic revolutions

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.		
Benchmark SS.11.3.8	Describe the socio-economic impact of the industrial revolution		
Sample Performance Assessment (SPA)	The student: Explains the global effects of inventions (e.g., steam engine) and explains the role of women (e.g., in the factory system) during the industrial revolution.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the socio-economic impact of the industrial revolution, making significant connections, insights, and generalizations	Describe the socio-economic impact of the industrial revolution, making connections, insights, and generalizations	Describe the social or the economic impact of the industrial revolution	Ineffectively describe the social and economic impact of the industrial revolution

Topic	Age of Revolution, Industry, and Empire, 1750 C.E. - 1914 C.E.		
Benchmark SS.11.3.9	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific		
Sample Performance Assessment (SPA)	The student: Explains the causes and effects of European, American, and Japanese imperialism in Africa, Asia, and the Pacific.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific, drawing relevant and insightful conclusions	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific	Describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific	Ineffectively describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.10	Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations		
Sample Performance Assessment (SPA)	The student: Explains the causes and global effects of World War I.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Describe, using relevant examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Describe, using weakly connected examples, the role of secret alliances and nationalism in triggering the outbreak of World War I	Ineffectively describe the role of secret alliances and nationalism in triggering the outbreak of World War I

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.11	Explain the rise of fascist governments, emergence of communism, and the global effects of the Great Depression		
Sample Performance Assessment (SPA)	The student: Describes tensions and conflicts of the interwar years.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression, drawing relevant and insightful conclusions	Explain the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression	Trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression	Ineffectively trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.12	Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust		
Sample Performance Assessment (SPA)	The student: Analyzes the causes, events, and atrocities of World War II.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the significant events, technological developments, and turning points of World War II, making significant connections, insights, and generalizations	Examine the significant events, technological developments, and turning points of World War II, making connections, insights, and generalization	Describe the significant events, technological developments, and turning points of World War II	Identify the significant events, technological developments, and turning points of World War II

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.13	Describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya		
Sample Performance Assessment (SPA)	The student: Explains the aims of nationalist movements and attempts by colonial countries to achieve independence after WW II in Asia and Africa.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with minimal detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Ineffectively describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.14	Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War		
Sample Performance Assessment (SPA)	The student: Describes the impact of the U.N., the significance of the creation of Israel, and the consequences of the Cold War.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Name major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Recognize major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War

Topic	The Twentieth Century, 1914-1989		
Benchmark SS.11.3.15	Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution		
Sample Performance Assessment (SPA)	The student: Explains the causes and global effects of the revolutionary movements in China, Algeria and Cuba.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution, drawing relevant and insightful conclusions	Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Name revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Recognize revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Topic	The Contemporary World 1989-present		
Benchmark SS.11.3.16	Examine the significant effects of technological developments and biological exchanges in the contemporary world		
Sample Performance Assessment (SPA)	The student: Assesses the impact of technological developments (e.g. the Internet) and biological exchanges (e.g., the spread of AIDS) in the contemporary world.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine, using relevant and insightful examples, the significant effects of technological developments and biological exchanges in the contemporary world	Examine, using relevant examples, the significant effects of technological developments and biological exchanges in the contemporary world	Explain the significant effects of technological developments or the effects of biological exchanges in the contemporary world	Ineffectively explain the significant effects of technological developments and biological exchanges in the contemporary world

Topic	The Contemporary World 1989-present		
Benchmark SS.11.3.17	Examine critical human rights issues in the contemporary world		
Sample Performance Assessment (SPA)	The student: Analyzes recent human rights violations such as ethnic cleansing, child labor, and political oppression.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine critical human rights issues in the contemporary world, drawing relevant and insightful conclusions	Examine critical human rights issues in the contemporary world, drawing relevant conclusions	Examine critical human rights issues in the contemporary world, drawing weakly supported or irrelevant conclusions	Ineffectively examine critical human rights issues in the contemporary world

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives	

Topic	Comparative Government
Benchmark SS.11.4.1	Compare the features of republican and absolutist governments that emerged in 17th century Europe
Sample Performance Assessment (SPA)	The student: Analyzes the differences between a republic (e.g. England after the Glorious Revolution) and an absolute monarchy (e.g. France during the reign of Louis XIV).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the features of republican and absolutist governments that emerged in 17th century Europe, making significant connections, insights, and generalizations	Compare the features of republican and absolutist governments that emerged in 17th century Europe, making connections, insights, and generalizations	Explain the features of republican and absolutist governments that emerged in 17th century Europe	Identify the features of republican and absolutist governments that emerged in 17th century Europe

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Political Science/Civics
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action	

Topic			
Benchmark SS.11.5	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time	

Topic			
Benchmark SS.11.6	No benchmark at this level		
Sample Performance Assessment (SPA)			
Rubric			
Advanced	Proficient	Partially Proficient	Novice

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Geography
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world	

Topic	Places and Regions		
Benchmark SS.11.7.1	Trace changing political boundaries under the influence of European imperialism		
Sample Performance Assessment (SPA)	The student: Examines the new political boundaries created by imperial and colonial authorities in Asia, Africa, and the Pacific.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace, with accuracy, changing political boundaries under the influence of European imperialism	Trace, with no significant errors, changing political boundaries under the influence of European imperialism	Trace, with a few significant errors, changing political boundaries under the influence of European imperialism	Trace, with many significant errors, changing political boundaries under the influence of European imperialism

Topic	World in Spatial Terms		
Benchmark SS.11.7.2	Use tools and methods of geographers to understand changing views of world regions		
Sample Performance Assessment (SPA)	The student: Uses geographic representations to understand changing conceptions of the western hemisphere after Christopher Columbus.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently use tools and methods of geographers to understand changing views of world regions	Usually use tools and methods of geographers to understand changing views of world regions	Sometimes use tools and methods of geographers to understand changing views of world regions	Rarely use tools and methods of geographers to understand changing views of world regions

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Strand	Economics
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems	

Topic	Economic Interdependence		
Benchmark SS.11.8.1	Explain how the exchange rate affects trade, imports, exports, and the economy of a nation		
Sample Performance Assessment (SPA)	The student: Describes the connection between exchange rates and balance of trade.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with minimal detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Ineffectively explain how the exchange rate affects trade, imports, exports, and the economy of a nation

Topic	Economic Interdependence		
Benchmark SS.11.8.2	Describe the distribution of the world's resources as it affects international economic relationships		
Sample Performance Assessment (SPA)	The student: Explains the effect of the oil crisis of the 1970s on American society.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the distribution of the world's resources as it affects international economic relationships	Describe, with detail, the distribution of the world's resources as it affects international economic relationships	Describe, with minimal detail, the distribution of the world's resources as it affects international economic relationships	Ineffectively describe the distribution of the world's resources as it affects international economic relationships

Topic	Role and Function of Markets		
Benchmark SS.11.8.3	Describe how the determinants of demand (i.e., income, substitutes, complements, number of buyers, tastes, expectations) affect the price and availability of goods and services		
Sample Performance Assessment (SPA)	The student: Explains how multinational corporations facilitate meeting the consumer demands for the global marketplace.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using relevant and insightful examples, how the determinants of demand affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of demand affect the price and availability of goods and services	Describe the determinants of demand	Ineffectively describe the determinants of demand

Content Area: Social Studies
Grade/Course: 11 / ACCN: No ACCN

Topic	Role and Function of Markets		
Benchmark SS.11.8.4	Describe how the determinants of supply (i.e., price and availability of inputs, technology, government regulation, number of sellers) affect the price and availability of goods and services		
Sample Performance Assessment (SPA)	The student: Explains the economic impact of a ban on a particular imported good.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using relevant and insightful examples, how the determinants of supply affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of supply affect the price and availability of goods and services	Describe the determinants of supply	Ineffectively describe the determinants of supply

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 1: Understand socioeconomic issues	

Topic	Socioeconomic Class		
Benchmark SS.AP.1.1	Compare the challenges faced by urban and rural poor		
Sample Performance Assessment (SPA)	The student: Distinguishes between the issues faced by the urban poor in Honolulu and the rural poor on Oahu and/or other Hawaiian islands.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, the challenges faced by urban and rural poor	Compare, with detail, the challenges faced by urban and rural poor	Compare, with minimal detail, the challenges faced by urban and rural poor	Ineffectively compare the challenges faced by urban and rural poor

Topic	Corporations and Communities		
Benchmark SS.AP.1.2	Explain the positive and negative effects of large corporate activities in local communities		
Sample Performance Assessment (SPA)	The student: Provides details about the economic impact of large chain retail stores on various communities (e.g., large city neighborhoods, urban corridor communities).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the positive and negative effects of large corporate activities in local communities	Explain, with detail, the positive and negative effects of large corporate activities in local communities	Explain, with minimal detail, the positive and negative effects of large corporate activities in local communities	Ineffectively explain the positive and negative effects of large corporate activities in local communities

Topic	Medical Economics		
Benchmark SS.AP.1.3	Analyzes causes of increasing medical costs (e.g., medical technology, pharmaceuticals, health care providers, malpractice suits and insurance, uninsured patients)		
Sample Performance Assessment (SPA)	The student: Researches reasons for increased costs of hospital stays.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with well-supported detail, the causes of increasing medical costs in great depth	Analyze, with supported detail, the causes of increasing medical costs in depth	Analyze, with weakly supported detail, the causes of increasing medical costs in limited depth	Ineffectively analyze the causes of increasing medical costs

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Topic	America and the Global Economy		
Benchmark SS.AP.1.4	Describe the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil		
Sample Performance Assessment (SPA)	The student: Explains the political and economic impact of the trade deficit America has with China.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil	Describe, with detail, the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil	Describe, with minimal detail, the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil	Ineffectively describe the social, political, and economic issues America faces in light of emerging economies in places such as China, India, and Brazil

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 2: Understand problems of terrorism, war, and security	

Topic	Democracy and Terrorism		
Benchmark SS.AP.2.1	Describe the controversy over national security vs. civil liberties with regard to terrorism		
Sample Performance Assessment (SPA)	The student: Provides examples of the effects of the Patriot Act on national security and civil liberties.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the controversy over national security vs. civil liberties with regard to terrorism	Describe, with detail, the controversy over national security vs. civil liberties with regard to terrorism	Describe, with minimal detail, the controversy over national security vs. civil liberties with regard to terrorism	Ineffectively describe the controversy over national security vs. civil liberties with regard to terrorism

Topic	Military Policy and Society		
Benchmark SS.AP.2.2	Describe the impact of military policies on military service personnel (e.g., mental and physical health, access to health benefits, impact on families)		
Sample Performance Assessment (SPA)	The student: Explains the effects of military health policies on disabled veterans.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the impact of military policies on military service personnel	Describe, with detail, the impact of military policies on military service personnel	Describe, with minimal detail, the impact of military policies on military service personnel	Ineffectively describe the impact of military policies on military service personnel

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 3: Understand issues and politics of the "culture wars"?	

Topic	Medicine and Science		
Benchmark SS.AP.3.1	Compare perspectives on controversial topics in medicine and science (e.g., abortion, stem cell research, life support systems)		
Sample Performance Assessment (SPA)	The student: Assesses the controversy over stem cell research.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, perspectives on controversial topics in medicine and science	Compare, with supported detail, perspectives on controversial topics in medicine and science	Compare, with weakly supported detail, perspectives on controversial topics in medicine and science	Ineffectively compare perspectives on controversial topics in medicine and science

Topic	Public Education		
Benchmark SS.AP.3.2	Explain controversies over public education (e.g., science and religion, sex education)		
Sample Performance Assessment (SPA)	The student: Explains court rulings or school board decisions on efforts to include creationism in science curricula.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, controversies over public education	Explain, with supported detail, controversies over public education	Explain, with weakly supported detail, controversies over public education	Ineffectively explain controversies over public education

Topic	Legal Controversies		
Benchmark SS.AP.3.3	Compare positions on legal issues (e.g., gun control, same sex marriage, capital punishment)		
Sample Performance Assessment (SPA)	The student: Evaluates gun control issues in terms of the 2nd Amendment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, positions on legal issues	Compare, with supported detail, positions on legal issues	Compare, with weakly supported detail, positions on legal issues	Ineffectively compare positions on legal issues

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 4: Understand minority and diversity issues	

Topic	Social Differences		
Benchmark SS.AP.4.1	Analyze issues of diversity, prejudice, and discrimination in America		
Sample Performance Assessment (SPA)	The student: Assesses the controversy over affirmative action (e.g., college admission, employment)		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze, with well-supported detail, issues of diversity, prejudice, and discrimination in America	Analyze, with supported detail, issues of diversity, prejudice, and discrimination in America	Analyze, with weakly supported detail, issues of diversity, prejudice, and discrimination in America	Ineffectively analyze issues of diversity, prejudice, and discrimination in America

