

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

<b>Strand</b>	<b>Humanities</b>
<b>Standard 1: Understand how cultures have expressed views on human nature</b>	

<b>Topic</b>	History of Ideas
<b>Benchmark SS.HUM.1.1</b>	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)
<b>Sample Performance Assessment (SPA)</b>	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.

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	History of Ideas
<b>Benchmark SS.HUM.1.2</b>	Trace the development of modern descriptions of human nature, including philosophical (e.g., the Enlightenment, Romanticism) and scientific (e.g., biology, psychology) perspectives
<b>Sample Performance Assessment (SPA)</b>	The student: Assesses the debates over human nature between the biological inheritance view and the social conditioning view.

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Role of Religion
<b>Benchmark SS.HUM.1.3</b>	Compare perspectives of major religions (e.g. Buddhist, Judaic, Christian, Islamic, Hindu) regarding human nature
<b>Sample Performance Assessment (SPA)</b>	The student: Differentiates between major religions regarding the role of good and evil in human nature.

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>

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

<b>Topic</b>	Performing Arts
<b>Benchmark SS.HUM.2.1</b>	Draw conclusions about views on ethics as expressed in dramatic works from different time periods (e.g., Sophocles's Theban plays, medieval morality plays, Shakespeare's Hamlet, Moliere's Tartuffe, Miller's Death of a Salesman)
<b>Sample Performance Assessment (SPA)</b>	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's Antigone, Ibsen's An Enemy of the People, Miller's The Crucible).

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Visual Arts
<b>Benchmark SS.HUM.2.2</b>	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)
<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates ideas of material comfort based on depictions in art (e.g., aspects of aesthetics, leisure, wealth).

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Visual Arts
<b>Benchmark SS.HUM.2.3</b>	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)

<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates the differences among palaces of various civilizations in order to judge the levels of their rulers□ power, wealth, and status.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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
<b>Strand</b>		<b>Humanities</b>	
<b>Standard 3: Understand how cultures have expressed views on human society</b>			

<b>Topic</b>	History of Ideas		
<b>Benchmark SS.HUM.3.1</b>	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)		
<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates views on justice as expressed in various social philosophies.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Individual and Society		
<b>Benchmark SS.HUM.3.2</b>	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)		
<b>Sample Performance Assessment (SPA)</b>	The student: Evaluates the relationship between freedom and authority in different societies.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Literature
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<b>Benchmark SS.HUM.3.3</b>	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)		
<b>Sample Performance Assessment (SPA)</b>	The student: Traces the development of the concept of dystopia in science fiction literature.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Role of Law		
<b>Benchmark SS.HUM.3.4</b>	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)		
<b>Sample Performance Assessment (SPA)</b>	The student: Assesses concepts of equity in various legal systems.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

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

<b>Topic</b>	Mythology		
<b>Benchmark SS.HUM.4.1</b>	Compare how myths express the value systems of different cultures		
<b>Sample Performance Assessment (SPA)</b>	The student: Distinguishes among different cultural perspectives on heroism and responsibility as expressed in their mythologies.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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

<b>Topic</b>	Visual Arts		
<b>Benchmark SS.HUM.4.2</b>	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)		
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how religious views of an afterlife have been expressed through visual arts in various cultures and/or time periods.		
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
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