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# SCORING CRITERIA

## SOCIAL STUDIES HISTORY

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

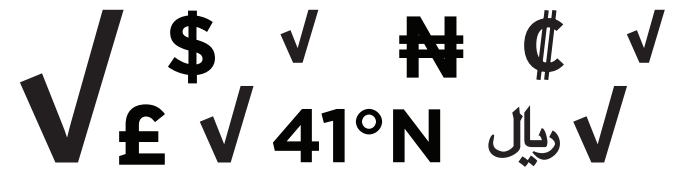


RIDE Rhode Island  
Department  
of Education

# SCORING CRITERIA

## SOCIAL STUDIES |

## HISTORY | K-2



### Students will...

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

## A PERFORMANCE INDICATOR

Infer how a series of events affected people in home, classroom, or school. (HP1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Identify</b> the ways people are being affected by an event.</p>	<p><b>Explain</b> the ways people are affected by a series of events.</p>	<p><b>Infer</b> how a series of events affected people in home, classroom, or school.</p>	<p><b>Infer</b> how a series of events can affect people in home, classroom, or school referring to details/evidence to support inference.</p>

## B PERFORMANCE INDICATOR

Define and illustrate a sequence of events from personal, school, or community life. (HP2)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Identify</b> a sequence of events from personal, school, or community life (past or present).</p>	<p><b>Define</b> and <b>arrange</b> a sequence of events from personal, school, or community life (past or present) in chronological order.</p>	<p><b>Define</b> and <b>illustrate</b> a sequence of events from personal, school, or community life.</p>	<p><b>Illustrate</b> (e.g., timeline, Venn Diagram) and <b>explain</b> a progression of events from personal, school, or community life.</p>

# 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 <b>answer</b> questions about how events and people shape family and school life.	<b>Identify</b> how personal events and people shape your family and school life.	<b>Infer</b> how events and people shape family and school life.	<b>Infer</b> how and why different events and people have shaped family and school life referring to details/evidence to support inference.

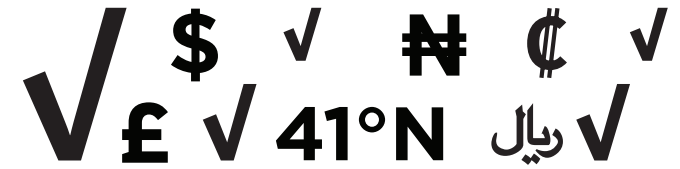
#### **D PERFORMANCE INDICATOR** Describe how events or innovations affect how people interact. (HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Ask and <b>answer</b> questions about how events/innovations affect how people interact.	<b>Identify</b> events or innovations and the effect on people's interactions.	<b>Describe</b> how events or innovations affect how people interact.	<b>Explain</b> 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

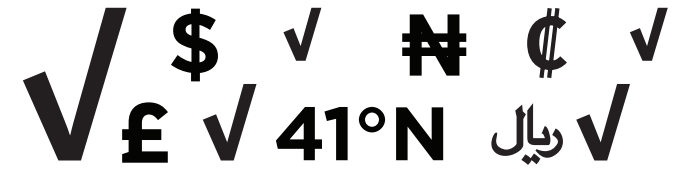
Identify cultural differences and similarities between individuals, groups, or communities. (HP5)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Ask</b> and <b>answer</b> questions about cultural similarities and differences between individuals, groups, or communities.</p>	<p><b>Identify</b> what is similar and what is different between individuals, groups, and communities.</p>	<p><b>Identify</b> cultural differences and similarities between individuals, groups, or communities.</p>	<p><b>Explain</b> 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	<b>Sequence</b> a current or historical series of events or problems.	<b>Describe</b> an historical or current sequence of events or problems and identify the impact on people’s lives.	<b>Infer</b> and <b>analyze</b> how an historical or current sequence of events or problems affect and shape people’s lives.	<b>Analyze</b> 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	<b>Retell</b> an issue, problem, or event.	<b>Describe</b> the origins of an issue, problem, or event.	<b>Summarize</b> the origins of an issue, problem, or event and how it was created over time.	<b>Summarize</b> efficiently the origins of an issue, problem, or event and how and why is 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><b>Identify</b> human issues and cultural influences.</p>	<p><b>Describe</b> connections between human issues and/or cultural influences and personal histories and/or historical events.</p>	<p><b>Compare</b> and <b>contrast</b> how human issues and cultural influences across time periods connect to personal histories and historical events.</p>	<p><b>Analyze</b> 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

