

71°W

\$



₹

ريال

41°N

ريال

\$

£

\$

ريال

¥

₹

¥



¥

71°W

₹

£

71°W

ريال

£

ريال

71°W

¥



ريال

₹

41°N

71°W \$

ريال

₹

41°N



ريال

\$



£

£



ريال

£

71°W

£

£

\$

¥



ريال

41°N

SCORING CRITERIA

SOCIAL STUDIES HISTORY

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12



RIDE Rhode Island
Department
of Education

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | K-2 (CONTINUED)



C PERFORMANCE INDICATOR Infer how events and people shape family and school life. (HP3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Ask and answer questions about how events and people shape family and school life.	Identify how personal events and people shape your family and school life.	Infer how events and people shape family and school life.	Infer how and why different events and people have shaped family and school life referring to details/evidence to support inference.

D PERFORMANCE INDICATOR Describe how events or innovations affect how people interact. (HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Ask and answer questions about how events/innovations affect how people interact.	Identify events or innovations and the effect on people's interactions.	Describe how events or innovations affect how people interact.	Explain how and why events or innovations affect how people interact referring to details/evidence to support inference.

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | K-2 (CONTINUED)



E PERFORMANCE INDICATOR

Identify cultural differences and similarities between individuals, groups, or communities. (HP5)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Ask and answer questions about cultural similarities and differences between individuals, groups, or communities.</p>	<p>Identify what is similar and what is different between individuals, groups, and communities.</p>	<p>Identify cultural differences and similarities between individuals, groups, or communities.</p>	<p>Explain how individuals, groups, or communities are culturally similar or different.</p>

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 3-5



Students will...

Interpret how the past influences the present and shapes the future, contributing to continuity and change.

A PERFORMANCE INDICATOR

Infer and analyze how an historical or current sequence of events or problems effect and shape people's lives. (HP1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Sequence a current or historical series of events or problems.	Describe an historical or current sequence of events or problems and identify the impact on people's lives.	Infer and analyze how an historical or current sequence of events or problems affect and shape people's lives.	Analyze how and why an historical or current sequence of events or problems shape people's lives.

B PERFORMANCE INDICATOR

Summarize the origins of an issue, problem, or event and how it was created over time. (HP2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Retell an issue, problem, or event.	Describe the origins of an issue, problem, or event.	Summarize the origins of an issue, problem, or event and how it was created over time.	Summarize efficiently the origins of an issue, problem, or event and how and why it was created over time.



SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 3-5 (CONTINUED)



C PERFORMANCE INDICATOR

Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events. (HP3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify human issues and cultural influences.</p>	<p>Describe connections between human issues and/or cultural influences and personal histories and/or historical events.</p>	<p>Compare and contrast how human issues and cultural influences across time periods connect to personal histories and historical events.</p>	<p>Analyze the meaning people today can draw from the similarities and differences between how human issues and/or cultural influences across time connect to personal histories and/or historical events.</p>

D PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Describe factors, causes, and reasons, that lead to different types of interactions.</p>	<p>Analyze factors, causes, and reasons that lead to different types of interactions on individuals, societies, and environments.</p>	<p>Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments.</p>	<p>Critique factors, causes, and reasons that lead to different types of interactions on individuals, societies, and environments.</p>

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 3-5 (CONTINUED)



E PERFORMANCE INDICATOR

Analyze how human needs, wants, and perspectives influence development and change in societies and cultures. (HP5)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify human needs and wants and their impact on change in societies and cultures.</p>	<p>Explain how human needs, wants, and perspectives influence development and change in societies and cultures.</p>	<p>Analyze how human needs, wants, and perspectives influence development and change in societies and cultures.</p>	<p>Critique the impact of human needs, wants, and/or perspectives on society and cultures.</p>

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 6-8



Students will...

Interpret how the past influences the present and shapes the future, contributing to continuity and change.