Topic	Indigenous Peoples		
Benchmark SS.AP.4.2	Explain the social, political, economic, and cultural struggles of indigenous populations (e.g., Native Americans, Inuit, Native Hawaiians)		
Sample Performance Assessment (SPA)	The student: Describes various issues faced by various indigenous people regarding assimilation		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, the social, political, economic, and cultural struggles of indigenous populations	Explain, with supported detail, the social, political, economic, and cultural struggles of indigenous populations	Explain, with weakly supported detail, the social, political, economic, and cultural struggles of indigenous populations	Ineffectively explain the social, political, economic, and cultural struggles of indigenous populations

Topic	Illegal Immigration		
Benchmark SS.AP.4.3	Explain various perspectives regarding illegal immigration		
Sample Performance Assessment (SPA)	The student: Describes the economic impact of illegal immigration from various perspectives.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, various perspectives regarding illegal immigration	Explain, with supported detail, the various perspectives regarding illegal immigration	Explain, with weakly supported detail, various perspectives regarding illegal immigration	Ineffectively explain various perspectives regarding illegal immigration

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 5: Understand concerns over environmental degradation and economic opportunity	

Topic	Science, Politics, and the Environment		
Benchmark SS.AP.5.1	Explain connections between the scientific, economic, and political aspects of global environmental issues (e.g., climate change, pollution, natural resources)		
Sample Performance Assessment (SPA)	The student: Explains the positive and negative relationships between environmental and economic choices.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, connections between scientific, economic, and political aspects of global environmental issues	Explain, with detail, connections between scientific, economic, and political aspects of global environmental issues	Explain, with minimal detail, connections between scientific, economic, and political aspects of global environmental issues	Ineffectively explain connections between scientific, economic, and political aspects of global environmental issues

Topic	Population Problems		
Benchmark SS.AP.5.2	Describe the effects of overpopulation on employment, land use, and pollution		
Sample Performance Assessment (SPA)	The student: Explains the impact of population growth on water resources in arid regions of the United States.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the effects of overpopulation on employment, land use, and pollution	Describe, with detail, the effects of overpopulation on employment, land use, and pollution	Describe, with minimal detail, the effects of overpopulation on employment, land use, and pollution	Ineffectively describe the effects of overpopulation on employment, land use, and pollution

Content Area: Social Studies
Grade/Course: American Problems / ACCN: CGU2200

Strand	American Problems
Standard 6: Understand the impact of advanced information technology on public and private life	

Topic	Impact of IT		
Benchmark SS.AP.6.1	Describe the impact of the information revolution on economic, social, and political issues and events		
Sample Performance Assessment (SPA)	The student: Explains ways in which information technology has affected the growth of financial markets.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the impact of the information revolution on economic, social, and political issues and events, using precise and relevant examples	Describe the impact of the information revolution on economic, social, and political issues and events, using relevant examples	Describe the impact of the information revolution on economic, social, and political issues and events, using partially relevant examples	Describe the impact of the information revolution on economic, social, and political issues and events, using few and/or irrelevant examples

Topic	IT and Ethics		
Benchmark SS.AP.6.2	Explain ethical issues involving internet use and privacy		
Sample Performance Assessment (SPA)	The student: Explains controversies over internet access by corporations and/or government to private information (e.g., access to street addresses, photographs of private property, personal email communications).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, ethical issues involving internet use and privacy	Explain, with detail, ethical issues involving internet use and privacy	Explain, with minimal detail, ethical issues involving internet use and privacy	Ineffectively explain ethical issues involving internet use and privacy

Content Area: Social Studies
Grade/Course: Asian Studies / ACCN: CHR2100

Strand	Asian Studies
Standard 1: Understand the foundations of Asian societies	

Topic	Beginnings of Agricultural Societies		
Benchmark SS.AS.1.1	Explain the origins and diffusion of agricultural societies in Asia, including the effects of culture and the environment		
Sample Performance Assessment (SPA)	The student: Describes the relationship between the developments of agriculture and flood control in the beginnings of Chinese civilization.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, the origins and diffusion of agricultural societies in Asia, including the effects of culture and the environment	Explain, with supported detail, the origins and diffusion of agricultural societies in Asia, including the effects of culture and the environment	Explain, with weakly associated detail, the origins and diffusion of agricultural societies in Asia, including the effects of culture and the environment	Ineffectively explain the origins and diffusion of agricultural societies in Asia, including the effects of culture and the environment

Topic	Classical Asian Societies		
Benchmark SS.AS.1.2	Explain the development of the classical cultures of Asian civilizations (e.g., Chinese, Indian, Japanese, Indonesian)		
Sample Performance Assessment (SPA)	The student: Describes the philosophical and/or religious foundations of classical India and China (e.g., the Vedas, Brahmanism, Buddhism, Daoism, Confucianism).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, the development of the classical cultures of Asian civilizations	Explain, with supported detail, the development of the classical cultures of Asian civilizations	Explain, with weakly associated detail, the development of the classical cultures of Asian civilizations	Ineffectively explain the development of the classical cultures of Asian civilizations

Content Area: Social Studies
Grade/Course: Asian Studies / ACCN: CHR2100

Strand	Asian Studies
Standard 2: Understand the expansion and interactions of cultural regions in Asia	

Topic	Cross-cultural Expansion		
Benchmark SS.AS.2.1	Explain how trade networks of central and southeast Asian societies facilitated cultural and commercial communications and exchanges (e.g., through the Silk Road, the Indian Ocean, the China Seas)		
Sample Performance Assessment (SPA)	The student: Describes how Buddhism spread and developed along trade routes through various cultural regions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, how trade networks of central and southeast Asian societies facilitated cultural and commercial communications and exchanges	Explain, with supported detail, how trade networks of central and southeast Asian societies facilitated cultural and commercial communications and exchanges	Explain, with weakly associated detail, how trade networks of central and southeast Asian societies facilitated cultural communications and exchanges	Ineffectively explain how trade networks of central and southeast Asian societies facilitated cultural communications and exchanges

Topic	Cross-cultural Expansion		
Benchmark SS.AS.2.2	Describe the ways Chinese and Indian cultures expanded into and interacted with the regions around them		
Sample Performance Assessment (SPA)	The student: Explains the effects of the Tang Dynasty's regional expansion on China's political, economic, and cultural development.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with well-supported detail, the ways Chinese and Indian cultures expanded into and interacted with the regions around them	Describe, with supported detail, the ways Chinese and Indian cultures expanded into and interacted with the regions around them	Describe, with weakly associated detail, the ways Chinese and Indian cultures expanded into and interacted with the regions around them	Ineffectively describe the ways Chinese and Indian cultures expanded into and interacted with the regions around them

Topic	Interaction and Isolation		
Benchmark SS.AS.2.3	Draw conclusions about the development of Japanese and Korean societies, their foreign contacts, and their isolation policies		
Sample Performance Assessment (SPA)	The student: Investigates the impact of Chinese culture on Korea and Japan.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Draw well-supported conclusions about the development of Japanese and Korean societies, their foreign contacts, and their isolation policies	Draw supported conclusions about the development of Japanese and Korean societies, their foreign contacts, and their isolation policies	Draw partially supported conclusions about the development of Japanese and Korean societies, their foreign contacts, and their isolation policies	Ineffectively draw conclusions about the development of Japanese and Korean societies, their foreign contacts, and their isolation policies

Content Area: Social Studies
Grade/Course: Asian Studies / ACCN: CHR2100

Strand	Asian Studies
Standard 3: Understand Asian reactions in the age of Western imperialism	

Topic	Imperialism		
Benchmark SS.AS.3.1	Describe the social, political, and economic effects of Western imperialism on Asia (e.g., in China, Japan, India, Indonesia, Indo-China, the Philippines) ca. 1760 ? 1910		
Sample Performance Assessment (SPA)	The student: Explains the effects of American imperialism in the Philippines.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with well-supported detail, the social, political, and economic effects of Western imperialism on Asia, ca. 1760 ? 1910	Describe, with supported detail, the social, political, and economic effects of Western imperialism on Asia, ca. 1760 ? 1910	Describe, with weakly associated details, the social, political, and economic effects of Western imperialism on Asia, ca. 1760 ? 1910	Ineffectively describe the social, political, and economic effects of Western imperialism on Asia, ca. 1760 ? 1910

Topic	Imperialism		
Benchmark SS.AS.3.2	Compare the responses of various countries in Asia (e.g., China, Japan) to Western imperialism in the 19th century		
Sample Performance Assessment (SPA)	The student: Differentiates, in terms of resistance to foreign pressures, the policies of the Chinese and Japanese governments in the last half of the 19th century.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the responses of various countries in Asia to Western imperialism in the 19th century	Compare the responses of various countries in Asia to Western imperialism in the 19th century	Explain the responses of various countries in Asia to Western imperialism in the 19th century	List the responses of various countries in Asia to Western imperialism in the 19th century

Content Area: Social Studies
Grade/Course: Asian Studies / ACCN: CHR2100

Strand	Asian Studies
Standard 4: Understand the interactions of nationalism, wars, and revolutions in 20th century Asia	

Topic	War and Nationalism		
Benchmark SS.AS.4.1	Describe the impact of the world wars and Japan's military imperialism on Asian countries		
Sample Performance Assessment (SPA)	The student: Explains the effects of Japan's occupation on Korea.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using precise and relevant details, the impact of the world wars and Japan's military imperialism on Asian countries	Describe, using relevant details, the impact of the world wars and Japan's military imperialism on Asian countries	Describe, using partially relevant details, the impact of the world wars and Japan's military imperialism on Asian countries	Ineffectively describe the impact of the world wars and Japan's military imperialism on Asian countries

Topic	Revolution, Independence, and Nationalism		
Benchmark SS.AS.4.2	Explain how democratic and communist revolutions affected Asian independence and nationalist movements (e.g., in India, China, Vietnam, Cambodia, Philippines, Tibet)		
Sample Performance Assessment (SPA)	The student: Describes the relationship between the ideologies of communism and democracy in the struggles for independence and self-determination by the countries of Indo-China.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using precise and relevant detail, how democratic and communist revolutions affected Asian independence and nationalist movements	Explain, using relevant details, how democratic and communist revolutions affected Asian independence and nationalist movements	Explain, using partially relevant details, how democratic and communist revolutions affected Asian independence and nationalist movements	Ineffectively explain how democratic and communist revolutions affected Asian independence and nationalist movements

Content Area: Social Studies
Grade/Course: Asian Studies / ACCN: CHR2100

Strand	Asian Studies
Standard 5: Understand the roles of Asian nations in an interconnected world	

Topic	Economic Growth		
Benchmark SS.AS.5.1	Describe how the rapid economic growth of various Asian countries has affected their people's social norms and sense of national identity		
Sample Performance Assessment (SPA)	The student: Explains the socioeconomic effect of modern industrialization on the societies of Japan and China.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using precise and relevant details, how the rapid economic growth of various Asian countries has affected their people's social norms and sense of national identity	Describe, using relevant details, how the rapid economic growth of various Asian countries has affected their people's social norms and sense of national identity	Describe, using partially relevant details, how the rapid economic growth of various Asian countries has affected their people's social norms and sense of national identity	Ineffectively describe how the rapid economic growth of various Asian countries has affected their people's social norms and sense of national identity

Topic	Global Issues		
Benchmark SS.AS.5.2	Compare the reactions by Asian traditional cultures to the impact of Western culture (e.g., as reflected in language, pop culture, norms)		
Sample Performance Assessment (SPA)	The student: Compares cultural adaptations in different Asian countries (e.g., Japan, Taiwan, India) of various aspects of Western culture (e.g., music, clothing, political ideologies).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, using precise and relevant details, the reactions by Asian traditional cultures to the impact of Western culture	Compare, using relevant details, the reactions by Asian traditional cultures to the impact of Western culture	Compare, using partially relevant details, the reactions by Asian traditional cultures to the impact of Western culture	Ineffectively compare the reactions by Asian traditional cultures to the impact of Western culture

Topic	Global Issues		
Benchmark SS.AS.5.3	Explain Asia's role in such global crises as overpopulation, environmental degradation, epidemics, human trafficking, and terrorism		
Sample Performance Assessment (SPA)	The student: Describes China's problems with industrial pollution and efforts to reduce it.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, using precise and relevant details, Asia's role in such global crises as overpopulation, environmental degradation, epidemics, human trafficking, and terrorism	Explain, using relevant details,, Asia's role in such global crises as overpopulation, environmental degradation, epidemics, human trafficking, and terrorism	Explain, using partially relevant details, Asia's role in such global crises as overpopulation, environmental degradation, epidemics, human trafficking, and terrorism	Ineffectively explain Asia's role in such global crises as overpopulation, environmental degradation, epidemics, human trafficking, and terrorism

Content Area: Social Studies
Grade/Course: Cultural Anthropology / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 1: Understand anthropological theories and methods	