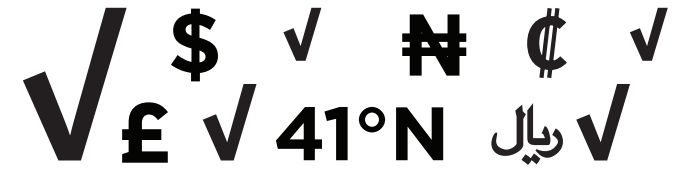
Assess factors, causes, and reasons that lead to different types of interactions, including the influence of technologies and innovations on individuals, societies, and environments. (HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Describe</b> factors, causes, and reasons, that lead to different types of interactions.</p>	<p><b>Analyze</b> factors, causes, and reasons that lead to different types of interactions on individuals, societies, and environments.</p>	<p><b>Assess</b> 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><b>Critique</b> 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><b>Identify</b> human needs and wants and their impact on change in societies and cultures.</p>	<p><b>Explain</b> how human needs, wants, and perspectives influence development and change in societies and cultures.</p>	<p><b>Analyze</b> how human needs, wants, and perspectives influence development and change in societies and cultures.</p>	<p><b>Critique</b> 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	<b>Identify</b> factors of historical or current events.	<b>Describe</b> factors of historical or current events from different perspectives.	<b>Analyze</b> factors of historical or current events from different perspectives using evidence.	<b>Critique</b> the different perspectives of historical or current events.

### 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	<b>Sequence</b> an historical narrative.	<b>Construct</b> an historical narrative in chronological order, including identifying its origins from an issue, problem, or event.	<b>Construct</b> an historical narrative in chronological order by working backward from some issue, problem, or event to explain its origins and its development over time.	<b>Construct</b> an historical analysis of an issue, problem, or event.





# 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	<b>Explain</b> a human issue and the events that led to it.	<b>Explain</b> a human issue from its inception, to its impact(s) and future implications.	<b>Analyze</b> 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.	<b>Evaluate</b> 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**

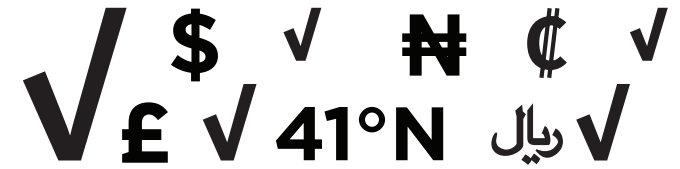
Analyze the factors, including the influence of technologies and innovations, that influenced the perspectives of people in history and led them to interpret the same events differently. (CCSS.RH.6; HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Identify</b> the factors that influenced people's perspective of the same event.	<b>Describe</b> the factors that influenced perspectives, which led to different interpretations of the same event.	<b>Analyze</b> 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.	<b>Evaluate</b> 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><b>Identify</b> ways that human societies and cultures have developed and changed.</p>	<p><b>Explain</b> how the changes in human societies and cultures have been in response to specific human needs and wants.</p>	<p><b>Analyze</b> how human societies and cultures develop and change in response to human needs and wants.</p>	<p><b>Analyze</b> 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
	<b>Explain</b> what has stayed the same and what has changed at a specific scale (i.e., community, Rhode Island, the US, and the world).	<b>Explain</b> the forces of continuity and change in the community, Rhode Island, the US, and the world.	<b>Analyze</b> 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.	<b>Evaluate</b> 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
	<b>Identify</b> the components of an historical development that contributed to current social, economic, or political patterns.	<b>Explain</b> an historical development that has contributed to current social, economic, or political patterns.	<b>Analyze</b> how an historical development has contributed to current social, economic, or political patterns.	<b>Critique</b> 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	<b>Explain</b> how the past frames the present or identify personal connections in an historical context.	<b>Summarize</b> how the past frames the present and identify personal connections in an historical context.	<b>Synthesize</b> information to convey how the past frames the present and make personal connections in an historical context.	<b>Synthesize</b> and <b>evaluate</b> information to convey how and why the past frames the present and make effective personal connections in an historical context.