A PERFORMANCE INDICATOR

Analyze factors of historical or current events from different perspectives using evidence. (HP1, 2, 4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify factors of historical or current events.</p>	<p>Describe factors of historical or current events from different perspectives.</p>	<p>Analyze factors of historical or current events from different perspectives using evidence.</p>	<p>Critique the different perspectives of historical or current events.</p>

B PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Sequence an historical narrative.</p>	<p>Construct an historical narrative in chronological order, including identifying its origins from an issue, problem, or event.</p>	<p>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.</p>	<p>Construct an historical analysis of an issue, problem, or event.</p>

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 6-8 (CONTINUED)



C PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain a human issue and the events that led to it.	Explain a human issue from its inception, to its impact(s) and future implications.	Analyze a human issue from its inception, to its impact(s) and future implications, including personal connections, alternative courses of action, ethical consequences, and long- and short-term consequences.	Evaluate 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.

D PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the factors that influenced people's perspective of the same event.	Describe the factors that influenced perspectives, which led to different interpretations of the same event.	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.	Evaluate the factors that influenced the perspectives of people in history and led them to interpret the same event differently.

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 6-8 (CONTINUED)



E PERFORMANCE INDICATOR

Analyze how human societies and cultures develop and change in response to human needs and wants. (HP5)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify ways that human societies and cultures have developed and changed.</p>	<p>Explain how the changes in human societies and cultures have been in response to specific human needs and wants.</p>	<p>Analyze how human societies and cultures develop and change in response to human needs and wants.</p>	<p>Analyze how and why societies will have to change in the future to adapt to current trends.</p>

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 9-12



Students will...

Interpret how the past influences the present and shapes the future, contributing to continuity and change.

A PERFORMANCE INDICATOR

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)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Explain what has stayed the same and what has changed at a specific scale (i.e., community, Rhode Island, the US, and the world).	Explain the forces of continuity and change in the community, Rhode Island, the US, and the world.	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.	Evaluate the impact of both the change and continuity at various scales (i.e., community, Rhode Island, the US, and the world).

B PERFORMANCE INDICATOR

Analyze how an historical development has contributed to current social, economic, or political patterns. (HP3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the components of an historical development that contributed to current social, economic, or political patterns.	Explain an historical development that has contributed to current social, economic, or political patterns.	Analyze how an historical development has contributed to current social, economic, or political patterns.	Critique how multiple recounts of an historical development contribute to current and/or historical social, economic, or political patterns.

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 9-12 (CONTINUED)



C PERFORMANCE INDICATOR

Synthesize information to convey how the past frames the present and make personal connections in an historical context. (HP3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain how the past frames the present or identify personal connections in an historical context.	Summarize how the past frames the present and identify personal connections in an historical context.	Synthesize information to convey how the past frames the present and make personal connections in an historical context.	Synthesize and evaluate information to convey how and why the past frames the present and make effective personal connections in an historical context.

D PERFORMANCE INDICATOR

Evaluate the beneficial and detrimental effects of technology and innovation on society. (HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain the effects of a particular innovation on society.	Describe the beneficial and detrimental effects of a particular technology or innovation on human interactions and society.	Evaluate the beneficial and detrimental effects of technology and innovation on society.	Critique competing arguments that illustrate how technology and innovation can both be beneficial and detrimental to society.

SCORING CRITERIA

SOCIAL STUDIES |

HISTORY | 9-12 (CONTINUED)



E PERFORMANCE INDICATOR

Critique the role and contribution of various cultural elements in creating diversity in a society. (HP5)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Describe specific examples of cultural elements in a society.</p>	<p>Analyze the similarities and differences of cultural elements in a society.</p>	<p>Critique the role and contribution of various cultural elements in creating diversity in a society.</p>	<p>Synthesize evidence of the impact cultural contributions have made in the creation of diverse societies.</p>

71°W

\$

ريال

41°N

ريال

\$

£

\$

ريال

¥

¢

¥

√

¥

71°W

¢

£

71°W

ريال

√ £

ريال

71°W

¥

ريال

¢

41°N

SCORING CRITERIA

SOCIAL STUDIES

GEOGRAPHY

71°W \$

¢

ريال

√

41°N

√

£

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

√

ريال

\$

£

√

ريال

£

71°W

£



RIDE Rhode Island Department of Education

ريال

√

¢

£

\$

¥

√

ريال

41°N

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | K-2



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.

