

# Proficiency Scales

Social Studies  
GRADE 6  
2020



SOUTHWESTERN UNION  
EDUCATION

## PROFICIENCY SCALES

**Proficiency scales serve as a starting point** for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

**A proficiency scale is composed of a series of levels** as follows:

**Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

**Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

**Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

**Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

**Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

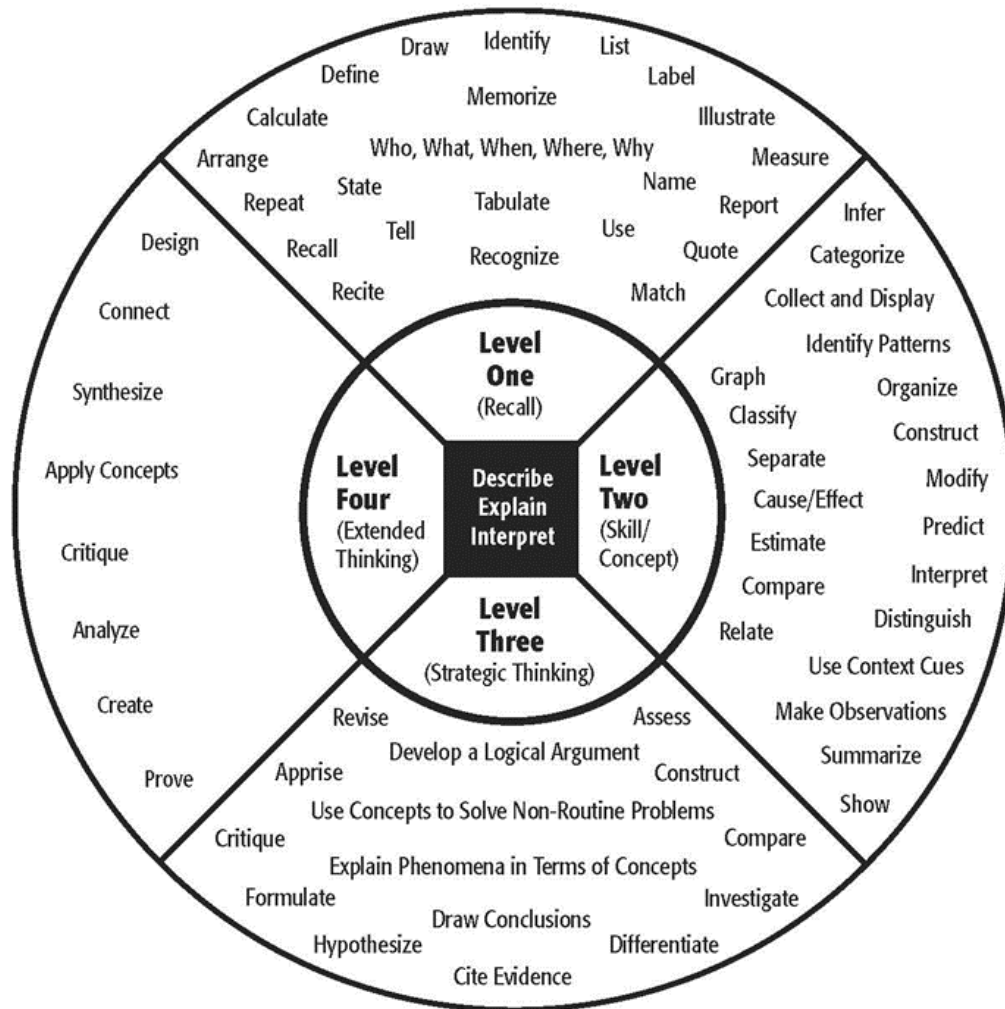
**Proficiency scales become** the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

**The proficiency scales are organized** according to the domains and strands in the NAD standards.

**The cognitive rigor or complexity of the 3.0 learning targets** has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## **Social Studies Standards**

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The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

# ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

## 1. Culture

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**Essential Question:** What role does culture play in God's plan for our relationships with others?

**Big Idea:** Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

## 2. Time, Continuity, and Change

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**Essential Question:** What role does God play in the development of communities, nations, and the world?

**Big Idea:** God is active in history and ultimately His unfolding plan will triumph.

## 3. People, Places, and Environments

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**Essential Question:** How does God respond to man-made changes in the environment and their impact on human life?

**Big Idea:** The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

## 4. Individual Development and Identity

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**Essential Question:** What role does choice play in the development of individual identity?

**Big Idea:** God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

## 5. Individuals, Groups, and Institutions

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**Essential Question:** What is the role of the Seventh-day Adventist Church?