#### **D PERFORMANCE INDICATOR**

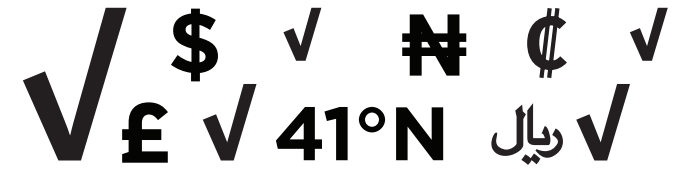
Evaluate the beneficial and detrimental effects of technology and innovation on society. (HP4)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Explain</b> the effects of a particular innovation on society.	<b>Describe</b> the beneficial and detrimental effects of a particular technology or innovation on human interactions and society.	<b>Evaluate</b> the beneficial and detrimental effects of technology and innovation on society.	<b>Critique</b> 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><b>Describe</b> specific examples of cultural elements in a society.</p>	<p><b>Analyze</b> the similarities and differences of cultural elements in a society.</p>	<p><b>Critique</b> the role and contribution of various cultural elements in creating diversity in a society.</p>	<p><b>Synthesize</b> evidence of the impact cultural contributions have made in the creation of diverse societies.</p>

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# SCORING CRITERIA

## SOCIAL STUDIES

### GEOGRAPHY

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

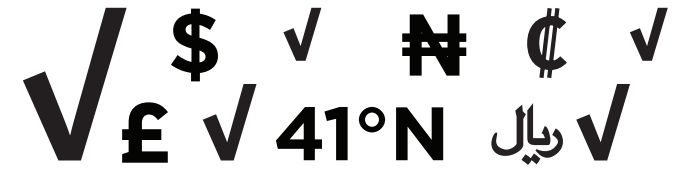


RIDE Rhode Island Department of Education

# 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 <b>organize</b> information about people and places in a spatial context (e.g., the school is <i>next</i> to the store).	<b>Explain</b> 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.	<b>Explain</b> the differences between natural and human-made features.	<b>Compare</b> the natural (e.g., rivers, mountains) and human-made (e.g., bridges, buildings) features of different places and regions.	<b>Explain</b> 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)

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

#### **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)

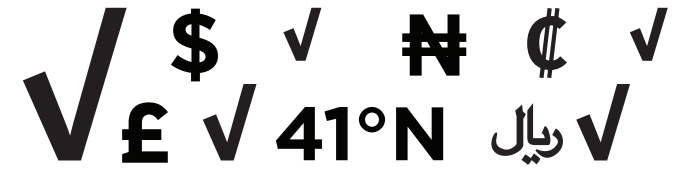
	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Identify</b> reasons people move.</p>	<p><b>Describe</b> the reasons people leave a place or not.</p>	<p><b>Describe</b> reasons people have or have not moved and how features of a place influence what activities do or do not take place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



# 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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	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)