A PERFORMANCE INDICATOR

Identify the purpose and features of maps and organize information about people and places in a spatial context (e.g., the school is *next* to the store). (G1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify features of maps.	Identify the purpose and features of maps.	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).	Explain the purpose and features of maps to organize information about people and places in a spatial context.

B PERFORMANCE INDICATOR

Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions. (G2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify natural and human-made features.	Explain the differences between natural and human-made features.	Compare the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions.	Explain why natural and human-made features differ within places and regions.



SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | K-2 (CONTINUED)



C PERFORMANCE INDICATOR

Explain why and how people change the space around them, and how changes in the environment impact people's behavior. (G4)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify how people change the space around them.	Explain how people change the space around them and identify the environmental impact on people's behavior.	Explain why and how people change the space around them, and how changes in the environment impact people's behavior.	Critique how people change the space around them and how changes in the environment impact people's behavior.

D PERFORMANCE INDICATOR

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)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify reasons people move.	Describe the reasons people leave a place or not.	Describe reasons people have or have not moved and how features of a place influence what activities do or do not take place there.	Describe reasons people move and explain the relationship between the activities that do or do not take place in the home and host location.

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 3-5



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.

A PERFORMANCE INDICATOR

Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographical tools. (G1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the features of a geographical tool (e.g., key, scale, compass rose).	Explain how to use a geographical tool to find a region, physical feature or political boundary.	Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographical tools.	Evaluate the use of different geographical tools to find regions on Earth.

B PERFORMANCE INDICATOR

Assess how human and physical characteristics influence settlement and population to make a place unique. (G2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify human and physical characteristics of settlement and population.	Explain the connection between human and physical characteristics and their influence on settlement and population.	Assess how human and physical characteristics influence settlement and population to make a place unique.	Predict how changes in human and physical characteristics might influence the uniqueness of a place.

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 3-5 (CONTINUED)



C PERFORMANCE INDICATOR

Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes. (G4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Describe ways that humans have changed the physical environment.	Describe how human actions have changed the physical environment and identify human reactions to environmental changes.	Describe how human actions have changed the physical environment and analyze the impact of human reactions to environmental changes.	Evaluate the impact of human reactions to environmental changes, by analyzing how human actions have changed the physical environment.

D PERFORMANCE INDICATOR

Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain the reasons why people migrate.	Explain the reasons why people migrate and the features of a place that influence human migration.	Compare and contrast reasons why people migrate and how features of a place influence human decision making.	Evaluate why features of a place influence human settlements and migration.

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 3-5 (CONTINUED)



E PERFORMANCE INDICATOR

Identify and explain how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict. (G2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	<p>Identify elements of diversity in a society.</p>	<p>Identify ways diversity contributes to conflict, cooperation, growth, and decline.</p>	<p>Identify and explain how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict.</p>	<p>Analyze why some places are able to use diversity as a tool for cooperation and growth and others fall into conflict and decline.</p>

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 6-8



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.

A PERFORMANCE INDICATOR

Analyze the value of using different geographical representations to compare the major regions of the Earth and their major physical features and political boundaries. (G1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify different geographical representations and identify physical features/ political boundaries on a map.</p>	<p>Use different geographical representations to illustrate the major regions of the Earth and their major physical features and political boundaries.</p>	<p>Analyze the value of using different geographical representations to compare the major regions of the Earth and their major physical features and political boundaries.</p>	<p>Defend the use of one geographical representation over another when analyzing major regions of the world.</p>

B PERFORMANCE INDICATOR

Using geographical concepts, skills, a tools, describe human and physical characteristics of a place and explain how and why they may change over time. (G2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Using geographic concepts, skills and tools, identify human and physical characteristics of a place.</p>	<p>Using geographical concepts, skills and tools, describe the human and physical characteristics of a place.</p>	<p>Using geographical concepts, skills and tools, describe human and physical characteristics of a place and explain how and why they may change over time.</p>	<p>Analyze how changes in human and physical characteristics of a place may impact surrounding communities and/or the world at large.</p>



SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 6-8 (CONTINUED)



C PERFORMANCE INDICATOR

Analyze the ways humans interact, adapt, and change their environment in places and regions and the cultural impact. (G4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify ways that humans interact, adapt, and change their environment.	Use an example of a specific place or region to explain how humans interact, adapt, and change their environments.	Analyze the ways humans interact, adapt, and change their environment in places and regions and the cultural impact.	Evaluate the positive and negative impacts of changes on a culture.