**Big Idea:** The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

# ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

## 6. Power, Authority, and Governance

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**Essential Question:** What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

**Big Idea:** Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

## 7. Production, Distribution, and Consumption

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**Essential Question:** How does God expect us to use the resources He has provided?

**Big Idea:** God supplies all of our needs and allows us to choose to be responsible stewards.

## 8. Science, Technology, and Society

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**Essential Question:** How has God enabled humans to develop science and technology to improve society?

**Big Idea:** God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

## 9. Global Connections

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**Essential Question:** How do global issues and connections impact the gospel commission?

**Big Idea:** God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

## 10. Civic Ideals and Practices

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**Essential Question:** According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

**Big Idea:** Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.



Subject: **Social Studies**

Domain: **Culture**

Grade: **6**

Strand: **Multicultural Societies, Institutions**

**Standards:** SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people

SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance

SS.5-8.C.3 Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living

SS.5-8.C.9 Explain how people from different cultures develop different values and ways of interpreting experience

SS.5-8.C.11 Identify the influence of Seventh-day Adventist heritage on culture

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score  
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Analyze the experiences and contributions of diverse groups to multicultural societies (e.g., *interview individuals from a variety of cultures to determine the contributions their culture has made to society and synthesize the findings in a written report*) **DOK 3** (SS.5-8.C.9)  
**I can analyze how different cultures have contributed to a multicultural society.**
- Compare characteristics of institutions in various contemporary societies (e.g., *find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions*) **DOK 3** (SS.5-8.C.3)  
**I can compare the characteristics of institutions in various cultures.**
- Analyze the influence of Seventh-day Adventist heritage on culture (e.g., *investigate the commonly held beliefs, values, behaviors, and traditions that characterize the Seventh-day Adventist culture; hypothesize about how those elements of culture contribute or fail to contribute to meeting the needs of the members of the group; prepare an oral presentation to present findings*) **DOK 3** (SS.5-8.C.11)  
**I can analyze the influence of Seventh-day Adventist heritage on culture.**

Score  
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Accommodation, adaptation, assimilation, behavior, belief, cohesion, culture, dissonance, diversity, heritage, institution, multicultural, society, tradition, values*

	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people</li> <li>• Identify and describe common traits that define cultures and culture regions</li> <li>• Define a multicultural society</li> <li>• Identify and explain examples of conflict and cooperation between and among cultures</li> <li>• Identify institutions basic to all societies, including government, economic, educational, and religious institutions</li> <li>• Describe the efforts and activities institutions use to sustain themselves over time</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Culture**  
Strand: **Cultural Diffusion**

Grade: **6**

**Standards:** SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people  
SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance  
SS.5-8.C.8 Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Analyze the impact of cultural diffusion on individuals and world societies (<i>e.g., choose one means of cultural diffusion, such as trade, travel, or war, and analyze its impact on society; draw inferences from data about the ways in which given cultures respond to persistent human issues and how culture influences those responses</i>) <b>DOK 3</b> (SS.5-8.C.8)</li> </ul> <p><b>I can analyze the impact of cultural diffusion on society.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Accommodation, adaptation, assimilation, behavior, belief, cohesion, culture, diffusion, dissonance, diversity, institution, tradition, values</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people</li> <li>Identify and describe means of cultural diffusion (<i>e.g., trade, travel, and war</i>)</li> <li>Identify and describe factors that influence cultural change (<i>e.g., improvements in communication, transportation, and economic development</i>)</li> <li>Describe the impact of improved communication technology among cultures</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Social Studies		Domain: Culture	Grade: 6
		Strand: Arts, Religion, Philosophy	
<b>Standards:</b> SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance SS.5-8.C.4 Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Examine the impact of beliefs, such as religion or political ideals, on other aspects of a culture, such as art, music, or literature (<i>e.g., choose a classic work of art and research its history to determine how religion or political ideals impacted its creation</i>) <b>DOK 3</b> (SS.5-8.C.4) <b>I can describe how beliefs impact other aspects of a culture.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Accommodation, adaptation, assimilation, behavior, belief, cohesion, culture, dissonance, diversity, institution, philosophical, religious, tradition, values</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people</li><li>Explain how patterns of behavior reflect cultural values and beliefs</li><li>Explain the relationships that exist between societies and their architecture, art, music, and literature</li><li>Describe ways in which contemporary issues influence creative expressions</li><li>Identify examples of art, music, and literature that convey universal themes (<i>e.g., religion, justice, and the passage of time</i>)</li><li>Explain the relationship among religious ideas, philosophical ideas, and cultures</li><li>Explain the significance of religious holidays and observances in various contemporary societies (<i>e.g., Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi</i>)</li></ul>		
	Score	Partial success at score 2.0 content and major errors or omissions regarding	