Topic	Anthropological Theory		
Benchmark SS.CA.1.1	Differentiate between various concepts (e.g., culture, relativism, holism) and theories (e.g., diffusionism, structuralism, cultural ecology) in anthropology		
Sample Performance Assessment (SPA)	The student: Critiques the effects of feminist, interpretive, and post-modernist theories on anthropology.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Differentiate, with well-supported detail, between various concepts and theories in anthropology	Differentiate, with supported detail, between various concepts and theories in anthropology	Differentiate, with weakly associated details, between various concepts and theories in anthropology	Differentiate, with unrelated details, between various concepts and theories in anthropology

Topic	Anthropological Theory		
Benchmark SS.CA.1.2	Assess the role of evolutionary theory in cultural anthropology (e.g., early evolution concepts, unilinear and multilinear evolution, sociobiology)		
Sample Performance Assessment (SPA)	The student: Compares sociological and biological approaches to evolutionary concepts in cultural anthropology.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess, in great detail, the role of evolutionary theory in cultural anthropology	Assess, in detail, the role of evolutionary theory in cultural anthropology	Assess, in some detail, the role of evolutionary theory in cultural anthropology	Assess, in minimal detail, the role of evolutionary theory in cultural anthropology

Topic	Anthropological Methodologies		
Benchmark SS.CA.1.3	Assess how cultural anthropology uses case studies, participant observation, and ethnography		
Sample Performance Assessment (SPA)	The student: Compares the goals and methods of cultural anthropology with those of natural science.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess, in great detail, how cultural anthropology uses case studies, participant observation, and ethnography	Asses, in detail, how cultural anthropology uses case studies, participant observation, and ethnography	Assess, in some detail, how cultural anthropology uses case studies, participant observation, and ethnography	Assess, in minimal detail, how cultural anthropology uses case studies, participant observation, and ethnography

Content Area: Social Studies
Grade/Course: Cultural Anthropology / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 2: Understand varieties of communication, kinship, and social relationships	

Topic	Cultural Communication
Benchmark SS.CA.2.1	Describe how culture is produced and negotiated through audio and visual language systems, writing, and electronic media
Sample Performance Assessment (SPA)	The student: Explains ways in which the internet affects cross-cultural developments.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media	Describe, in detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media	Describe, in some detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media	Describe, in minimal detail, how culture is produced and negotiated through audio and visual language systems, writing, and electronic media

Topic	Roles Based on Reproduction, Kinship, and Group
Benchmark SS.CA.2.2	Compare how gender, biological relationship, and social identity have been used to determine family structure and roles/relations in different cultures and time periods
Sample Performance Assessment (SPA)	The student: Assesses the role of extended family structures in various cultures (e.g., Chinese, Polynesian, Iroquois, Bantu).

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods	Compare, with supported detail, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods	Compare, with weakly associated details, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods	Compare, with unrelated details, how gender, biological relationship, and social identity have been used to determine family membership and structure relations in different cultures and time periods

Topic	Roles Based on Reproduction, Kinship, and Group
Benchmark SS.CA.2.3	Describe forms of social stratification (e.g., based on class, ethnicity, religion, race, gender) in various times and/or places
Sample Performance Assessment (SPA)	The student: Provides examples of ethnic and/or racial stratification in local communities or regions.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, forms of social stratification in various times and/or places	Describe, in detail, forms of social stratification in various times and/or places	Describe, in some detail, forms of social stratification in various times and/or places	Describe, in minimal detail, forms of social stratification in various times and/or places

Content Area: Social Studies
Grade/Course: Cultural Anthropology / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 3: Understand varieties of economic and political patterns	

Topic	Economic Evolution and History		
Benchmark SS.CA.3.1	Trace the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism		
Sample Performance Assessment (SPA)	The student: Compares conflicting and peaceful transitions from hunter-gatherer to agricultural and pastoral systems of food acquisition.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace, in great detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism	Trace, in detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism	Trace, in some detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism	Trace, in minimal detail, the development of food acquisition from hunting-gathering through the rise and spread of agriculture and pastoralism

Topic	Economic Systems		
Benchmark SS.CA.3.2	Compare the economic systems (e.g., resource bases, production and distribution modes, and/or socioeconomic allocation patterns) of agrarian, industrial, and post-industrial societies		
Sample Performance Assessment (SPA)	The student: Assesses how railroad systems affect agrarian and rural societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, the economic systems of agrarian, industrial, and post-industrial societies	Compare, with supported detail, the economic systems of agrarian, industrial, and post-industrial societies	Compare, with weakly associated details, the economic systems of agrarian, industrial, and post-industrial societies	Compare, with unrelated details, the economic systems of agrarian, industrial, and post-industrial societies

Topic	Political Systems		
Benchmark SS.CA.3.3	Compare how different kinds of political organization (e.g., democratic, communist, theocratic, military/police state) have managed authority, freedom, laws, values, and conflict		
Sample Performance Assessment (SPA)	The student: Evaluates, in terms of strength and weakness, the role of habeas corpus in the legal systems of various types of political organization.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, how different kinds of political organization have managed authority, freedom, laws, values, and conflict	Compare, with supported detail, how different kinds of political organization have managed authority, freedom, laws, values, and conflict	Compare, with weakly associated details, how different kinds of political organization have managed authority, freedom, laws, values, and conflict	Compare, with unrelated details, how different kinds of political organization have managed authority, freedom, laws, values, and conflict

Content Area: Social Studies
Grade/Course: Cultural Anthropology / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 4: Understand varieties of belief and creativity	

Topic	Comparative Religion		
Benchmark SS.CA.4.1	Compare the beliefs, symbols, and practices of various religions		
Sample Performance Assessment (SPA)	The student: Distinguishes between the theological and social beliefs of monotheistic and polytheistic religions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with well-supported detail, the beliefs, symbols, and practices of various religions	Compare, with supported detail, the beliefs, symbols, and practices of various religions	Compare, with weakly associated details, the beliefs, symbols, and practices of various religions	Compare, with unrelated details, the beliefs, symbols, and practices of various religions

Topic	Cultural Exchange		
Benchmark SS.CA.4.2	Describe ways that cross-cultural encounters have affected artistic expression		
Sample Performance Assessment (SPA)	The student: Provides examples of the influence of British architecture on India's public buildings.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, providing highly relevant examples, ways that cross-cultural encounters have affected artistic expression	Describe, providing relevant examples, ways that cross-cultural encounters have affected artistic expression	Describe, providing partially relevant examples, ways that cross-cultural encounters have affected artistic expression	Describe, providing irrelevant examples, ways that cross-cultural encounters have affected artistic expression

Content Area: Social Studies
Grade/Course: Cultural Anthropology / ACCN: No ACCN

Strand	Cultural Anthropology
Standard 5: Understand interactions between local and global cultural patterns	

Topic	Local Impacts of Global Change		
Benchmark SS.CA.5.1	Explain the effects of globalization on regional and local cultures (e.g., gender roles, education, language, the arts, law)		
Sample Performance Assessment (SPA)	The student: Explains the effect of global economic changes on the rise of female education.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported conclusions, the effects of globalization on regional and local cultures	Explain, with supported conclusions, the effects of globalization on regional and local cultures	Explain, with partially supported conclusions, the effects of globalization on regional and local cultures	Explain, with unsupported conclusions, the effects of globalization on regional and local cultures

Topic	Local Impacts of Global Change		
Benchmark SS.CA.5.2	Describe ways indigenous people are using contemporary resources to revitalize and protect their cultures		
Sample Performance Assessment (SPA)	The student: Describes the economic and political methods used by tribal groups in the Amazon Basin to protect their cultures and territories.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with well-supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures	Describe, with supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures	Describe, with partially supported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures	Describe, with unsupported conclusions, ways indigenous people are using contemporary resources to revitalize and protect their cultures

Topic	Cultural Conflict		
Benchmark SS.CA.5.3	Explain causes and resolutions of cultural conflict (e.g., tribal, national, ethnic, religious, racial)		
Sample Performance Assessment (SPA)	The student: Describes the history of the Indo-Pakistani conflict in Kashmir.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with well-supported detail, causes and resolutions of cultural conflict	Explain, with supported details, causes and resolutions of cultural conflict	Explain, with weakly associated details, causes and resolutions of cultural conflict	Explain, with unrelated details, causes and resolutions of cultural conflict

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 1: Understand that scarcity and choice impact economic activity of individuals, families, communities, and nations	

Topic	Opportunity Costs and Trade-offs		
Benchmark SS.12E.1.1	Describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions		
Sample Performance Assessment (SPA)	The student: Uses current personal or family budgets, goals, and values to describe how marginal costs and marginal benefits are related to economic decisions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions, drawing highly relevant conclusions	Describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions, drawing relevant conclusions	Describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions, drawing partially relevant conclusions	Ineffectively describe how individuals, families, communities, and/or nations use marginal costs and marginal benefits to make economic decisions

Topic	Productivity		
Benchmark SS.12E.1.2	Identify the factors of production (e.g., land, labor, capital) and explain how these factors influence the production of goods and services		
Sample Performance Assessment (SPA)	The student: Identifies the factors of production in coffee manufacturing and explains how these factors affect its production.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the factors of production and explain, with clear and precise detail, how these factors influence the production of goods and services	Identify the factors of production and explain, with detail, how these factors influence the production of goods and services	Identify the factors of production and explain, with minimal detail, how these factors influence the production of goods and services	Ineffectively identify the factors of production and ineffectively explain how these factors influence the production of goods and services

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 2: Understand markets and the role of supply and demand in determining price and resource allocation	

Topic	Role and Function of Markets		
Benchmark SS.12E.2.1	Explain the laws of supply and demand and illustrate how their determinants affect the supply or demand curve (e.g., how changes in technology or price of inputs affect supply; how consumer income, tastes, and preferences affect demand)		
Sample Performance Assessment (SPA)	The student: Uses the laws of supply and demand to explain how changes in the price of oil may affect the supply of alternative sources of energy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the laws of supply and demand and illustrate how the determinants of supply or demand affect the supply or demand curve, drawing highly relevant conclusions	Explain the laws of supply and demand and illustrate how the determinants of supply or demand affect the supply or demand curve, drawing relevant conclusions	Explain the laws of supply and demand and illustrate how the determinants of supply or demand affect the supply or demand curve, drawing partially relevant conclusions	Ineffectively explain the laws of supply and demand and poorly illustrate how the determinants of supply or demand affect the supply or demand curve

Topic	Role and Function of Markets		
Benchmark SS.12E.2.2	Explain how money makes it easier for countries to borrow, save, invest, and compare the value of goods and services		
Sample Performance Assessment (SPA)	The student: Explains how nations with different currencies are able to buy and sell goods and services globally.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain how money makes it easier for countries to borrow, save, invest, and compare the value of goods and services, drawing highly relevant conclusions	Explain how money makes it easier for countries to borrow, save, invest, and compare the value of goods and services, drawing relevant conclusions	Explain how money makes it easier for countries to borrow, save, invest, and compare the value of goods and services, drawing partially relevant conclusions	Ineffectively explain how money makes it easier for countries to borrow, save, invest, and ineffectively compare the value of goods and services

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 3: Understand the sources of income and growth in a market-based economy	

Topic	Economic Growth		
Benchmark SS.12E.3.1	Describe the characteristics of an entrepreneur (e.g., how he or she accepts business risks for profit) and explain the role of entrepreneurs in a market-based economy (e.g., how they introduce new products and production methods)		
Sample Performance Assessment (SPA)	The student: Describes a local entrepreneur or a historically significant entrepreneur and explains how his or her innovation or methods of production contributed to the growth of the community or nation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the characteristics of an entrepreneur and explain, with clear and precise detail, the role of entrepreneurs in a market-based economy	Describe the characteristics of an entrepreneur and explain, with detail, the role of entrepreneurs in a market-based economy	Describe the characteristics of an entrepreneur and explain, with minimal detail, the role of entrepreneurs in a market-based economy	Ineffectively describe the characteristics of an entrepreneur and ineffectively explain the role of entrepreneurs in a market-based economy

Topic	Economic Growth		
Benchmark SS.12E.3.2	Explain how stock markets function, what influences their performance, and how they impact national economies		
Sample Performance Assessment (SPA)	The student: Explains the impact of a bankruptcy of a major corporation on the performance of the stock market.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain how stock markets function, what influences their performance, and how they impact national economies, using highly relevant examples	Explain how stock markets function, what influences their performance, and how they impact national economies, using relevant examples	Explain how stock markets function, what influences their performance, and how they impact national economies, using partially relevant examples	Ineffectively explain how stock markets function, what influences their performance, and how they impact national economies

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 4: Understand how to use personal economic decision-making to maximize the net benefits of personal income	