D PERFORMANCE INDICATOR

Explain how the movement of humans, resources, and ideas impact the cultural characteristics and the physical resources of places. (G3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify examples of the movement of humans, resources, and ideas.	Explain how the movement of humans, resources, and/or ideas impacted the physical resources of the place.	Explain how the movement of humans, resources, and ideas impact the cultural characteristics and the physical resources of places.	Analyze how and why the movement of humans, resources, and ideas impact the cultural characteristics and the physical resources of places.

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 6-8 (CONTINUED)



E PERFORMANCE INDICATOR

Analyze how regional cultures can lead to cooperation and/or conflict that impacts how Earth has been divided or controlled. (G2, 3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	<p>Identify how regional cultures can lead to both cooperation and conflict.</p>	<p>Explain how regional cultures can lead to cooperation and/or conflict and have led to division and control of the Earth.</p>	<p>Analyze how regional cultures can lead to cooperation and/or conflict that impacts how Earth has been divided or controlled.</p>	<p>Critique how regional cultures can respond to changing environmental circumstances.</p>

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 9-12



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.

A PERFORMANCE INDICATOR

Analyze the spatial organization of people, places, and environments on the Earth's surface using geographical tools and technologies. (G1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Use various geographical tools to identify the spatial organization of people, places, and/or environments.	Use various geographical tools to describe the spatial organization of people, places, and/or environments.	Analyze the spatial organization of people, places, and environments on the Earth's surface using geographical tools and technologies.	Evaluate the effectiveness of geographical tools and technologies used in order to understand the spatial organization of people, places, and environments on the Earth's surface.

B PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the human-made and physical characteristics of a place.	Use geographical concepts, skills, and tools to explain how the human-made and physical characteristics have changed over time.	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.	Evaluate the impact of changing technology on the usefulness of past human-made and physical characteristics of a place.



SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 9-12 (CONTINUED)



C PERFORMANCE INDICATOR

Contextualize the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society. (G3, 4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify ways people react, adapt, and modify their physical environment.	Explain the impact of how humans react, adapt, and modify their physical environment.	Contextualize the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society.	Evaluate the impact of how humans react, adapt and modify their physical environment and its role in developing culture and society.

D PERFORMANCE INDICATOR

Analyze the movement between humans and environmental systems, and evaluate the distribution of people, resources, and ideas, both globally and locally over time. (G3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify how humans move as a result of environmental systems.	Explain the movement between humans and environmental systems and explain the distribution of people, resources, and ideas both globally and locally.	Analyze the movement between humans and environmental systems, and evaluate the distribution of people, resources, and ideas, both globally and locally over time.	Evaluate the interrelationships of geography and resources and how it influences humans and environmental systems.

SCORING CRITERIA

SOCIAL STUDIES |

GEOGRAPHY | 9-12 (CONTINUED)



E PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify the defining characteristics and interactions of various groups of people both globally and locally over time.</p>	<p>Explain the benefits and challenges of interaction between various groups in a region based on their defining characteristics.</p>	<p>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.</p>	<p>Evaluate the defining characteristics and interactions of various groups of people both globally and locally over time (including Rhode Island, and Native Americans) to analyze and explain how different regions of the world are organized.</p>

71°W

\$

₹

41°N

ريال

\$

£

\$

ريال

¥

₹

¥

✓

¥

71°W

₹

£

71°W

ريال

✓ £

ريال

71°W

¥

ريال

₹

41°N

71°W \$

SCORING CRITERIA

SOCIAL STUDIES

CIVICS AND GOVERNMENT

₹

ريال

✓

41°N

\$

✓

£

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

✓

ريال

£

✓

ريال

£

71°W

£

£



RIDE Rhode Island Department of Education

\$

¥

41°N

✓

ريال

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | K-2



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.