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

#### **D PERFORMANCE INDICATOR**

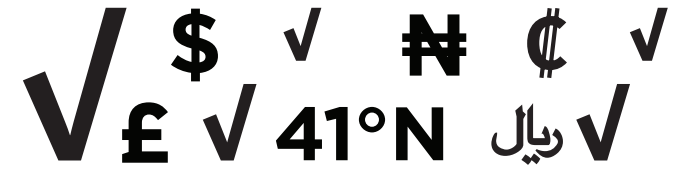
Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Explain</b> the reasons why people migrate.	<b>Explain</b> the reasons why people migrate and the features of a place that influence human migration.	<b>Compare</b> and <b>contrast</b> reasons why people migrate and how features of a place influence human decision making.	<b>Evaluate</b> 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><b>Identify</b> elements of diversity in a society.</p>	<p><b>Identify</b> ways diversity contributes to conflict, cooperation, growth, and decline.</p>	<p><b>Identify</b> and <b>explain</b> how diversity contributes to conflict, cooperation, growth, or decline; regional cultures ignite cooperation and conflict.</p>	<p><b>Analyze</b> 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><b>Identify</b> different geographical representations and <b>identify</b> physical features/ political boundaries on a map.</p>	<p><b>Use</b> different geographical representations to <b>illustrate</b> the major regions of the Earth and their major physical features and political boundaries.</p>	<p><b>Analyze</b> 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><b>Defend</b> 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, <b>identify</b> human and physical characteristics of a place.</p>	<p>Using geographical concepts, skills and tools, <b>describe</b> the human and physical characteristics of a place.</p>	<p>Using geographical concepts, skills and tools, <b>describe</b> human and physical characteristics of a place and <b>explain</b> how and why they may change over time.</p>	<p><b>Analyze</b> 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 <b>explain</b> how humans interact, adapt, and change their environments.	<b>Analyze</b> the ways humans interact, adapt, and change their environment in places and regions and the cultural impact.	<b>Evaluate</b> the positive and negative impacts of changes on a culture.

#### **D PERFORMANCE INDICATOR**

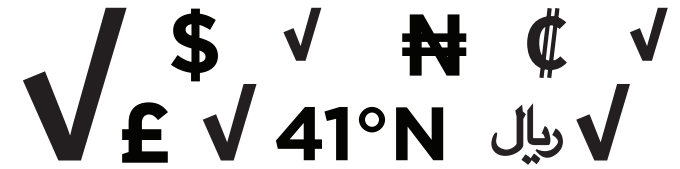
Explain how the movement of humans, resources, and ideas impact the cultural characteristics and the physical resources of places. (G3)

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

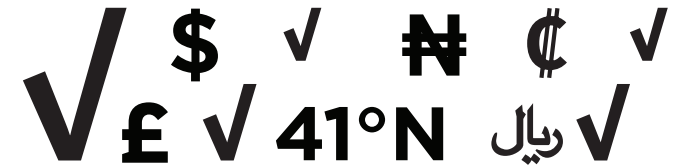
Analyze how regional cultures can lead to cooperation and/or conflict that impacts how Earth has been divided or controlled. (G2, 3)

SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
		<p><b>Identify</b> how regional cultures can lead to both cooperation and conflict.</p>	<p><b>Explain</b> how regional cultures can lead to cooperation and/or conflict and have led to division and control of the Earth.</p>	<p><b>Analyze</b> how regional cultures can lead to cooperation and/or conflict that impacts how Earth has been divided or controlled.</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 <b>identify</b> the spatial organization of people, places, and/or environments.	Use various geographical tools to <b>describe</b> the spatial organization of people, places, and/or environments.	<b>Analyze</b> the spatial organization of people, places, and environments on the Earth's surface using geographical tools and technologies.	<b>Evaluate</b> 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	<b>Identify</b> the human-made and physical characteristics of a place.	Use geographical concepts, skills, and tools to <b>explain</b> how the human-made and physical characteristics have changed over time.	<b>Apply</b> geographical concepts, skills, and tools to <b>examine</b> the human-made and physical characteristics of places to interpret the past, address the present and plan for the future.	<b>Evaluate</b> 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	<b>Identify</b> ways people react, adapt, and modify their physical environment.	<b>Explain</b> the impact of how humans react, adapt, and modify their physical environment.	<b>Contextualize</b> the impact of how humans react, adapt, and modify their physical environment and its role in developing culture and society.	<b>Evaluate</b> 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	<b>Identify</b> how humans move as a result of environmental systems.	<b>Explain</b> the movement between humans and environmental systems and <b>explain</b> the distribution of people, resources, and ideas both globally and locally.	<b>Analyze</b> the movement between humans and environmental systems, and <b>evaluate</b> the distribution of people, resources, and ideas, both globally and locally over time.	<b>Evaluate</b> 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><b>Identify</b> the defining characteristics and interactions of various groups of people both globally and locally over time.</p>	<p><b>Explain</b> the benefits and challenges of interaction between various groups in a region based on their defining characteristics.</p>	<p><b>Evaluate</b> the defining characteristics and interactions of various groups of people both globally and locally over time (including Rhode Island, and Native Americans) to <b>explain</b> how different regions of the world are organized.</p>	<p><b>Evaluate</b> the defining characteristics and interactions of various groups of people both globally and locally over time (including Rhode Island, and Native Americans) to <b>analyze</b> and <b>explain</b> how different regions of the world are organized.</p>

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# SCORING CRITERIA

## SOCIAL STUDIES

CIVICS AND GOVERNMENT

GRADE K-2

GRADE 3-5

GRADE 6-8

GRADE 9-12

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

### D PERFORMANCE INDICATOR

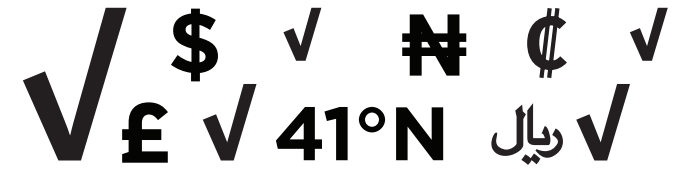
Identify different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism). (C&G 5-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<p><b>Answer</b> questions about how we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p><b>Ask and answer</b> questions about the different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p><b>Identify</b> different ways we interact with others around the world (e.g., food, clothing, transportation, news, tourism).</p>	<p><b>Describe</b> 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	<b>Develop</b> an opinion on a local, state, or national issue.	<b>Develop</b> and <b>communicate</b> an opinion on a local, state, or national issue to a classroom audience.	<b>Develop</b> and <b>communicate</b> an opinion on a local, state, or national issue to an audience outside the classroom.	<b>Communicate</b> an opinion on a local, state, or national issue to an audience outside the classroom and <b>engage</b> in a dialogue with the audience.

#### D PERFORMANCE INDICATOR

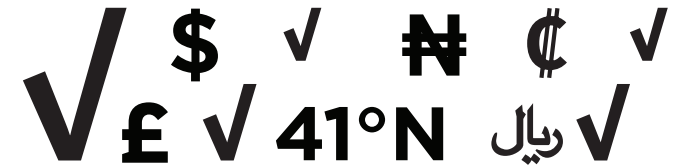
Explain how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives. (C&G 5-1)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Explain</b> how people are socially, technologically, geographically, economically, or culturally connected.	<b>Explain</b> how people are socially, technologically, geographically, economically, or culturally connected and <b>identify</b> how current events around the world affect our lives.	<b>Explain</b> how people are socially, technologically, geographically, economically, or culturally connected and how current events around the world affect our lives.	<b>Explain</b> how people are socially, technologically, geographically, economically, or culturally connected and <b>analyze</b> 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
	<b>Describe</b> different forms of government.	<b>Compare</b> and <b>contrast</b> different forms of government and <b>identify</b> what happens when political structures do or do not meet the needs of people.	<b>Compare</b> and <b>contrast</b> different forms of government and <b>assess</b> what happens when political structures do or do not meet the needs of people.	<b>Critique</b> 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
	<b>Identify</b> the interrelationship among the three branches of government.	<b>Explain</b> the interrelationship among the three branches of government.	<b>Analyze</b> the interrelationship among the three branches of government.	<b>Evaluate</b> 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)