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**Grade: **6**

**Standards:** SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.8 Outline the origins and influences of social, cultural, political, and economic systems

SS.5-8.TCC.10 Identify the accomplishments of Seventh-day Adventists in history

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions (<i>e.g., create a video documentary on a current issue, presenting its historic origins</i>) <b>DOK 3</b> (SS.5-8.TCC.6) <b>I can analyze the historical origins of a current issue.</b></li><li>Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (<i>e.g., develop a project or exhibit representing the social, political, economic, and cultural contributions of individuals and groups from a particular historic era on the present</i>) <b>DOK 3</b> (SS.5-8.TCC.8) <b>I can describe the social, political, economic, and cultural contributions of individuals and groups on the present.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Change, community, difference, future, historical, history, nation, past, point of view, present, similarity, world</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the study of the past provides a representation of the history of communities, nations, and the world</li><li>Trace characteristics of various contemporary societies in regions that resulted from historical events or factors (<i>e.g., colonization, immigration, and trade</i>)</li></ul>	

	<ul style="list-style-type: none"> <li>Identify and describe the historical influence of individuals or groups on various contemporary societies</li> <li>Identify the accomplishments of Seventh-day Adventists in history (<i>e.g., medical and educational work</i>)</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **People, Places, and Environments**  
Strand: **Geographic Factors**Grade: **6**

**Standards:** SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems

SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present

SS.5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Identify and explain the geographic factors responsible for patterns of population in places and regions (<i>e.g., graph patterns of human migration in a selected place on the globe; identify and interpret “push” and “pull” factors involved in the migrations of people in this nation and other parts of the world</i>)</li></ul> <p><b>DOK 3</b> (SS.5-8.PPE.6)</p> <p><b>I can explain the geographic factors responsible for patterns of population in places.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Climate, cultural, demographic, environment, geographic, human and physical systems, location, migration, natural resources, place, political, population, region</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the study of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources</li><li>Explain ways in which human migration influences the character of places and regions</li><li>Identify and locate major physical and human geographic features of various places and regions (<i>e.g., landforms, water bodies, and urban centers</i>)</li><li>Identify the location of major world countries for each of the world regions</li></ul>	

	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **People, Places, and Environments**

Grade: **6**

Strand: **Economic, Political, and Physical Factors**

**Standards:** SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

SS.5-8.PPE.2 Scrutinize the effects of sin on the environment

SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems

SS.5-8.PPE.4 Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts

SS.5-8.PPE.8 Discuss human modifications of the environment

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score  
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Identify and analyze ways people have adapted to the physical environment in various places and regions (*e.g., examine current land-use policies in this nation and one other that are related to the use of natural resources, and make a chart comparing similarities and differences*) **DOK 3** (SS.5-8.PPE.4)  
**I can analyze ways people have adapted to the physical environment.**
- Identify and analyze ways people have modified the physical environment (*e.g., mining, irrigation, and transportation infrastructure; evaluate the consequences of these actions in environmental terms*) **DOK 3** (SS.5-8.PPE.8)  
**I can analyze ways people have modified the physical environment.**

Score  
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Adapted, climate, economic, environment, geographic, human and physical systems, location, migration, modification, natural resources, place, political, population, region*

The student will perform basic processes, such as:

- Explain that the study of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
- Explain the geographic factors responsible for the location of economic activities in places and regions
- Identify geographic factors (*e.g., location, physical features, transportation corridors and barriers, and distribution of natural resources*) that influence a

	society's political relationships <ul style="list-style-type: none"> <li>Describe ways people have been impacted by physical processes (<i>e.g., earthquakes and climate</i>)</li> <li>Identify the effects of sin on the environment</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Individual Development and Identity**

Grade: **6**

**Standards:** SS.5-8.IDI.1 Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time  
 SS.5-8.IDI.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception  
 SS.5-8.IDI.7 Embrace and cultivate a personal relationship with Christ  
 SS.5-8.IDI.9 Identify the qualities that make individuals unique and equip them for a place in God's overall plan

