



SOCIAL STUDIES

GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS FOR RHODE ISLAND

- Proficiency #1: History
- Proficiency #2: Geography
- Proficiency #3: Civics and Government
- Proficiency #4: Economics



SOCIAL STUDIES

GRADUATION PROFICIENCIES AND PERFORMANCE INDICATORS

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GRADUATION PROFICIENCY #1:

HISTORY

Students will interpret how the past influences the present and shapes the future, contributing to continuity and change.

Proficiency #1: History

Proficiency #2: Geography

Proficiency #3: Civics and Government

Proficiency #4: Economics

PERFORMANCE INDICATORS:

Students will...

| | K-2 | 3-5 | 6-8 | 9-12 |
|---|--|---|---|---|
| A | Infer how a series of events affected people in home, classroom, or school. (HP1) | Infer and analyze how an historical or current sequence of events or problems affect and shape people's lives. (HP1) | Analyze factors of historical or current events from different perspectives using evidence. (HP1,2,4) | Analyze the forces of continuity and change in the community, Rhode Island, the US, and the world, applying knowledge of major eras, turning points, historic influences and enduring themes. (HP1,2,5) |
| B | Define and illustrate a sequence of events from personal, school, or community life. (HP2) | Summarize the origins of an issue, problem, or event and how it was created over time. (HP2) | Construct an historical narrative in chronological order by working backward from some issue, problem, or event to explain its origins and its development over time. (HP2,3) | Analyze how a historical development has contributed to current social, economic, or political patterns. (HP3) |
| C | Infer how events and people shape family and school life. (HP3) | Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events. (HP.3) | Analyze a human issue from its inception, to its impact(s) and future implications, including personal connections, alternative courses of action, ethical considerations, and long- and short-term consequences. (HP3) | Synthesize information to convey how the past frames the present and make personal connections in an historical context. (HP3) |



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GRADUATION PROFICIENCY #1:

HISTORY

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| | K-2 | 3-5 | 6-8 | 9-12 |
|----------|---|--|---|---|
| D | Describe how events or innovations affect how people interact. (HP4) | Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments. (HP4) | Analyze the factors, including the influence of technologies and innovations, that influenced the perspectives of people in history and led them to interpret the same events differently. (CCSS.RH.6; HP4) | Evaluate the beneficial and detrimental effects of technology and innovation on society. (HP4) |
| E | Identify cultural differences and similarities between individuals, groups, or communities. (HP5) | Analyze how human needs, wants, and perspectives influence development and change in societies and cultures. (HP5) | Analyze how human societies and cultures develop and change in response to human needs and wants. (HP5) | Critique the role and contribution of various cultural elements in creating diversity in a society. (HP5) |
| F | Describe how people with different perspectives view events in different ways. (HP5) | | | |

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GRADUATION PROFICIENCY #2:

GEOGRAPHY

Students will analyze the physical, human, environmental geography of RI, US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future.

Proficiency #1: History

Proficiency #2: Geography

Proficiency #3: Civics and Government

Proficiency #4: Economics

PERFORMANCE INDICATORS:

Students will...

| | K-2 | 3-5 | 6-8 | 9-12 |
|---|--|---|--|---|
| A | Identify the purpose and features of maps and organize information about people and places in a spatial context (e.g., the school is <i>next</i> to the store). (G1) | Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools. (G1) | Analyze the value of using different geographic representations to compare the major regions of the Earth and their major physical features and political boundaries. (G1) | Analyze the spatial organization of people, places, and environments on the Earth's surface using geographic tools and technologies. (G1) |
| B | Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions. (G2) | Assess how human and physical characteristics influence settlement and population to make a place unique. (G2) | Using geographical concepts, skills, and tools, describe human and physical characteristics of place and explain how and why they may change over time. (G2) | Apply geographical concepts, skills, and tools to examine the human-made and physical characteristics of places to interpret the past, address the present, and plan for the future. (G2) |
| C | Explain why and how people change the space around them, and how changes in the environment impact people's behavior. (G4) | Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes. (G4) | Analyze the ways humans interact, adapt, and change their environment in places and regions and the cultural impact. (G4) | Contextualize the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society. (G3,4) |