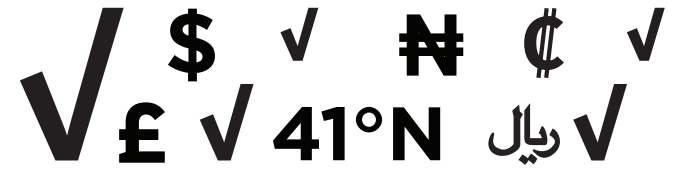
	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	Develop and defend an informed opinion.	Engage in the political process by expressing informed opinions to an audience within the classroom.	Engage in the political process by expressing and defending informed opinions to an audience beyond the 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><b>Identify</b> how people are connected (e.g., World Bank, UN, NATO, EU).</p>	<p><b>Identify</b> how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU).</p>	<p><b>Explain</b> how people are politically, economically, environmentally, militarily, and/or diplomatically connected (e.g., World Bank, UN, NATO, EU).</p>	<p><b>Analyze</b> 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><b>Identify</b> the purpose and limitations of the foundations, structures, and functions of government.</p>	<p><b>Explain</b> the purpose and limitations of the foundations, structures, and functions of government.</p>	<p><b>Evaluate</b> the purpose and limitations of the foundations, structures, and functions of government.</p>	<p><b>Evaluate</b> the purpose and limitations of the foundations, structures, and functions of government and <b>assess</b> 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><b>Identify</b> how actions of a government affect relationships between individuals, society, and the government.</p>	<p><b>Explain</b> how actions of a government affect relationships between individuals, society, and the government.</p>	<p><b>Analyze</b> how actions of a government affect relationships between individuals, society, and the government.</p>	<p><b>Evaluate</b> 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	<b>Explain</b> how current issues relate to democratic ideals in the founding documents and constitutional principles of the United States government.	<b>Analyze</b> current issues and <b>explain</b> how they relate to democratic ideals in the founding documents and constitutional principles of the United States government, and <b>identify</b> how democratic institutions and interpretations of democratic ideals have changed over time.	<b>Evaluate</b> current issues by <b>applying</b> the democratic ideals in the founding documents and constitutional principles of the United States government, and <b>explain</b> how and why democratic institutions and interpretations of democratic ideals have changed over time.	<b>Evaluate</b> current issues by <b>applying</b> the democratic ideals in the founding documents and constitutional principles of the United States government; and, <b>analyze</b> 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	<b>Describe</b> positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	<b>Analyze</b> positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	<b>Evaluate</b> and <b>defend</b> positions regarding personal and civic responsibilities of individuals, using provisions in seminal documents (e.g., Bill of Rights, Universal Declaration of Human Rights).	<b>Evaluate</b> and <b>defend</b> positions regarding personal and civic responsibilities of individuals, <b>critiquing</b> 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><b>Describe</b> various forms of government and political systems in the United States and the world, and <b>identify</b> their impact on societal issues, trends, and events.</p>	<p><b>Analyze</b> various forms of government and political systems in the United States and the world, and <b>describe</b> their impact on societal issues, trends, and events.</p>	<p><b>Compare</b> and <b>evaluate</b> various forms of government and political systems in the United States and the world, and <b>describe</b> their impact on societal issues, trends, and events.</p>	<p><b>Evaluate</b> various forms of government and political systems and their impact on societal issues, trends, and events.</p>

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# SCORING CRITERIA

## SOCIAL STUDIES

### ECONOMICS

GRADE K-2

GRADE 3-5

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GRADE 9-12

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# 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	<b>Identify</b> how the availability of resources and incentives impact choices people make.	<b>Describe</b> how the availability of resources and incentives impact choices people make.	<b>Assess</b> how the availability of resources and incentives impact choices people make.	<b>Assess</b> how the availability of resources and incentives impact choices people make and <b>apply</b> this assessment to personal choices.