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify the qualities that make individuals unique and equip them for a place in God's overall plan (<i>e.g., create identity portraits that describe the factors that make them unique and shape development</i>) <b>DOK 3</b> (SS.5-8.IDI.9)  <b>I can identify the qualities that make me unique and prepare me to fulfill God's plan for humanity.</b></li> <li>Identify the relationship between individual qualities and career or professional choices (<i>e.g., complete a brief resume that highlights their special background, talents, interests, and abilities; and develop a media presentation for the class</i>) <b>DOK 3</b> (SS.5-8.IDI.9)  <b>I can identify the relationship between the qualities that make me unique and career choices.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Change, cognitively, development, emotionally, family, groups, identity, individual, learning, motivation, perception, personality, physically, relationship</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Explain how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time</li> <li>Explain God's plan for humanity (<i>e.g., to learn and grow in faith in preparation for the fulfillment of God's Great Commission for worldwide mission and the Second Advent</i>)</li> <li>Identify careers that are of interest</li> <li>Develop a personal relationship with Christ</li> </ul>	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Individuals, Groups, and Institutions** Grade: **6**

**Standards:** SS.5-8.IGI.1 Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions  
SS.5-8.IGI.2 Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender  
SS.5-8.IGI.5 Express ways in which young people are socialized which include similarities as well as differences across cultures  
SS.5-8.IGI.6 Investigate how groups and institutions change over time  
SS.5-8.IGI.12 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Compare and contrast ways in which young people are socialized across cultures (<i>e.g., present visual evidence of socialization practices in three cultures located outside the United States; interpret the results of research about coming-of-age traditions from a variety of sources and post them on a website</i>) <b>DOK 3</b> (SS.5-8.IGI.5) <b>I can compare ways in which young people are socialized across cultures.</b></li><li>Investigate how groups and institutions change over time (<i>e.g., select one group or institution to which classmates belong and investigate how it has changed over time</i>) <b>DOK 3</b> (SS.5-8.IGI.6) <b>I can show how a group or institution works to meet individual needs and promote the common good.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Competition, conflict, cooperation, cultural diffusion, culture, ethnicity, ethnocentrism, gender, group, institution, mores, norm, outreach, race, role, service, socialization, socialized, status</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the study of individuals, groups, and institutions helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions</li><li>Describe ways in which young people are socialized (<i>e.g., family, school, and community</i>)</li><li>Identify groups or institutions to which classmates belong</li></ul>	

	<ul style="list-style-type: none"> <li>Participate in age-appropriate outreach and service projects</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies		Domain: Power, Authority, and Governance	Grade: 6
<b>Standards:</b> SS.5-8.PAG.4 Evaluate fundamental values of constitutional democracy SS.5-8.PAG.5 Research and debate the ideologies and structures of political systems that differ from those of the United States			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Identify and describe examples of human rights abuses by limited or unlimited governments, such as <i>the oppression of religious, ethnic, and political groups (e.g., examine persistent issues involving the rights of individuals and groups in relation to the general welfare)</i> <b>DOK 3</b> (SS.5-8.PAG.4) <b>I can give examples of human rights abuses by limited or unlimited governments.</b></li><li>Compare ways in which various societies, such as China, Germany, India, and Russia, organize government and how they function (<i>e.g., compare and contrast different constitutions to write an analysis of various forms of governance; compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity</i>) <b>DOK 3</b> (SS.5-8.PAG.5) <b>I can compare the governments of various societies.</b></li></ul>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Constitutional, democracy, democratic, government, human rights, ideologies, limited, political, rule by one, society, unlimited</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Describe and compare examples of limited and unlimited governments (<i>e.g., constitutional (limited) and totalitarian (unlimited)</i>)</li><li>Identify reasons for limiting the power of government</li><li>Identify and give examples of governments with rule by one, few, or many</li><li>Identify historical origins of democratic forms of government (<i>e.g., Ancient Greece</i>)</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **6**  
Strand: **Factors of Production**

**Standard:** SS.5-8.PDC.1. Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (<i>e.g., analyze methods for allocating scarce goods and services at the state, national, and global levels, and describe the possible impacts of these choices</i>) <b>DOK 3</b> (SS.5-8.PDC.1)</li> </ul> <p><b>I can analyze the impact of the distribution of resources on international trade and economic interdependence among and within societies.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Distribution, economic, economy, factors of production, government, resource, scarcity, society, trade</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Describe ways in which the factors of production (<i>e.g., natural resources, labor, capital, and entrepreneurs</i>) influence the economies of various contemporary societies</li> <li>Identify problems that may arise when one or more of the factors of production is in relatively short supply</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **6**  
Strand: **Economic Systems**