A PERFORMANCE INDICATOR

Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom). (C&G 1-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the rules in different settings.	Identify the rules and consequences in different settings.	Identify and evaluate rules and consequences in different settings (e.g., home, bus, classroom).	Evaluate rules and consequences in different settings and revise based on evaluation.

B PERFORMANCE INDICATOR

Demonstrate the responsibilities of citizenship within a community (e.g. sharing ideas, waiting turns, working within a group). (C&G 3-1, 3-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the responsibilities of citizenship within a community (e.g., sharing ideas, waiting turns, working within a group).	Explain the responsibilities of citizenship within a community (e.g., sharing ideas, waiting turns, working within a group).	Demonstrate the responsibilities of citizenship within a community (e.g., sharing ideas, waiting turns, working within a group).	Demonstrate the responsibilities of citizenship within a community (e.g., sharing ideas, waiting turns, working within a group) and explain the importance of civic responsibilities.

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | K-2 (CONTINUED)



C PERFORMANCE INDICATOR

Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters). (C&G 4-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Define opinion and how to assess opinions.</p>	<p>Identify various methods to assess opinions (e.g., voting, conducting a survey, writing letters).</p>	<p>Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters).</p>	<p>Use various methods to assess opinions (e.g., voting, conducting a survey, writing letters) and identify benefits and limitations of the methods.</p>

D PERFORMANCE INDICATOR

Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Answer questions about how we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p>Ask and answer questions about the different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p>Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p>Describe different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 3-5



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.

A PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the three branches of government and their function.	Identify the function of the three branches of government and the values represented by enduring documents of the United States.	Identify and describe the function of the three branches of government and the values represented by enduring documents of the United States.	Describe the function of the three branches of government and explain how the values are represented within the enduring documents of the United States.

B PERFORMANCE INDICATOR

Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good. (C&G 3-1, 3-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the rights and responsibilities of citizenship.	Identify the rights and responsibilities of citizenship, including conflicts between individual rights and the common good.	Describe the rights and responsibilities of citizenship, including conflicts between individual rights and the common good.	Describe the rights and responsibilities of citizenship, including analyzing the conflicts between individual rights and the common good.

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 3-5 (CONTINUED)



C PERFORMANCE INDICATOR

Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom. (C&G 4-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Develop an opinion on a local, state, or national issue.	Develop and communicate an opinion on a local, state, or national issue to a classroom audience.	Develop and communicate an opinion on a local, state, or national issue to an audience outside the classroom.	Communicate an opinion on a local, state, or national issue to an audience outside the classroom and engage in a dialogue with the audience.

D PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain how people are socially, technologically, geographically, economically, or culturally connected.	Explain how people are socially, technologically, geographically, economically, or culturally connected and identify how current events around the world affect our lives.	Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives.	Explain how people are socially, technologically, geographically, economically, or culturally connected and analyze the connections and how current events around the world affect our lives.

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 6-8



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.

A PERFORMANCE INDICATOR

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)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe different forms of government.	Compare and contrast different forms of government and identify what happens when political structures do or do not meet the needs of people.	Compare and contrast different forms of government and assess what happens when political structures do or do not meet the needs of people.	Critique different forms of government and what happens when the political structures do or do not meet the needs of people.

B PERFORMANCE INDICATOR

Analyze the interrelationship among the three branches of government. (C&G 2-1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the interrelationship among the three branches of government.	Explain the interrelationship among the three branches of government.	Analyze the interrelationship among the three branches of government.	Evaluate the effectiveness of the interrelationship among the three branches of government.



SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 6-8 (CONTINUED)



C PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify an issue involving democratic principles, individual rights, or civic responsibilities.	Explain the sides of an issue involving democratic principles, individual rights, or civic responsibilities.	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.	Anticipate obstacles to proposed solutions and incorporate those solutions into the plan to resolve the issue.