Topic	Personal Economic Decisions		
Benchmark SS.12E.4.1	Analyze the types of personal economic decisions and choices that individuals make (e.g., determining how to budget money; establishing short- and long-term financial goals and plans related to income, saving, and spending; utilizing loans and credit cards; considering investment options)		
Sample Performance Assessment (SPA)	The student: Develops a financially solvent retirement plan for people in various careers.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the types of personal economic decisions and choices that individuals make, drawing highly relevant conclusions	Analyze the types of personal economic decisions and choices that individuals make, drawing relevant conclusions	Analyze the types of personal economic decisions and choices that individuals make, drawing partially relevant conclusions	Ineffectively analyze the types of personal economic decisions and choices that individuals make

Topic	Economic Reasoning		
Benchmark SS.12E.4.2	Identify how economic reasoning is used to make to make personal decisions (e.g., purchasing a car; deciding on a college, career choices)		
Sample Performance Assessment (SPA)	The student: Identifies the trade-offs and opportunity costs of buying a new car.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify how economic reasoning is used to make personal decisions, using highly relevant examples	Identify how economic reasoning is used to make personal decisions, using relevant examples	Identify how economic reasoning is used to make decisions, using partially relevant examples	Ineffectively identify how economic reasoning is used to make decisions

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 5: Understand the various economic institutions of a market-based economy	

Topic	Economic Institutions		
Benchmark SS.12E.5.1	Explain the significance of economic institutions (e.g., the banking system and its interaction with business firms and consumers; the function of financial and securities markets; the impact of labor unions on the American economy) in a market-based economy		
Sample Performance Assessment (SPA)	The student: Explains the importance of banking and how it serves as a medium of exchange in a market-based economy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how and why individuals utilize various financial institutions	Describe, with detail, how and why individuals utilize various financial institutions	Describe, with minimal detail, how and why individuals utilize various financial institutions	Ineffectively describe how and why individuals utilize various financial institutions

Topic	Competition		
Benchmark SS.12E.5.2	Explain the nature and role of competition in a market-based economy (e.g., the determination of market price through competition among buyers and sellers; conditions that make industries more or less competitive; the effect of domestic and international competition in a market-based economy)		
Sample Performance Assessment (SPA)	The student: Describes how the number of sellers of a similar good or service in a market affects the quality, quantity, and price of those goods or services.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the nature and role of competition in a market-based economy, drawing highly relevant conclusions	Explain the nature and role of competition in a market-based economy, drawing relevant conclusions	Describe the nature and role of competition in a market-based economy, drawing partially relevant conclusions	Identify the nature and role of competition in a market-based economy

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 6: Understand the national economy and economic policies	

Topic	National Economy		
Benchmark SS.12E.6.1	Explain various measures of economic health (e.g., the Gross Domestic Product [GDP], consumer price indexes [CPI], personal income, disposable income, rates of inflation and deflation, unemployment rates)		
Sample Performance Assessment (SPA)	The student: Uses various measures of economic health (such as GDP, CPI, income statistics) to assess the economic health of the nation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, various measures of economic health	Explain, with detail, various measures of economic health	Explain, with minimal detail, various measures of economic health	Ineffectively explain various measures of economic health

Topic	Economic Policies		
Benchmark SS.12E.6.2	Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy		
Sample Performance Assessment (SPA)	The student: Explains how monetary and fiscal policy are used to control inflation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy, using highly relevant examples	Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy, using relevant examples	Explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy, using partially relevant examples	Ineffectively explain the various roles government plays in a market-based economy, including monetary policy, market regulation and oversight, and fiscal policy

Topic	Revenue		
Benchmark SS.12E.6.3	Explain major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level		
Sample Performance Assessment (SPA)	The student: Uses data on taxes to explain government revenue sources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level	Explain, with detail, major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level	Explain, with minimal detail, major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level	Ineffectively explain major sources of government revenue (e.g., personal income and payroll taxes, sales taxes, property taxes) at the federal, state, and local level

Content Area: Social Studies
Grade/Course: Economics / ACCN: CSD2500

Strand	Economics
Standard 7: Understand the principles of global trade and economic development	

Topic	Characteristics of Global Trade		
Benchmark SS.12E.7.1	Explain the characteristics of global trade (e.g., tariffs, foreign exchange market, trade agreements, balance of payments, specialization)		
Sample Performance Assessment (SPA)	The student: Explains how the foreign exchange market affects the cost of an imported skateboard.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the characteristics of global trade	Explain, with detail, the characteristics of global trade	Explain, with minimal detail, the characteristics of global trade	Ineffectively explain the characteristics of global trade

Topic	Economic Development		
Benchmark SS.12E.7.2	Explain how global trade affects a nation's economic development (e.g., increases in consumer choice, standards of living, production efficiencies)		
Sample Performance Assessment (SPA)	The student: Explains how trade agreements affect economic development in partner nation(s).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise evidence, how global trade affects economic development	Explain, with evidence, how global trade affects economic development	Explain, with weak evidence, how global trade affects economic development	Ineffectively explain how global trade affects economic development

Topic	Economic Development		
Benchmark SS.12E.7.3	Compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based)		
Sample Performance Assessment (SPA)	The student: Compares a capitalist nation to a communist nation in terms of economic advantages and disadvantages.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based), drawing highly relevant conclusions	Compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based), drawing relevant conclusions	Compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based), drawing partially relevant conclusions	Ineffectively compare the advantages and disadvantages of economic systems (i.e., traditional, command, market-based)

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Strand	European Studies
Standard 1: Understand aspects of European culture	

Topic	The Arts		
Benchmark SS.ES.1.1	Describe trends in the visual arts of Europe		
Sample Performance Assessment (SPA)	The student: Provides examples of visual arts from different periods (e.g., Renaissance, Neo-Classical, Realism, Impressionism, Modernism) of European painting.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, trends in the visual arts of Europe	Describe, with detail, trends in the visual arts of Europe	Describe, with minimal detail, trends in the visual arts of Europe	Ineffectively describe trends in the visual arts of Europe

Topic	Literature, Film, Theater		
Benchmark SS.ES.1.2	Explain how European literature and film have reflected issues in European society		
Sample Performance Assessment (SPA)	The student: Describes ways in which European novelists have dealt with totalitarianism (e.g., Malraux, Mann, Orwell, Solzhenitsyn).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how European literature and film have reflected issues in European society	Explain, with detail, how European literature and film have reflected issues in European society	Explain, with minimal detail, how European literature and film have reflected issues in European society	Ineffectively explain how European literature and film have reflected issues in European society

Topic	Science and Scholarship		
Benchmark SS.ES.1.3	Draw conclusions about European science and scholarship (e.g., European Organization for Nuclear Research (CERN), the Nobel Prize, deconstructionism)		
Sample Performance Assessment (SPA)	The student: Researches the development and significance of the European Organization for Nuclear Research (CERN).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Draw well-supported conclusions about European science and scholarship	Draw supported conclusions about European science and scholarship	Draw partially supported conclusions about European science and scholarship	Ineffectively draw conclusions about European science and scholarship

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Strand	European Studies
Standard 2: Understand political issues among European nations	

Topic	European Union		
Benchmark SS.ES.2.1	Describe the development, purpose, and current status of the European Union (EU)		
Sample Performance Assessment (SPA)	The student: Describes the development of the European Union (EU) and explains its impact on global politics.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the development, purpose, and current status of the European Union (EU)	Describe, with detail, the development, purpose, and current status of the European Union (EU)	Describe, with minimal detail, the development, purpose, and current status of the European Union (EU)	Ineffectively describe the development, purpose, and current status of the European Union (EU)

Topic	Supranational and Regional Issues		
Benchmark SS.ES.2.2	Explain the tensions in Europe between supranational organizations (e.g., EU, NATO) and regionalism (e.g., national and local autonomy)		
Sample Performance Assessment (SPA)	The student: Describes controversies between the EU, national governments, and local communities over trade policies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the tensions in Europe between supranational organizations and regionalism	Explain, with detail, the tensions in Europe between supranational organizations and regionalism	Explain, with minimal detail, the tensions in Europe between supranational organizations and regionalism	Ineffectively explain the tensions in Europe between supranational organizations and regionalism

Topic	The Balkans		
Benchmark SS.ES.2.3	Explain the conflicts following the breakup of Yugoslavia (e.g., conflicts in Croatia, Bosnia and Kosovo; ethnic cleansing)		
Sample Performance Assessment (SPA)	The student: Describes the stages of North Atlantic Treaty Organization (NATO) involvement with the conflicts in areas of former Yugoslavia.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the conflicts following the breakup of Yugoslavia	Explain, with detail, the conflicts following the breakup of Yugoslavia	Explain, with minimal detail, the conflicts following the breakup of Yugoslavia	Ineffectively explain the conflicts following the breakup of Yugoslavia

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Strand	European Studies
Standard 3: Understand European political relations with non-European countries	

Topic	International Organizations		
Benchmark SS.ES.3.1	Describe the roles of different European countries in the United Nations (e.g., in the General Assembly, on the Security Council, in particular crises and humanitarian missions)		
Sample Performance Assessment (SPA)	The student: Gives examples of the participation of European countries in UN humanitarian missions (e.g., in Africa, Asia).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the roles of different European countries in the United Nations	Describe, with detail, the roles of different European countries in the United Nations	Describe, with minimal detail, the roles of different European countries in the United Nations	Ineffectively describe the roles of different European countries in the United Nations

Topic	Terrorism, Security, and Freedom		
Benchmark SS.ES.3.2	Compare how European countries have dealt with terrorism		
Sample Performance Assessment (SPA)	The student: Compares anti-terrorist surveillance in European nations (e.g., United Kingdom, Spain, Germany).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate how European countries have dealt with terrorism	Compare how European countries have dealt with terrorism	Describe how European countries have dealt with terrorism	Identify how European countries have dealt with terrorism

Topic	Relations With Large Powers		
Benchmark SS.ES.3.3	Draw conclusions about Europe?s political issues with the United States (e.g., military cooperation) and with Russia (e.g., democracy vs. autocracy in ex-Soviet countries)		
Sample Performance Assessment (SPA)	The student: Investigates the policies of European countries regarding the United States invasion of Iraq and the Russian invasion of Georgia.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Draw well-supported conclusions about Europe?s political issues with the United States and with Russia	Draw supported conclusions about Europe?s political issues with the United States and with Russia	Draw partially supported conclusions about Europe?s political issues with the United States and with Russia	Ineffectively draw conclusions about Europe?s political issues with the United States and with Russia

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Strand	European Studies
Standard 4: Understand European economic issues	

Topic	Monetary and Fiscal Issues		
Benchmark SS.ES.4.1	Describe how the Euro was adopted and its present standing as European currency		
Sample Performance Assessment (SPA)	The student: Explains the relationship between the Euro and global financial developments.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the Euro was adopted and its present standing as European currency	Describe, with detail, how the Euro was adopted and its present standing as European currency	Describe, with minimal detail, how the Euro was adopted and its present standing as European currency	Ineffectively describe how the Euro was adopted and its present standing as European currency

Topic	East-West Economic Restructuring		
Benchmark SS.ES.4.2	Explain issues related to integrating former Communist bloc countries into the western European economy		
Sample Performance Assessment (SPA)	The student: Describes difficulties and benefits experienced by western European investors in eastern European economies (e.g., renovating industries, improving infrastructure, modernizing banking).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, issues related to integrating former Communist bloc countries into the western European economy	Explain, with detail, issues related to integrating former Communist bloc countries into the western European economy	Explain, with minimal detail, issues related to integrating former Communist bloc countries into the western European economy	Ineffectively explain issues related to integrating former Communist bloc countries into the western European economy

Topic	Interconnected World		
Benchmark SS.ES.4.3	Describe the role of European corporations and governments in globalization		
Sample Performance Assessment (SPA)	The student: Describes European involvement in policies of the World Trade Organization (WTO).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with well-supported detail, the role of European corporations and governments in globalization	Describe, with supported detail, the role of European corporations and governments in globalization	Describe, with partially supported detail, the role of European corporations and governments in globalization	Ineffectively describe the role of European corporations and governments in globalization

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Strand	European Studies
Standard 4: Understand European economic issues	

Topic	Immigration		
Benchmark SS.ES.5.1	Explain issues concerning immigrants from eastern Europe, Africa, and the Middle East		
Sample Performance Assessment (SPA)	The student: Describes the problems faced by Muslim immigrants in European countries.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, issues concerning immigrants from eastern Europe, Africa, and the Middle East	Explain, with detail, issues concerning immigrants from eastern Europe, Africa, and the Middle East	Explain, with minimal detail, issues concerning immigrants from eastern Europe, Africa, and the Middle East	Ineffectively explain issues concerning immigrants from eastern Europe, Africa, and the Middle East

Topic	Intolerance and Conflict		
Benchmark SS.ES.5.2	Describe ethnic and religious conflicts in European history (e.g., the Wars of Religion, anti-Semitism, ethnic cleansing)		
Sample Performance Assessment (SPA)	The student: Gives examples of genocidal episodes in European history (e.g., the Holocaust, pogroms, ethnic cleansing, the Ukrainian famine).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, ethnic and religious conflicts in European history	Describe, with detail, ethnic and religious conflicts in European history	Describe, with minimal detail, ethnic and religious conflicts in European history	Ineffectively describe ethnic and religious conflicts in European history