**Standards:** SS.5-8.PDC.2 Examine the efforts of the Seventh-day Adventist church to alleviate social problems  
SS.5-8.PDC.3 Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative  
SS.5-8.PDC.5 Justify how economic incentives affect people's behavior and may be regulated by rules or laws  
SS.5-8.PDC.9 Interpret how markets bring buyers and sellers together to exchange goods and services  
SS.5-8.PDC.10 Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (<i>e.g., chart comparisons of free enterprise, socialist, and communist economies in various contemporary societies; compare an individual's economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond</i>) <b>DOK 3</b> (SS.5-8.PDC.3,5,9) <b>I can compare free enterprise, socialist, and communist economies.</b></li> <li>Describe levels of economic development of various societies using indicators (<i>e.g., life expectancy, gross domestic product [GDP], GDP per capita, and literacy</i>) <b>DOK 3</b> (SS.5-8.PDC.10) <b>I can describe the economic development of various societies.</b></li> </ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Buyer, choice, communist, consumption, distribution, economic, economy, ethics, free enterprise, goods, incentive, market, production, seller, service, social, socialist, society</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Compare ways in which various societies organize the production and distribution of goods and services</li> <li>Explain the importance of ethics in maintaining a functional free enterprise</li> </ul>	

	system <ul style="list-style-type: none"> <li>• Define and give examples of agricultural, retail, manufacturing (goods), and service industries</li> <li>• Examine the efforts of the Seventh-day Adventist church to alleviate social problems</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Science, Technology, and Society**

Grade: **6**

**Standards:** SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks  
SS.5-8.STS.10 Recognize how a Christian uses technology as a responsible citizen  
SS.5-8.STS.11 Cite evidence of how media are created, received, and are dependent upon cultural contexts

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations (<i>e.g., create a short newscast that predicts future social, political, economic, cultural, and environmental impacts that may result from a future scientific discovery or technological innovation</i>) <b>DOK 3</b> (SS.5-8.STS.11)</li> </ul> <p><b>I can predict the impact of a future scientific discovery or technological innovation.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <li><i>Citizen, cultural, economic, empirical, media, political, science, scientific, technological, technology</i></li> </ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>Explain that science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks</li> <li>Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world</li> <li>Explain how resources, economic factors, and political decisions affect the use of technology</li> <li>Identify how a Christian uses technology as a responsible citizen</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score	With help, partial success at score 2.0 content but not at score 3.0 content

	0.5	
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Global Connections**Grade: **6**

**Standards:** SS.5-8.GC.3 Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants  
SS.5-8.GC.4 Point out how global problems and possibilities are not generally caused or developed by any one nation  
SS.5-8.GC.7 Discuss and analyze the unique message and mission of the Seventh-day Adventist church

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Analyze global connections that affect the well-being of Earth and its inhabitants (<i>e.g., choose a global connection that affects the well-being of Earth and its inhabitants and develop a podcast that summarizes its impact</i>) <b>DOK 3</b> (SS.5-8.GC.3) <b>I can analyze global connections that affect the well-being of Earth and its inhabitants.</b></li><li>Investigate how global problems and possibilities are not generally caused or developed by any one nation (<i>e.g., explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource allocation, economic development, and environmental quality</i>) <b>DOK 3</b> (SS.5-8.GC.4) <b>I can determine how global problems and solutions are not caused or developed by any one nation.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Global, mission, nation, spatial</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Identify global connections that affect the well-being of Earth and its inhabitants (<i>e.g., buying and selling of oil and gas resources, global wildlife preservation, and conservation</i>)</li><li>Explain how global problems and possibilities are not generally caused or developed by any one nation</li><li>Identify the unique message and mission of the Seventh-day Adventist church (<i>e.g., God's Great Commission</i>)</li></ul>	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Civic Ideals and Practices**Grade: **6****Standards:** SS.5-8.CIP.1 Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society

SS.5-8.CIP.2 Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent

SS.5-8.CIP.3 Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Compare roles and responsibilities of citizens in various contemporary societies, including the United States (<i>e.g., create a Venn diagram that compares the roles and responsibilities of citizens in several contemporary societies</i>) <b>DOK 3</b> (SS.5-8CIP.3) <b>I can compare the roles and responsibilities of citizens in various contemporary societies.</b></li><li>Explain relationships among rights, responsibilities, and duties in societies with representative governments (<i>e.g., write an informed personal position on the responsibilities of citizens in relation to a civic issue based on reasoned arguments developed by consulting multiple sources</i>) <b>DOK 3</b> (SS.5-8.CIP.3) <b>I can explain the relationships among rights, responsibilities, and duties in societies with democratic governments.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Civic, citizen, citizenship, civil dissent, duty, equality, ideal, individual dignity, individual rights, justice, liberty, majority and minority rights, political, representative, responsibility, society</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the study of civic ideals and practices helps us to learn about and know how to work for the betterment of society</li><li>Describe and explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies</li><li>Identify and explain the duty of civic participation in societies with representative governments</li></ul>	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	