D PERFORMANCE INDICATOR

Engage in the political process by expressing and defending informed opinions to an audience beyond the classroom. (C&G 4-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Develop and defend an informed opinion.	Engage in the political process by expressing informed opinions to an audience within the classroom.	Engage in the political process by expressing and defending informed opinions to an audience beyond the classroom.	Engage in the political process by expressing and defending informed opinions to an audience beyond the classroom and evaluate your argument in response to feedback from the audience.

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 6-8 (CONTINUED)



E PERFORMANCE INDICATOR

Explain how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU). (C&G 5-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify how people are connected (e.g., World Bank, UN, NATO, EU).</p>	<p>Identify how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU).</p>	<p>Explain how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU).</p>	<p>Analyze how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU).</p>

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 9-12



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.

A PERFORMANCE INDICATOR

Evaluate the purpose and limitations of the foundations, structures, and functions of government. (C&G 1-1, 1-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify the purpose and limitations of the foundations, structures, and functions of government.</p>	<p>Explain the purpose and limitations of the foundations, structures, and functions of government.</p>	<p>Evaluate the purpose and limitations of the foundations, structures, and functions of government.</p>	<p>Evaluate the purpose and limitations of the foundations, structures, and functions of government and assess the effectiveness of government in achieving its purpose.</p>

B PERFORMANCE INDICATOR

Analyze how actions of a government affect relationships between individuals, society, and the government. (C&G 1-2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify how actions of a government affect relationships between individuals, society, and the government.</p>	<p>Explain how actions of a government affect relationships between individuals, society, and the government.</p>	<p>Analyze how actions of a government affect relationships between individuals, society, and the government.</p>	<p>Evaluate how actions of a government affect relationships between individuals, society, and the government.</p>



SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 9-12 (CONTINUED)



C PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Explain how current issues relate to democratic ideals in the founding documents and constitutional principles of the United States government.	Analyze current issues and explain how they relate to democratic ideals in the founding documents and constitutional principles of the United States government, and identify how democratic institutions and interpretations of democratic ideals have changed over time.	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.	Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government; and, analyze how and why democratic institutions and interpretations of democratic ideals have changed over time.

D PERFORMANCE INDICATOR

Evaluate and defend positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights). (C&G 3-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Describe positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	Analyze positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	Evaluate and defend positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	Evaluate and defend positions regarding personal and civic responsibilities of individuals, critiquing the adequacy of the provisions within the seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).

SCORING CRITERIA

SOCIAL STUDIES |

CIVICS AND GOVERNMENT | 9-12 (CONTINUED)



E PERFORMANCE INDICATOR

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)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	<p>Describe various forms of government and political systems in the United States and the world, and identify their impact on societal issues, trends, and events.</p>	<p>Analyze various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends, and events.</p>	<p>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.</p>	<p>Evaluate various forms of government and political systems and their impact on societal issues, trends, and events.</p>

71°W

\$

ريال

41°N

ريال

\$

£

\$

ريال

¥

¢

¥

✓

¥

71°W

¢

£

71°W

ريال

✓ £

ريال

71°W

¥

ريال

¢

41°N

71°W \$

SCORING CRITERIA

SOCIAL STUDIES

ECONOMICS

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

¢

ريال

✓

41°N

\$

✓

£

✓

ريال

£

✓

ريال

£

71°W

£

£



RIDE Rhode Island Department of Education

\$

¥

✓

ريال

41°N

SCORING CRITERIA

SOCIAL STUDIES | ECONOMICS | K-2



Students will...

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

A PERFORMANCE INDICATOR

Assess how the availability of resources and incentives impact choices people make. (E1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify how the availability of resources and incentives impact choices people make.</p>	<p>Describe how the availability of resources and incentives impact choices people make.</p>	<p>Assess how the availability of resources and incentives impact choices people make.</p>	<p>Assess how the availability of resources and incentives impact choices people make and apply this assessment to personal choices.</p>

B PERFORMANCE INDICATOR

Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology). (E2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify how people exchange goods and services (e.g., barter, money).</p>	<p>Identify how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology).</p>	<p>Describe how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology).</p>	<p>Assess the decisions people make in how they exchange goods and services (e.g., barter, money) and the effects of those decisions on society.</p>



SCORING CRITERIA

SOCIAL STUDIES |

ECONOMICS | K-2 (CONTINUED)



C PERFORMANCE INDICATOR Identify how the classroom community members exchange and consume resources. (E3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify classroom community members.	Identify the classroom community members and the resources they consume.	Identify how the classroom community members exchange and consume resources.	Identify how the classroom community members exchange and consume resources and explain the impact on the classroom community.