Topic	Mixed Systems		
Benchmark SS.ES.5.3	Describe how social democracy differs among European countries		
Sample Performance Assessment (SPA)	The student: Explains ways in which social democracy was defined in such countries as Sweden, the United Kingdom, Germany, France, and the Netherlands.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how social democracy differs among European countries	Describe, with detail, how social democracy differs among European countries	Describe, with minimal detail, how social democracy differs among European countries	Ineffectively describe how social democracy differs among European countries

Content Area: Social Studies
Grade/Course: European Studies / ACCN: CHR2200

Topic	Environmental Problems		
Benchmark SS.ES.5.4	Compare policies of various European countries towards environmental problems		
Sample Performance Assessment (SPA)	The student: Differentiates between the environmental effects of energy production among various European countries.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate policies of various European countries towards environmental problems	Compare policies of various European countries towards environmental problems	Describe policies of various European countries towards environmental problems	Identify policies of various European countries towards environmental problems

Content Area: Social Studies
Grade/Course: Geography / ACCN: No ACCN

Strand	Geography
1	

Topic	Spatial Organization, Dynamics, and Interaction		
Benchmark SS.12G.1.1	Describe the relative location, size of, and distances among significant physical features and their relationship to political features		
Sample Performance Assessment (SPA)	The student: Describes significant physical features (such as bodies of water, mountain ranges) that are related to current disputes about political boundaries (e.g., disputes about fishing rights or territorial ownership).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the relative location, size of, and distances among significant physical features and their relationship to political features, with no errors	Describe the relative location, size of, and distances among significant physical features and their relationship to political features, with no significant errors	Describe the relative location, size of, and distances among significant physical features and their relationship to political features, with a few significant errors	Ineffectively describe the relative location, size of, and distances among significant physical features and their relationship to political features

Topic	Spatial Organization, Dynamics, and Interaction		
Benchmark SS.12G.1.2	Explain different patterns of land use (e.g., land use in urban, suburban, and rural areas)		
Sample Performance Assessment (SPA)	The student: Summarizes the patterns of land use that remain consistent regardless of cultural or economic differences (e.g., how urban areas are often situated on land near river confluences or rich natural resources).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze different patterns of land use (e.g., land use in urban, suburban, and rural areas)	Explain different patterns of land use (e.g., land use in urban, suburban, and rural areas)	Describe different patterns of land use (e.g., land use in urban, suburban, and rural areas)	Identify different patterns of land use (e.g., land use in urban, suburban, and rural areas)

Content Area: Social Studies
Grade/Course: Geography / ACCN: No ACCN

Strand	Geography
2	

Topic	Nature of Regions		
Benchmark SS.12G.2.1	Describe factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology, and economic development; physical influences such as environmental change and ecosystem dynamics)		
Sample Performance Assessment (SPA)	The student: Selects a region of the world currently undergoing rapid change and identifies the significant natural, technological, or economic forces that drive this change.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe factors that contribute to the dynamic nature of regions using relevant and insightful examples supported by clear and precise details	Describe factors that contribute to the dynamic nature of regions, using relevant examples	Describe factors that contribute to the dynamic nature of regions using partially relevant examples	Ineffectively describe factors that contribute to the dynamic nature of regions

Topic	Nature of Regions		
Benchmark SS.12G.2.2	Describe why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., physical and symbolic characteristics of places, effects of climate on culture)		
Sample Performance Assessment (SPA)	The student: Explains the connections between a student-selected culture and its traditional location.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, why places and regions are important to individual human identity and as symbols for unifying or fragmenting society	Describe, with detail, why places and regions are important to individual human identity and as symbols for unifying or fragmenting society	Describe, with minimal detail, why places and regions are important to individual human identity and as symbols for unifying or fragmenting society	Ineffectively describe why places and regions are important to individual human identity and as symbols for unifying or fragmenting society

Content Area: Social Studies
Grade/Course: Geography / ACCN: No ACCN

Strand	Geography
3	

Topic	Physical Systems		
Benchmark SS.12G.3.1	Explain ecosystems in terms of their biodiversity and productivity (e.g., food chains, plant and animal communities, grasslands, forests, deserts, tundra, wetlands, coral reefs)		
Sample Performance Assessment (SPA)	The student: Illustrates through pictures and/or words the complex relationships in a chosen ecosystem.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare ecosystems in terms of their biodiversity and productivity	Explain ecosystems in terms of their biodiversity and productivity	Describe ecosystems in terms of their biodiversity and productivity	Recognize ecosystems in terms of their biodiversity and productivity

Content Area: Social Studies
Grade/Course: Geography / ACCN: No ACCN

Strand	Geography
4	

Topic	Human Systems		
Benchmark SS.12G.4.1	Investigate the physical characteristics of urban areas (e.g., size, structure, arrangement) and how those characteristics have changed over time		
Sample Performance Assessment (SPA)	The student: Hypothesizes how a selected urban area has changed over time, then confirms or disconfirms the hypothesis through an historical investigation.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the characteristics of urban areas and how those characteristics have changed over time, drawing relevant conclusions supported by clear and precise details	Investigate the characteristics of urban areas and how those characteristics have changed over time, drawing relevant conclusions	Investigate the characteristics of urban areas and how those characteristics have changed over time, drawing partially relevant conclusions	Ineffectively investigate the characteristics of urban areas and how those characteristics have changed over time

Topic	Human Systems		
Benchmark SS.12G.4.2	Assess the impact of human migration on physical and human systems (e.g., effects on ecosystems, resource use, and economic development; effects on population characteristics such as religion and average age)		
Sample Performance Assessment (SPA)	The student: Chooses a specific instance of human migration to study and compares statistics about the area before and after.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the impact of human migration on physical and human systems, drawing relevant and strongly supported conclusions	Assess the impact of human migration on physical and human systems, drawing relevant conclusions	Assess the impact of human migration on physical and human systems, drawing partially relevant conclusions	Ineffectively assess the impact of human migration on physical and human systems

Topic	Human Systems		
Benchmark SS.12G.4.3	Assess the physical and human impact of emerging urban forms in the present-day world (e.g., megalopolis or edge cities, metropolitan corridors, transportation technology, ethnic enclaves)		
Sample Performance Assessment (SPA)	The student: Compares and contrasts two or more distinct urban areas by examining each area's major characteristics.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the physical and human impact of emerging urban forms in the present-day world, drawing relevant conclusions supported by clear and precise details	Assess the physical and human impact of emerging urban forms in the present-day world, drawing relevant conclusions	Describe the physical and human impact of emerging urban forms in the present-day world, drawing partially relevant conclusions	Ineffectively assess the physical and human impact of emerging urban forms in the present-day world

Content Area: Social Studies
Grade/Course: Geography / ACCN: No ACCN

Strand	Geography
5	

Topic	Interaction and Influences		
Benchmark SS.12G.5.1	Describe contemporary issues in terms of Earth's physical and human systems		
Sample Performance Assessment (SPA)	The student: Explains the interaction of physical and human systems, (e.g., how current climatic processes affect settlement and migration patterns or how human activity can negatively impact physical systems, such as producing acid rain).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, contemporary issues in terms of Earth's physical and human systems	Describe, with detail, contemporary issues in terms of Earth's physical and human systems	Describe, with minimal detail, contemporary issues in terms of Earth's physical and human systems	Ineffectively describe contemporary issues in terms of Earth's physical and human systems

Topic	Interaction and Influences		
Benchmark SS.12G.5.2	Explain the ways in which technology influences the human capacity to modify the physical environment (e.g., fossil fuels, diesel machinery, steel plow, strip mining; technologies that have allowed for advances in dams, irrigation, and desert settlements)		
Sample Performance Assessment (SPA)	The student: Creates a timeline of technological innovations that have influenced the human capacity to modify the physical environment.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the ways in which technology influences the human capacity to modify the physical environment	Explain, with detail, the ways in which technology influences the human capacity to modify the physical environment	Explain, with minimal detail, the ways in which technology influences the human capacity to modify the physical environment	Ineffectively explain the ways in which technology influences the human capacity to modify the physical environment

Topic	Interaction and Influences		
Benchmark SS.12G.5.3	Investigate the relationships among resources (e.g., gold, water, oil, fish), their distribution by humans, and the exploration, colonization, and settlement of different regions of the world (e.g., mercantilism, imperialism, Gold Rush, Alaska pipeline)		
Sample Performance Assessment (SPA)	The student: Chooses an important resource and investigates the exploration, colonization, and settlements in different regions of the world that are a result of the pursuit of the chosen resource.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate the relationship among resources and exploration, colonization, and settlement of different regions of the world, drawing relevant and strongly supported conclusions	Investigate the relationship among resources and exploration, colonization, and settlement of different regions of the world, drawing relevant conclusions	Investigate the relationship among resources and exploration, colonization, and settlement of different regions of the world, drawing weak conclusions	Investigate the relationship among resources and exploration, colonization, and settlement of different regions of the world, drawing irrelevant conclusions

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 1: Understand characteristics of global interdependence	

Topic	Economic Integration		
Benchmark SS.G.S.1.1	Compare the effects of economic globalization on countries		
Sample Performance Assessment (SPA)	The student: Assesses the effect of economic globalization on India and Brazil (e.g., impact human labor, policies/politics, environment, culture).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the effects of economic globalization on countries, drawing relevant conclusions supported by clear and precise detail	Compare the effects of economic globalization on countries, drawing relevant conclusions	Compare the effects of economic globalization on countries, drawing partially relevant conclusions	Ineffectively compare the effects of economic globalization on countries

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 2: Examine conflicts in the world and efforts to resolve them	

Topic	Conflicting Groups		
Benchmark SS.G.S.2.1	Compare conflicts based on ethnic, racial, and/or religious intolerance		
Sample Performance Assessment (SPA)	The student: Assesses the role of religion and/or ethnicity in various conflicts (e.g., in the Balkans, Rwanda, South Africa, Israel/Palestine, the United States).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare conflicts based on ethnic, racial, and/or religious intolerance, drawing relevant conclusions supported by clear and precise detail	Compare conflicts based on ethnic, racial, and/or religious intolerance, drawing relevant conclusions	Compare conflicts based on ethnic, racial, and/or religious intolerance, drawing partially relevant conclusions	Ineffectively compare conflicts based on ethnic, racial, and/or religious intolerance

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 3: Understand issues of social justice in various countries	

Topic	Human Rights
Benchmark SS.G.S.3.1	Explain how the United Nations? covenants, declarations, and conventions (e.g., Covenant on Civil and Political Rights, Declaration of Human Rights, Convention on Genocide) codify expectations of universal human rights
Sample Performance Assessment (SPA)	The student: Describes how the Universal Declaration of Human Rights codifies rights to be enjoyed by citizens of all nations.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the United Nations? covenants, declarations, and conventions codify expectations of universal human rights	Explain, with detail, how the United Nations? covenants, declarations, and conventions codify expectations of universal human rights	Explain, with minimal detail, how the United Nations? covenants, declarations, and conventions codify expectations of universal human rights	Ineffectively explain how the United Nations? covenants, declarations, and conventions codify expectations of universal human rights

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 4: Understand interactions and perceptions among world cultures	

Topic	Cultural Integration		
Benchmark SS.G.S.4.1	Describe the dynamics between globalization and cultural sustainability in different regions around the world		
Sample Performance Assessment (SPA)	The student: Describes how countries such as France and China and such states as Alaska and Hawaii balance the benefits of globalization with the struggle to maintain cultural integrity.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the dynamics between globalization and cultural sustainability in different countries around the world	Describe, with detail, the dynamics between globalization and cultural sustainability in different countries around the world	Describe, with minimal detail, the dynamics between globalization and cultural sustainability in different countries around the world	Ineffectively describe the dynamics between globalization and cultural sustainability in different countries around the world

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 5: Understand potential impacts of large scale changes on the future	

Topic	Environmental Issues		
Benchmark SS.G.S.5.1	Describe scientific, economic, and political aspects of global environmental issues (e.g., climate change, pollution, resource use)		
Sample Performance Assessment (SPA)	The student: Explains scenarios for the possible effects of global warming (e.g. desertification in Africa, rising sea levels in the Pacific, melting polar ice sheets).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, scientific, economic, and political aspects of global environmental issues	Describe, with detail, scientific, economic, and political aspects of global environmental issues	Describe, with minimal detail, scientific, economic, and political aspects of global environmental issues	Ineffectively describe scientific, economic, and political aspects of global environmental issues

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 1: Understand characteristics of global interdependence	