### **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	<b>Identify</b> how people exchange goods and services (e.g., barter, money).	<b>Identify</b> how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology).	<b>Describe</b> how people exchange goods and services (e.g., barter, money) and how that influences the choices people make (e.g., prices, technology).	<b>Assess</b> the decisions people make in how they exchange goods and services (e.g., barter, money) and the effects of those decisions on society.



# 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 <b>explain</b> 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.

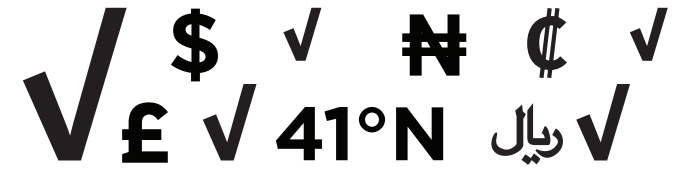




# SCORING CRITERIA

## 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><b>Answer</b> questions about how governments provide goods and services.</p>	<p><b>Ask</b> and <b>answer</b> questions about the goods and services a government provides in a market economy by taxing and borrowing.</p>	<p><b>Identify</b> how governments provide goods and services in a market economy by taxing and borrowing.</p>	<p><b>Explain</b> 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
	<b>Identify</b> how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	<b>Research</b> and <b>explain</b> how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	<b>Research</b> and <b>analyze</b> how individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	<b>Research</b> and <b>evaluate</b> 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)

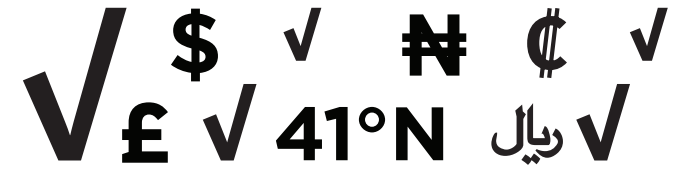
SCORING CRITERIA	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
	<b>Identify</b> the role of producers and consumers locally, nationally, and internationally.	<b>Identify</b> the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services.	<b>Describe</b> the impact producers and consumers have locally, nationally, and internationally as they engage in the exchange of goods and services.	<b>Analyze</b> 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><b>Identify</b> relationships of participants within an economy (e.g., barter, feudal society, global economy).</p>	<p><b>Identify</b> the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy).</p>	<p><b>Explain</b> the cyclical relationship of the participants within an economy (e.g., barter, feudal society, global economy).</p>	<p><b>Evaluate</b> 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)

	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Describe</b> economic concepts and <b>identify</b> relationships to economic conditions.	<b>Describe</b> economic concepts and <b>explain</b> how they relate to economic conditions or issues of individuals and groups both globally and locally.	<b>Apply</b> economic concepts to <b>analyze</b> how they relate to economic conditions or issues of individuals and groups both globally and locally.	<b>Evaluate</b> 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)

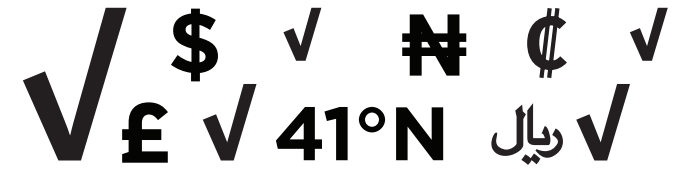
	BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
SCORING CRITERIA	<b>Identify</b> the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	<b>Describe</b> the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	<b>Analyze</b> the similarities and differences between economic systems in a variety of regions and groups including Rhode Island, the United States, and the world.	<b>Evaluate</b> 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><b>Identify</b> the relationship between a region’s economic system and its government with respect to costs and benefits.</p>	<p><b>Describe</b> the relationship between a region’s economic system and its government with respect to costs and benefits resulting from real-world choices.</p>	<p><b>Analyze</b> 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><b>Evaluate</b> 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>