D PERFORMANCE INDICATOR Explain the purposes of money and how it can be used. (E3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify the purposes of money.	Identify the purposes of money and how it can be used.	Explain the purposes of money and how it can be used.	Explain the purposes of money and how it can be used including the consequences of that use.

SCORING CRITERIA

SOCIAL STUDIES | ECONOMICS | 3-5



Students will...

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

A PERFORMANCE INDICATOR

Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity. (E1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity.	Describe human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity.	Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity.	Differentiate between human, natural, and capital resources, and concepts of surplus, subsistence, and scarcity and explain how these concepts affect economic conditions.

B PERFORMANCE INDICATOR

Assess how supply, demand, incentives, and innovations impact consumer and producer decision making. (E2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Identify how supply, demand, incentives, and innovations impact consumer and producer decision making.	Describe how supply, demand, incentives, and innovations impact consumer and producer decision making.	Assess how supply, demand, incentives, and innovations impact consumer and producer decision making.	Assess how supply, demand, incentives, and innovations impact consumer and producer decision making and explain the effects on economic conditions.



SCORING CRITERIA

SOCIAL STUDIES |

ECONOMICS | 3-5 (CONTINUED)



C PERFORMANCE INDICATOR

Identify how governments provide goods and services in a market economy by taxing and borrowing. (E3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Answer questions about how governments provide goods and services.</p>	<p>Ask and answer questions about the goods and services a government provides in a market economy by taxing and borrowing.</p>	<p>Identify how governments provide goods and services in a market economy by taxing and borrowing.</p>	<p>Explain how governments provide goods and services in a market economy by taxing and borrowing.</p>

SCORING CRITERIA

SOCIAL STUDIES | ECONOMICS | 6-8



Students will...

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

A PERFORMANCE INDICATOR

Research and analyze how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance. (E1)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	Research and explain how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	Research and analyze how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	Research and evaluate the choices individuals and societies make to address the challenges and opportunities of scarcity and abundance.

B PERFORMANCE INDICATOR

Describe the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services. (E2)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the role of producers and consumers locally, nationally, and internationally.	Identify the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services.	Describe the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services.	Analyze the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services.



SCORING CRITERIA

SOCIAL STUDIES |

ECONOMICS | 6-8 (CONTINUED)



C PERFORMANCE INDICATOR

Explain the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy). (E3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify relationships of participants within an economy (e.g., barter, feudal society, global economy).</p>	<p>Identify the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy).</p>	<p>Explain the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy).</p>	<p>Evaluate the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy).</p>

SCORING CRITERIA

SOCIAL STUDIES | ECONOMICS | 9-12



Students will...

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

A PERFORMANCE INDICATOR

Apply economic concepts to analyze how they relate to economic conditions or issues of individuals and groups both globally and locally. (E1-3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Describe economic concepts and identify relationships to economic conditions.	Describe economic concepts and explain how they relate to economic conditions or issues of individuals and groups both globally and locally.	Apply economic concepts to analyze how they relate to economic conditions or issues of individuals and groups both globally and locally.	Evaluate the effectiveness of economic concepts in response to economic conditions or issues of individuals and groups both globally and locally.

B PERFORMANCE INDICATOR

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)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	Identify the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	Describe the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	Analyze the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	Evaluate the economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.



SCORING CRITERIA

SOCIAL STUDIES |

ECONOMICS | 9-12 (CONTINUED)



C PERFORMANCE INDICATOR

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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p>Identify the relationship between a region's economic system and its government with respect to costs and benefits.</p>	<p>Describe the relationship between a region's economic system and its government with respect to costs and benefits resulting from real-world choices.</p>	<p>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.</p>	<p>Evaluate the relationship over time between a region's economic system and its government with respect to costs and benefits resulting from real-world choices.</p>