Topic	Technological Transformations		
Benchmark SS.G.S.1.2	Compare the impact of the information revolution (e.g., television, internet, satellites) on countries and regions		
Sample Performance Assessment (SPA)	The student: Compares the impact of the internet on China and Japan.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the impact of the information revolution on countries and regions, drawing relevant conclusions supported by clear and precise detail	Compare the impact of the information revolution on countries and regions, drawing relevant conclusions	Compare the impact of the information revolution on countries and regions, drawing partially relevant conclusions	Ineffectively compare the impact of the information revolution on countries and regions

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 2: Examine conflicts in the world and efforts to resolve them	

Topic	International Law
Benchmark SS.G.S.2.2	Describe how the Geneva Conventions and their Additional Protocols are international treaties that govern countries? actions during war (e.g. the treatment of POWs, non-combatants, civilians)
Sample Performance Assessment (SPA)	The student: Explains how conflicts in such places as Bosnia and Herzegovina are affected by the Geneva Conventions.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe how the Geneva Conventions and their Additional Protocols are international treaties that govern countries? actions during war, using relevant examples supported by clear and precise detail	Describe how the Geneva Conventions and their Additional Protocols are international treaties that govern countries? actions during war, using relevant examples	Describe how the Geneva Conventions and their Additional Protocols are international treaties that govern countries? actions during war, using partially relevant examples	Ineffectively describe how the Geneva Conventions and their Additional Protocols are international treaties that govern countries? actions during war

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 3: Understand issues of social justice in various countries	

Topic	Immigrants		
Benchmark SS.G.S.3.2	Describe the legal and social conditions of immigrant workers in various countries		
Sample Performance Assessment (SPA)	The student: Provides examples of immigration issues around the world (e.g., in the U.S., western Europe, South America, Southeast Asia).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the legal and social conditions of immigrant workers in various countries, using relevant examples supported by clear and precise detail	Describe the legal and social conditions of immigrant workers in various countries, using relevant examples	Describe the legal and social conditions of immigrant workers in various countries, using partially relevant examples	Ineffectively describe the legal and social conditions of immigrant workers in various countries

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 5: Understand potential impacts of large scale changes on the future	

Topic	Population Issues		
Benchmark SS.G.S.5.2	Explain the effects of population growth on urbanization, disease, and hunger		
Sample Performance Assessment (SPA)	The student: Describes how overpopulation affects different cities, countries, or regions (e.g., India, Mexico City, Japan, and Hawaii).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the effects of population growth on urbanization, disease, and hunger, using relevant examples supported by clear and precise detail	Explain the effects of population growth on urbanization, disease, and hunger, using relevant examples	Explain the effects of population growth on urbanization, disease, and hunger, using partially relevant examples	Ineffectively explain the effects of population growth on urbanization, disease, and hunger

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 1: Understand characteristics of global interdependence	

Topic	International Relations		
Benchmark SS.G.S.1.3	Explain how globalization affects relations among countries		
Sample Performance Assessment (SPA)	The student: Explains how organizations such as the World Bank and/or the Asian Development Bank affect social, political, and/or economic relations among countries.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how globalization affects relations among countries	Explain, in detail, how globalization affects relations among countries	Explain, with minimal detail, how globalization affects relations among countries	Ineffectively explain how globalization affects relations among countries

Content Area: Social Studies
Grade/Course: Global Studies / ACCN: CGW2400

Strand	Global Studies
Standard 2: Examine conflicts in the world and efforts to resolve them	

Topic	Democratic Movements
Benchmark SS.G.S.2.3	Evaluate the successes and failures of democratic movements that challenge authoritarian governments in different countries (e.g., China, Myanmar, Pakistan, Chile)
Sample Performance Assessment (SPA)	The student: Assesses the impact of political dissidents (e.g. Aung San Suu Ky of Myanmar, Harry Wu of China, Benazir Bhutto of Pakistan) on the democratic movement of their respective nations.

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the successes and failures of democratic movements that challenge authoritarian governments in different countries, using relevant examples supported by clear and precise detail	Evaluate the successes and failures of democratic movements that challenge authoritarian governments in different countries, using relevant examples	Evaluate the successes and failures of democratic movements that challenge authoritarian governments in different countries, using partially relevant examples	Ineffectively evaluate the successes and failures of democratic movements that challenge authoritarian governments in different countries

Content Area: Social Studies
Grade/Course: Humanities / ACCN: CPG2100

Strand	Humanities
Standard 1: Understand how cultures have expressed views on human nature	

Topic	History of Ideas		
Benchmark SS.HUM.1.1	Explain literary and/or philosophical descriptions of human nature among various pre-modern civilizations (e.g., ancient Egypt, ancient Mesopotamia, ancient China, ancient Greece, Abbasid Middle East, Renaissance Europe)		
Sample Performance Assessment (SPA)	The student: Explains descriptions of the ideal person, such as the citizen of the classical Greece polis, the Confucian gentleman of traditional China, and the Renaissance man of Europe.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, literary and/or philosophical descriptions of human nature among various pre-modern civilizations	Explain, with detail, literary and/or philosophical descriptions of human nature among various pre-modern civilizations	Explain, with minimal detail, literary and/or philosophical descriptions of human nature among various pre-modern civilizations	Ineffectively explain literary and/or philosophical descriptions of human nature among various pre-modern civilizations

Topic	History of Ideas		
Benchmark SS.HUM.1.2	Trace the development of modern descriptions of human nature, including philosophical (e.g., the Enlightenment, Romanticism) and scientific (e.g., biology, psychology) perspectives		
Sample Performance Assessment (SPA)	The student: Assesses the debates over human nature between the biological inheritance view and the social conditioning view.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Trace, with clear and precise detail, the development of modern descriptions of human nature, including philosophical and scientific perspectives	Trace, with detail, the development of modern descriptions of human nature, including philosophical and scientific perspectives	Trace, with minimal detail, the development of modern descriptions of human nature, including philosophical and scientific perspectives	Ineffectively trace the development of modern descriptions of human nature, including philosophical and scientific perspectives

Topic	Role of Religion		
Benchmark SS.HUM.1.3	Compare perspectives of major religions (e.g. Buddhist, Judaic, Christian, Islamic, Hindu) regarding human nature		
Sample Performance Assessment (SPA)	The student: Differentiates between major religions regarding the role of good and evil in human nature.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, perspectives of major religions regarding human nature	Compare, with detail, perspectives of major religions regarding human nature	Compare, with minimal detail, perspectives of major religions regarding human nature	Ineffectively compare perspectives of major religions regarding human nature

Content Area: Social Studies
Grade/Course: Humanities / ACCN: CPG2100

Strand	Humanities
Standard 2: Understand how cultures have expressed views on the characteristics of a good life	

Topic	Performing Arts		
Benchmark SS.HUM.2.1	Draw conclusions about views on ethics as expressed in dramatic works from different time periods (e.g., Sophocles? Theban plays, medieval morality plays, Shakespeare?s Hamlet, Moliere?s Tartuffe, Miller?s Death of a Salesman)		
Sample Performance Assessment (SPA)	The student: Evaluates the success or failure of the protagonists in dramatic works about persons who stand for what they believe to be right in the face of powerful opposition (e.g., Sophocles? Antigone, Ibsen?s An Enemy of the People, Miller?s The Crucible).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Draw well-supported conclusions about views on ethics as expressed in dramatic works from different time periods	Draw supported conclusions about views on ethics as expressed in dramatic works from different time periods	Draw partially supported conclusions about views on ethics as expressed in dramatic works from different time periods	Ineffectively draw conclusions about views on ethics as expressed in dramatic works from different time periods

Topic	Visual Arts		
Benchmark SS.HUM.2.2	Draw conclusions on the characteristics of a good life as depicted in the visual art of various civilizations (e.g., Pompeii/ Herculaneum, Japanese wood blocks, Persian miniatures, 17th century Netherlands, Buddhist cave art, Renaissance painting)		
Sample Performance Assessment (SPA)	The student: Evaluates ideas of material comfort based on depictions in art (e.g., aspects of aesthetics, leisure, wealth).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Draw well-supported conclusions on the characteristics of a good life as depicted in the visual art of various civilizations	Draw supported conclusions on the characteristics of a good life as depicted in the visual art of various civilizations	Draw partially supported conclusions on the characteristics of a good life by evaluating the visual art of various civilizations	Ineffectively draw conclusions on the characteristics of a good life by evaluating the visual art of various civilizations

Topic	Visual Arts		
Benchmark SS.HUM.2.3	Compare architectural traditions that represent wealth, status, and power as well as spiritual and intellectual aspirations (e.g., palaces, castles, mansions, hotels, office buildings, cathedrals, temples, libraries, museums, laboratories, college campuses)		
Sample Performance Assessment (SPA)	The student: Evaluates the differences among palaces of various civilizations in order to judge the levels of their rulers? power, wealth, and status.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate architectural traditions that represent wealth, status, and power as well as spiritual and intellectual aspirations	Compare architectural traditions that represent wealth, status, and power as well as spiritual and intellectual aspirations	Describe architectural traditions that represent wealth, status, and power as well as spiritual and intellectual aspirations	Recognize architectural traditions that represent wealth, status, and power as well as spiritual and intellectual aspirations

Content Area: Social Studies
Grade/Course: Humanities / ACCN: CPG2100

Strand	Humanities
Standard 3: Understand how cultures have expressed views on human society	

Topic	History of Ideas		
Benchmark SS.HUM.3.1	Compare philosophies of society among various civilizations (e.g., Confucianism; Aristotle's Politics; Bhagavad Gita; Machiavelli's The Prince; Calvinism; Marxism; social contracts of Hobbes, Locke, and Rousseau)		
Sample Performance Assessment (SPA)	The student: Evaluates views on justice as expressed in various social philosophies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, philosophies of society among various civilizations	Compare, with detail, philosophies of society among various civilizations	Compare, with minimal detail, philosophies of society among various civilizations	Ineffectively compare philosophies of society among various civilizations

Topic	Individual and Society		
Benchmark SS.HUM.3.2	Compare, in terms of the individual and society, the role of freedom in various times and places (e.g., classical Greece, ancient China, Enlightenment Europe and America, Marxist vs. capitalist systems, civil liberties since 1945)		
Sample Performance Assessment (SPA)	The student: Evaluates the relationship between freedom and authority in different societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, in terms of the individual and society, the role of freedom in various times and places, using well-supported detail	Compare, in terms of the individual and society, the role of freedom in various times and places, using supported detail	Compare, in terms of the individual and society, the role of freedom in various times and places, using weakly supported details	Ineffectively compare, in terms of the individual and society, the role of freedom in various times and places

Topic	Literature		
Benchmark SS.HUM.3.3	Compare literary descriptions of utopian and dystopian societies (e.g., Plato's Republic, Swift's Gulliver's Travels, Bellamy's Looking Backward, Huxley's Brave New World, Orwell's 1984)		
Sample Performance Assessment (SPA)	The student: Traces the development of the concept of dystopia in science fiction literature.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, literary descriptions of utopian and dystopian societies	Compare, with detail, literary descriptions of utopian and dystopian societies	Compare, with minimal detail, literary descriptions of utopian and dystopian societies	Ineffectively compare literary descriptions of utopian and dystopian societies

Content Area: Social Studies
Grade/Course: Humanities / ACCN: CPG2100

Topic	Role of Law		
Benchmark SS.HUM.3.4	Evaluate, in terms of concepts of justice, different legal traditions (e.g., Hammurabi's code, Chinese Legalism, Ashoka's edicts, Rome's Twelve Tables, Justinian's code, the Magna Carta, the Napoleonic code, the American Constitution)		
Sample Performance Assessment (SPA)	The student: Assesses concepts of equity in various legal systems.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate, in terms of concepts of justice, different legal traditions, drawing well-supported conclusions	Evaluate, in terms of concepts of justice, different legal traditions, drawing supported conclusions	Evaluate, in terms of concepts of justice, different legal traditions, drawing partially supported conclusions	Ineffectively evaluate, in terms of concepts of justice, different legal traditions

Content Area: Social Studies
Grade/Course: Humanities / ACCN: CPG2100

Strand	Humanities
Standard 4: Understand how cultures have expressed views on the place of humanity in the world and the cosmos	

Topic	Mythology		
Benchmark SS.HUM.4.1	Compare how myths express the value systems of different cultures		
Sample Performance Assessment (SPA)	The student: Distinguishes among different cultural perspectives on heroism and responsibility as expressed in their mythologies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare, with clear and precise detail, how myths express the value systems of different cultures	Compare, with detail, how myths express the value systems of different cultures	Compare, with minimal detail, how myths express the value systems of different cultures	Ineffectively compare how myths express the value systems of different cultures

Topic	Visual Arts		
Benchmark SS.HUM.4.2	Describe ways in which art has depicted the relationship between humanity and the world and/or universe (e.g., Paleolithic cave painting, Buddhist mandalas, Byzantine mosaics, illuminated manuscripts, Aztec temple art, stained glass church windows, scientific maps and illustrations, science fiction films)		
Sample Performance Assessment (SPA)	The student: Explains how religious views of an afterlife have been expressed through visual arts in various cultures and/or time periods.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, ways in which art has depicted the relationship between humanity and the world and/or universe	Describe, with detail, ways in which art has depicted the relationship between humanity and the world and/or universe,	Describe, with minimal detail, ways in which art has depicted the relationship between humanity and the world and/or universe	Ineffectively describe ways in which art has depicted the relationship between humanity and the world and/or universe