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GRADUATION PROFICIENCY #2:

GEOGRAPHY

(CONTINUED)

| | K-2 | 3-5 | 6-8 | 9-12 |
|----------|--|--|---|---|
| D | Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place there. (G3) | Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3) | Explain how the movement of humans, resources and ideas impact the cultural characteristics and the physical resources of places. (G3) | Analyze the movement between humans and environmental systems, and evaluate the distribution of people, resources, and ideas, both globally and locally over time. (G3) |
| E | | Identify and explain how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict. (G2) | Justify how regional cultures ignite cooperation and conflict, leading to the physical, natural, human, or cultural division and control of the Earth's surface historically and in the present. (G2,3) | Evaluate the defining characteristics and interactions of various groups of people both globally and locally over time (including Rhode Island, and Native Americans) to explain how different regions of the world are organized. (G2) |



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GRADUATION PROFICIENCY #3:

CIVICS AND GOVERNMENT

Students will analyze how people create and change structures of power, authority, and governance in order to accomplish common goals and engage as an active citizen in local, national, and/or global political processes.

Proficiency #1: History

Proficiency #2: Geography

Proficiency #3: Civics and Government

Proficiency #4: Economics

PERFORMANCE INDICATORS:

Students will...

| | K-2 | 3-5 | 6-8 | 9-12 |
|----------|---|---|--|---|
| A | Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom, etc.). (C&G 1-1) | Identify and describe the function of the three branches of government and the values represented by enduring documents of the United States. (C&G 2-1,2-2) | Compare and contrast different forms of government and assess what happens when political structures do or do not meet the needs of people. (C&G 1-1) | Evaluate the purpose and limitations of the foundations, structures, and functions of government. (C&G 1-1,1-2) |
| B | Demonstrate the responsibilities of citizenship within a community (sharing ideas, waiting turns, working within a group). (C&G 3-1, 3-2) | Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good. (C&G 3-1, 3-2) | Analyze the interrelationship among the three branches of government. (C&G 2-1) | Analyze how actions of a government affect relationships between individuals, society, and the government. (C&G 1-2) |
| C | Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters). (C&G 4-2) | Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom. (C&G 4-2) | Evaluate and defend a position on an issue involving democratic principles, individual rights, or civic responsibilities and propose solutions or a plan to resolve the issue. (C&G 3-1,3-2) | Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (C&G 2) |



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GRADUATION PROFICIENCY #3:

CIVICS AND GOVERNMENT

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| | K-2 | 3-5 | 6-8 | 9-12 |
|----------|---|---|--|--|
| D | Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1) | Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives. (C&G 5-1) | Engage in the political process by expressing and defending informed opinions to an audience beyond the classroom. (C&G 4-2) | Evaluate and defend positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., <i>Bill of Rights</i> , <i>Universal Declaration of Human Rights</i>). (C&G 3-1) |
| E | | | Explain how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU). (C&G 5-1) | Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends, and events. (C&G 4,5) |



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GRADUATION PROFICIENCY #4:

ECONOMICS

Students will analyze the roles of individuals, institutions, and governments in economic systems.

Proficiency #1: History

Proficiency #2: Geography

Proficiency #3: Civics and Government

Proficiency #4: Economics

PERFORMANCE INDICATORS:

Students will...

| | K-2 | 3-5 | 6-8 | 9-12 |
|----------|--|---|--|---|
| A | Assess how the availability of resources and incentives impact choices people make. (E1) | Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity. (E1) | Research and analyze how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance. (E1) | Apply economic concepts to analyze how they relate to economic conditions or issues of individuals and groups both globally and locally. (E1-3) |
| B | Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology). (E2) | Assess how supply, demand, incentives, and innovations impact consumer and producer decision making. (E2) | Describe the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services. (E2) | Analyze the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world. (E3) |
| C | Identify how the classroom community members exchange and consume resources. (E3) | Identify how governments provide goods and services in a market economy by taxing and borrowing. (E3) | Explain the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy). (E3) | Analyze the relationship over time between a region's economic system and its government with respect to costs and benefits resulting from real-world choices. (E1,3) |
| D | Explain the purposes of money and how it can be used. (E3) | | | |