Content Area: Social Studies
Grade/Course: Political Science/ Government / ACCN: No ACCN

Strand	
Standard 1: Understand how the concepts of governance, power, authority, and democratic ideals are embodied in the United States Constitution	

Topic	Political Institutions		
Benchmark SS.PSG.1.1	Explain how the United States exhibits essential characteristics of limited government (e.g., constitutional restraints on power and authority, rule of law, political and economic freedoms)		
Sample Performance Assessment (SPA)	The student: Makes connections between acts of government not allowed in the United States and what part of the Constitution makes each act illegal.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the United States exhibits essential characteristics of limited government	Explain, with detail, how the United States exhibits essential characteristics of limited government	Explain, with minimal detail, how the United States exhibits essential characteristics of limited government	Ineffectively explain how the United States exhibits essential characteristics of limited government

Topic	Political Institutions		
Benchmark SS.PSG.1.2	Compare different forms of government (e.g., federal and unitary systems; parliamentary systems; systems of shared power), explaining the potential and limitations of each		
Sample Performance Assessment (SPA)	The student: Differentiates one form of government from another by listing attributes of each form in a chart or graphic organizer.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare different forms of government, explaining the potential and limitations of each with clear and precise detail	Compare different forms of government, explaining the potential and limitations of each with detail	Compare different forms of government, explaining the potential and limitations of each with limited detail.	Ineffectively compare different forms of government

Topic	Political Documents		
Benchmark SS.PSG.1.3	Explain the importance of fundamental political documents (e.g., Magna Carta, English Bill of Rights, Declaration of Independence, U.S. Constitution, Articles of Confederation, Virginia Plan) to the American system of government		
Sample Performance Assessment (SPA)	The student: Describes how the American system of government might be different today if there was no Bill of Rights.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the importance of fundamental political documents to the American system of government, drawing relevant conclusions supported by clear and precise detail	Explain the importance of fundamental political documents to the American system of government, drawing relevant conclusion	Explain the importance of fundamental political documents to the American system of government, drawing partially relevant conclusions	Ineffectively explain the importance of fundamental political documents to the American system of government

Topic	Values and Principles of Democracy
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Benchmark SS.PSG.1.4	Investigate issues in which the fundamental values and principles of American democracy may be in conflict (e.g., majority rule and minority rights, liberty and equality, individual rights and the common good, privacy and the public's right to know)		
Sample Performance Assessment (SPA)	The student: Researches a historic or contemporary example of the government's use of "eminent domain" laws to take property for the common good or the use of warrants to search personal property, identifying the specific conflict of public and private interest.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate issues in which the fundamental values and principles of American democracy may be in conflict, drawing relevant conclusions supported by clear and precise detail	Investigate issues in which the fundamental values and principles of American democracy may be in conflict, drawing relevant conclusions	Investigate issues in which the fundamental values and principles of American democracy may be in conflict, drawing partially relevant conclusions	Investigate issues in which the fundamental values and principles of American democracy may be in conflict, drawing irrelevant conclusions
Strand			
Standard 2: Understand the role of United States policies in international relations			

Topic	Foreign Policy		
Benchmark SS.PSG.2.1	Explain the forces that influence United States foreign policy (e.g., business and labor organizations, interest groups, public opinion, ethnic and religious organizations)		
Sample Performance Assessment (SPA)	The student: Identifies interest groups that actively lobby for a particular foreign policy issue and describes their purposes and goals.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the forces that influence United States foreign policy	Explain, with detail, the forces that influence United States foreign policy	Explain, with minimal detail, the forces that influence United States foreign policy	Ineffectively explain the forces that influence United States foreign policy

Topic	Foreign Policy		
Benchmark SS.PSG.2.2	Explain the strategies used to carry out United States foreign policy (e.g., diplomacy; economic, military, and humanitarian aid; treaties; sanctions; military intervention; covert action)		
Sample Performance Assessment (SPA)	The student: Explains methods used to carry out a particular policy in U.S. international relations (e.g., U.S. sanctions on Iran, North Korea, or Cuba).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the strategies used to carry out United States foreign policy	Explain, with detail, the strategies used to carry out United States foreign policy	Explain, with minimal detail, the strategies used to carry out United States foreign policy	Ineffectively explain the strategies used to carry out United States foreign policy

Topic	International Organizations		
Benchmark SS.PSG.2.4	Explain the influence of international organizations (e.g., NATO, United Nations, World Trade Organization) on U.S. foreign and domestic policies		
Sample Performance Assessment (SPA)	The student: Explains the influence of the Convention on Climate Change on U.S. environmental policy.		
Rubric			

Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the influence of international organizations on U.S. foreign and domestic policy	Explain, with detail, the influence of international organizations on U.S. foreign and domestic policy	Explain, with minimal detail, the influence of international organizations on U.S. foreign and domestic policy	Ineffectively explain the influence of international organizations on U.S. foreign and domestic policy

Topic	Political Institutions		
Benchmark SS.PSG.2.5	Describe the powers and responsibilities of the President and Congress in the area of foreign affairs and national security		
Sample Performance Assessment (SPA)	The student: Reads Articles I and II of the U.S. Constitution and explains the powers related to foreign affairs that are shared between the executive and legislative branches.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the powers and responsibilities of the President and Congress in the area of foreign affairs and national security	Describe, with detail, the powers and responsibilities of the President and Congress in the area of foreign affairs and national security	Describe, with minimal detail, the powers and responsibilities of the President and Congress in the area of foreign affairs and national security	Ineffectively describe the powers and responsibilities of the President and Congress in the area of foreign affairs and national security
Strand			
Standard 3: Understand the political party system and the roles, rights, and responsibilities of American citizens			

Topic	Citizenship		
Benchmark SS.PSG.3.1	Identify ways to be an active citizen (e.g., through volunteerism, activism, voting, socially responsible actions) who affects positive change in the community, state, nation, or world		
Sample Performance Assessment (SPA)	The student: Creates a plan for the community that will better the conditions of local natural resources.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify a wide variety of ways to be an active citizen who affects positive change in the community, state, nation, or world	Identify a variety of ways to be an active citizen who affects positive change in the community, state, nation, or world	Identify some ways to be an active citizen who affects positive change in the community, state, nation, or world	Identify very few ways to be an active citizen who affects positive change in the community, state, nation, or world

Topic	Citizenship		
Benchmark SS.PSG.3.2	Describe the importance of civic dispositions or virtues to the preservation and improvement of civil society and government		
Sample Performance Assessment (SPA)	The student: Explains why civic dispositions (e.g., tolerance, fairness, respect for the opinions of others, commitment to the truth, civility) are needed for effective citizenship in a constitutional democracy.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the importance of civic dispositions or virtues to the preservation and	Describe the importance of civic dispositions or virtues to the preservation and	Describe the importance of civic dispositions or virtues to the preservation and	Ineffectively describe the importance of civic dispositions or virtues to the preservation and

improvement of civil society and government, providing relevant examples supported by clear and precise detail	improvement of civil society and government, using relevant examples	improvement of civil society and government, using partially relevant examples	improvement of civil society and government
Strand			
Standard 2: Understand the role of United States policies in international relations			

Topic	Foreign Policy		
Benchmark SS.PSG 2.3	Examine critical foreign policy issues and critique a recent administration's success in dealing with them		
Sample Performance Assessment (SPA)	The student: Evaluates the Bush administration's foreign policy in Iraq and Afghanistan.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine critical foreign policy issues and critique a recent administration's success in dealing with them, presenting clear and precise supporting evidence	Examine critical foreign policy issues and critique a recent administration's success in dealing with them, presenting supporting evidence	Examine critical foreign policy issues and critique a recent administration's success in dealing with them, presenting minimal supporting evidence	Examine critical foreign policy issues and critique a recent administration's success in dealing with them, presenting weak evidence or no evidence
Strand			
Standard 3: Understand the political party system and the roles, rights, and responsibilities of American citizens			

Topic	Election Process		
Benchmark SS.PSG.3.3	Assess the impact of the media on American politics. (e.g., campaigns, elections, the aims of political parties)		
Sample Performance Assessment (SPA)	The student: Evaluates the degree to which the televising of the Vietnam war affected American politics.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the impact of the media on American politics, drawing relevant conclusions supported by clear and precise detail	Assess the impact of the media on American politics, drawing relevant conclusions	Assess the impact of the media on American politics, drawing partially relevant conclusions	Ineffectively assess the impact of the media on American politics

Topic	Election Process		
Benchmark SS.PSG.3.4	Compare the positions of political parties on contemporary issues based on their differing ideologies		
Sample Performance Assessment (SPA)	The student: Compares the positions of different political parties on contemporary issues such as the death penalty, abortion, global warming, and immigration.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the positions of political parties on contemporary issues based on differing ideologies	Compare the positions of political parties on contemporary issues based on differing ideologies	Describe the positions of political parties on contemporary issues based on differing ideologies	Recognize the positions of political parties on contemporary issues based on differing ideologies

Topic	Public Policy		
Benchmark SS.PSG.3.5	Explain how the public agenda is set by political leaders, institutions, parties, and citizens		
Sample Performance Assessment (SPA)	The student: Describes influences on public policy by citing a recent example of an issue that has increased in visibility (e.g., gay marriage, global warming).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, how the public agenda is set by political leaders, institutions, parties, and citizens	Explain, with detail, how the public agenda is set by political leaders, institutions, parties, and citizens	Explain, with minimal detail, how the public agenda is set by political leaders, institutions, parties, and citizens	Ineffectively explain how the public agenda is set by political leaders, institutions, parties, and citizens

Content Area: Social Studies
Grade/Course: Psychology / ACCN: CSD2200

Strand	Psychology
1	

Topic	Associative Learning		
Benchmark SS.12P.1.1	Analyze ways in which classical and operant conditioning achieve behavioral changes		
Sample Performance Assessment (SPA)	The student: Assesses an experiment using classical and operant conditioning to achieve behavioral changes.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing relevant conclusions supported by clear and precise detail	Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing relevant conclusions	Analyze ways in which classical and operant conditioning achieve behavioral changes, drawing partially relevant conclusions	Ineffectively analyze ways in which classical and operant conditioning achieve behavioral changes

Topic	Associative Learning		
Benchmark SS.12P.1.2	Examine the results of social cognitive theory on knowledge acquisition and learning		
Sample Performance Assessment (SPA)	The student: Investigates Bandura's experimental methods by modeling a behavior for another person (e.g., folding a napkin) and taking notes about the learning of the subject; attempts to elicit the same behavior using classical conditioning and compares the two methods.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the results of social cognitive theory on knowledge acquisition and learning, drawing relevant conclusions supported by clear and precise detail	Examine the results of social cognitive theory on knowledge acquisition and learning, drawing relevant conclusions	Examine the results of social cognitive theory on knowledge acquisition and learning, drawing partially relevant conclusions	Ineffectively examine the results of social cognitive theory on knowledge acquisition and learning

Topic	Nature v. Nurture		
Benchmark SS.12P.1.3	Explain the effects of heredity vs. environment controversy as it relates to intelligence		
Sample Performance Assessment (SPA)	The student: Explains how differences in test scores can be attributed to heredity-environment interaction.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the effects of heredity vs. environment on intelligence tests	Explain, with detail, the effects of heredity vs. environment on intelligence tests	Explain, with minimal detail, the effects of heredity vs. environment on intelligence tests	Ineffectively explain the effects of heredity vs. environment on intelligence tests

Content Area: Social Studies
Grade/Course: Psychology / ACCN: CSD2200

Strand	Psychology
2	

Topic	Human Development		
Benchmark SS.12P.2.1	Analyze the significant aspects of major theories of human development (e.g., Piaget, Erikson, Freud, Gilligan, Kohlberg)		
Sample Performance Assessment (SPA)	The student: Compares the developmental theories of Piaget, Erikson, Gilligan, and Kohlberg.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the significant aspects of the major theories of human development, drawing relevant conclusions supported by clear and precise detail	Analyze the significant aspects of the major theories of human development, drawing relevant conclusions	Analyze the significant aspects of the major theories of human development, drawing partially relevant conclusions	Ineffectively analyze the significant aspects of the major theories of human development

Topic	Human Development		
Benchmark SS.12P.2.2	Describe the physical, mental, and emotional changes that occur throughout life		
Sample Performance Assessment (SPA)	The student: Identifies a variety of changes that occur during infancy, young adulthood, middle age, and old age and explains different ways people react to these changes.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the physical, mental, and emotional changes that occur throughout life	Describe, with detail, the physical, mental, and emotional changes that occur throughout life	Describe, with minimal detail, the physical, mental, and emotional changes that occur throughout life	Ineffectively describe the physical, mental, and emotional changes that occur throughout life

Content Area: Social Studies
Grade/Course: Psychology / ACCN: CSD2200

Strand	Psychology
3	

Topic	Personality Assessment		
Benchmark SS.12P.3.1	Analyze the characteristics of the major personality theories (e.g., psychoanalytic, cognitive, humanistic, and trait approaches)		
Sample Performance Assessment (SPA)	The student: Compares the major personality theories.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the characteristics of the major personality theories, drawing relevant and insightful conclusions supported by clear and precise details	Analyze the characteristics of the major personality theories, drawing relevant conclusions	Analyze the characteristics of the major personality theories, drawing partially relevant conclusions	Ineffectively analyze the characteristics of the major personality theories

Topic	Personality Assessment		
Benchmark SS.12P.3.2	Analyze various tests (e.g., the Thematic Apperception Test [TAT], the Rorschach Test) and techniques that have been used to assess personality traits		
Sample Performance Assessment (SPA)	The student: Compares different personality tests and evaluates the pros and cons of each test.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze various tests and techniques that have been used to assess personality traits, using relevant and insightful examples supported by clear and precise detail	Analyze various tests and techniques that have been used to assess personality traits, using relevant examples	Analyze various tests and techniques that have been used to assess personality traits, using partially relevant examples	Ineffectively analyze various tests and techniques that have been used to assess personality traits

Content Area: Social Studies
Grade/Course: Psychology / ACCN: CSD2200

Strand	Psychology
4	

Topic	Characteristics of Disorders		
Benchmark SS.12P.4.1	Describe anxiety disorders (e.g., generalized anxiety disorder, phobic disorders, obsessive-compulsive disorder), somatoform disorders (e.g., conversion disorder, hypochondriasis), and dissociative disorders (e.g. amnesia, fugue, and multiple personality disorder)		
Sample Performance Assessment (SPA)	The student: Describes the behavior of persons with an anxiety disorder, a somatoform disorder, and a dissociative disorder.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe anxiety disorders, somatoform disorders, and dissociative disorders, with clear and precise detail	Describe anxiety disorders, somatoform disorders, and dissociative disorders, with detail	Describe anxiety disorders, somatoform disorders, and dissociative disorders, with minimal detail	Ineffectively describe anxiety disorders, somatoform disorders, or dissociative disorders

Topic	Characteristics of Disorders		
Benchmark SS.12P.4.2	Identify the symptoms and types of affective or mood disorders (e.g., major depressive disorder, bipolar disorder, dysthymic disorder)		
Sample Performance Assessment (SPA)	The student: Describes the behavior of a person with a mood disorder.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify the symptoms and types of mood disorders, with no errors	Identify the symptoms and types of mood disorders, with no significant errors	Identify the symptoms and types of mood disorders, with a few significant errors	Ineffectively identify the symptoms and types of mood disorders

Topic	Characteristics of Disorders		
Benchmark SS.12P.4.3	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders (e.g. attention-deficit disorder, autistic disorder)		
Sample Performance Assessment (SPA)	The student: Describes the behavior of persons with schizophrenia and a personality disorder and a child with autistic disorder.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with no errors	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with no significant errors	Describe the symptoms of schizophrenia, personality disorders, and childhood disorders, with a few significant errors	Ineffectively describe the symptoms of schizophrenia, personality disorders, and childhood disorders.

Content Area: Social Studies
Grade/Course: Psychology / ACCN: CSD2200

Topic	Defining Disorders		
Benchmark SS.12P.4.4	Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders		
Sample Performance Assessment (SPA)	The student: Compares and critiques, orally or in writing, the current therapies (e.g., psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing relevant conclusions as to their effectiveness supported by clear and precise detail	Analyze the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing relevant conclusions as to their effectiveness	Describe the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders, drawing partially relevant conclusions as to their effectiveness	Ineffectively assess the current therapies (e.g. psychoanalytic, behavioral, cognitive, humanistic, biomedical) used to treat psychological disorders

Content Area: Social Studies
Grade/Course: Sociology / ACCN: CSD2300

Strand	
Standard 1: Understand the development of sociology as a social science	

Topic	Origins of Sociology		
Benchmark SS.SOC.1.1	Describe the ideas of key theorists who originated the field of sociology (e.g., Auguste Comte, Max Weber, Emile Durkheim)		
Sample Performance Assessment (SPA)	The student: Explains, using a graphic organizer, the ideas of a founding sociological theorist, such as Max Weber.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the ideas of key theorists who originated the field of sociology	Describe, with detail, the ideas of key theorists who originated the field of sociology	Describe, with minimal detail, the ideas of key theorists who originated the field of sociology	Ineffectively describe the ideas of key theorists who originated the field of sociology

Topic	Current Sociological Perspectives		
Benchmark SS.SOC.1.2	Compare current sociological theories (e.g., functionalism, conflict theory, symbolic interaction)		
Sample Performance Assessment (SPA)	The student: Compares current sociological theories by using a Venn Diagram.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare current sociological theories, drawing relevant conclusions supported by clear and precise detail	Compare current sociological theories, drawing relevant conclusions	Compare current sociological theories, drawing partially relevant conclusions	Ineffectively compare current sociological theories

Topic	Current Sociological Perspectives		
Benchmark SS.SOC.1.3	Explain various sociological research methods (e.g., survey, questionnaire, secondary analysis) and the appropriate application of each method		
Sample Performance Assessment (SPA)	The student: Describes, in a written report, various sociological research methods by giving examples of their appropriate use.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, various sociological research methods and the appropriate application of each method	Explain, with detail, various sociological research methods and the appropriate application of each method	Explain, with minimal detail, various sociological research methods and the appropriate application of each method	Ineffectively explain various sociological research methods and the appropriate application of each method

Content Area: Social Studies
Grade/Course: Sociology / ACCN: CSD2300

Strand	
Standard 2: Develop an understanding of culture as it affects individuals and groups	

Topic	Traits of Culture		
Benchmark SS.SOC.2.1	Describe aspects of culture (e.g., artifacts, language, values, mores) that result in recognizable differences between societies		
Sample Performance Assessment (SPA)	The student: Provides examples of the differences in values between societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare aspects of culture that result in recognizable differences between societies	Describe aspects of culture that result in recognizable differences between societies	Provide examples of aspects of culture that result in recognizable differences between societies	Recognize aspects of culture that result in recognizable differences between societies

Topic	Cultural Identity		
Benchmark SS.SOC.2.2	Describe how cultural diversity occurs and the impact on a host culture (e.g., subcultures, categorization, ethnocentrism)		
Sample Performance Assessment (SPA)	The student: Explains the relationship between a subculture and the host culture.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how cultural diversity occurs and the impact on a host culture	Describe, with detail, how cultural diversity occurs and the impact on a host culture	Describe, with minimal detail, cultural diversity and the impact on a host culture	Ineffectively describe how cultural diversity occurs and the impact on a host culture

Topic	Cultural Identity		
Benchmark SS.SOC.2.3	Explain the different ways culture is transmitted among groups, individuals and societies (e.g., education, media, socialization, globalization)		
Sample Performance Assessment (SPA)	The student: Describes the globalization of a chosen aspect of culture (e.g., music, art, food) through a map or timeline.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the different ways culture is transmitted among groups, individuals, and societies	Explain, with detail, the different ways culture is transmitted among groups, individuals, and societies	Explain, with minimal detail, the different ways culture is transmitted among groups, individuals, and societies	Ineffectively explain the different ways culture is transmitted among groups, individuals, and societies

Content Area: Social Studies
Grade/Course: Sociology / ACCN: CSD2300

Strand	
Standard 3: Understand the types, characteristics and dynamics of social groups and social institutions	

Topic	Roles of Groups		
Benchmark SS.SOC.3.1	Describe the behavior of social groups (e.g., family, peers, co-workers, teams) and their function in society		
Sample Performance Assessment (SPA)	The student: Explains the behavior and function of social groups to which he or she belongs by listing characteristics of each group in a graphic organizer.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the behavior of social groups and their function in society	Describe, with detail, the behavior of social groups and their function in society	Describe, with minimal detail, the behavior of social groups and their function in society	Ineffectively describe the behavior of social groups and their function in society

Topic	Roles of Institutions		
Benchmark SS.SOC.3.2	Describe institutions and their functions (e.g., schools, corporations, agencies, hospitals, the military) in society		
Sample Performance Assessment (SPA)	The student: Gives examples of how the military functions in Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, institutions and their functions in society	Describe, with detail, institutions and their functions in society	Describe, with minimal detail, institutions and their functions in society	Ineffectively describe institutions and their functions in society

Topic	Impact of Groups and Institutions		
Benchmark SS.SOC.3.3	Evaluate the expectations and effects that social groups and institutions have on individuals		
Sample Performance Assessment (SPA)	The student: Compares individuals' experiences of various social groups and institutions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate, with thorough documentation, the expectations and effects that social groups and institutions have on individuals	Evaluate, with documentation, the expectations and effects that social groups and institutions have on individuals	Evaluate, with partial documentation, the expectations and effects that social groups and institutions have on individuals	Evaluate, with very little documentation, the expectations and effects that social groups and institutions have on individuals

Content Area: Social Studies
Grade/Course: Sociology / ACCN: CSD2300

Strand	
Standard 4: Recognize social problems and underlying causes	

Topic	Norms and Problems		
Benchmark SS.SOC.4.1	Describe the effects of social stratification and social mobility on society		
Sample Performance Assessment (SPA)	The student: Explains how obstacles (e.g., lack of skills, lack of education) and opportunities (e.g., outreach programs, funding for education) can affect social mobility.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe the effects of social stratification and social mobility on society, using relevant examples supported by clear and precise detail	Describe the effects of social stratification and social mobility on society, using relevant examples,	Describe the effects of social stratification and social mobility on society, using partially relevant examples	Describe, using irrelevant or no examples, the effects of social stratification and social mobility on society

Topic	Norms and Problems		
Benchmark SS.SOC.4.2	Explain the concepts of deviance, conformity, norms, and crime and provide examples of each		
Sample Performance Assessment (SPA)	The student: Describes the role of conformity and norms in society (e.g., the interactions between the beats or the hippies and the general society).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the concepts of deviance, conformity, norms, and crime and provide examples of each	Explain, with detail, the concepts of deviance, conformity, norms, and crime, and provide examples of each	Explain, with minimal detail, the concepts of deviance, conformity, norms, and crime and provide examples of each	Ineffectively explain the concepts of deviance, conformity, norms, and crime and provide examples of each

Topic	Control		
Benchmark SS.SOC.4.3	Evaluate the effectiveness of various types of control over deviant and criminal behavior (e.g., deterrence, incarceration, sanction)		
Sample Performance Assessment (SPA)	The student: Classifies the legal definitions of various types of deviant and criminal behavior and evaluates how each type of behavior is controlled.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate the effectiveness of various types of control over deviant and criminal behavior, drawing relevant conclusions supported by clear and precise detail	Evaluate the effectiveness of various types of control over deviant and criminal behavior, drawing relevant conclusions	Evaluate the effectiveness of various types of control over deviant and criminal behavior, drawing partially relevant conclusions	Ineffectively evaluate the effectiveness of various types of control over deviant and criminal behavior

Content Area: Social Studies
Grade/Course: Sociology / ACCN: CSD2300

Strand	
Standard 5: Examine social change for causal factors and results	

Topic	Demographic Change		
Benchmark SS.SOC.5.1	Describe aspects of demography which lead to social change (e.g., birth rates, life expectancy, urbanization, population shifts)		
Sample Performance Assessment (SPA)	The student: Explains population trends in developing and developed nations (e.g., India, Japan, Kenya) and the challenges they pose to those societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, aspects of demography which lead to social change	Describe, with detail, aspects of demography which lead to social change	Describe, with minimal detail, aspects of demography which lead to social change	Ineffectively describe aspects of demography which lead to social change

Topic	Motivated Change		
Benchmark SS.SOC.5.2	Describe contemporary social movements (e.g. gay rights, green movement) and explain how they contribute to social change		
Sample Performance Assessment (SPA)	The student: Explains the changing attitudes in a society that resulted from a social movement.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, contemporary social movements and explain how they contribute to social change	Describe, with detail, contemporary social movements and explain how they contribute to social change	Describe, with minimal detail, contemporary social movements and explain how they contribute to social change	Ineffectively describe contemporary social movements and explain how they contribute to social change

Topic	Motivated Change		
Benchmark SS.SOC.5.3	Explain the impact of organizations (e.g., nonprofit, nongovernmental, local community) on social change		
Sample Performance Assessment (SPA)	The student: Describes how the Institute for Human Services affects social change in Hawaii.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of organizations on social change	Explain, with detail, the impact of organizations on social change	Explain, with minimal detail, the impact of organizations on social change	Ineffectively describe the impact of organizations on social change