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## ABSTRACT

Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology, and elements of the humanities. It develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's Native Americans and other cultural groups. Montana state content standards indicate what students should know, understand, and be able to achieve in a specific content area. Performance standards provide a picture of student achievement at four performance levels: (1) advanced, (2) proficient, (3) nearing proficiency, and (4) novice. Benchmarks define expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points at the end of grades four, eight, and twelve. Montana's six content standards for social studies are that students: (1) access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations; (2) analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility; (3) apply geographic knowledge and skills; (4) demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships; (5) make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption; and (6) demonstrate an understanding of the impact of human interaction and cultural diversity on societies. (BT)

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The Montana Office of Public Instruction

# Montana Standards for Social Studies

The Montana Office of Public Instruction

P.O. Box 202501

Helena, Montana 59620-2501

(406) 444-3680

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# MONTANA STANDARDS FOR SOCIAL STUDIES

*Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.*

*Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

**Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

**Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

**Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

**Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

**Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

## Social Studies Content Standard 1

**Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

### Rationale

*Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> <li>1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li> <li>2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).</li> <li>3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).</li> </ol>	<ol style="list-style-type: none"> <li>1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li> <li>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</li> <li>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li> <li>2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).</li> <li>3. synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).</li> </ol>

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## Social Studies Content Standard 2

**Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

### Rationale

*The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. explain the purpose and various levels of government.	1. describe the purpose of government and how the powers of government are acquired, maintained and used.	1. analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).	2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).	2. compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.
3. identify the major responsibilities of local, state, tribal and federal government.	3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.	3. identify representative political leaders and philosophies from selected historical and contemporary settings.
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.	4. relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.	5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).	5. analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).	6. analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.
7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.	7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.	7. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).  8. analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

## Social Studies Content Standard 3

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

### Rationale

*Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> <li>1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).</li> <li>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).</li> <li>3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).</li> <li>4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.</li> <li>5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.</li> <li>6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.</li> <li>7. describe and compare the ways in which people in different regions of the world interact with their physical environments.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</li> <li>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.</li> <li>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</li> <li>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</li> <li>5. use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).</li> <li>6. describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).</li> <li>7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).</li> <li>2. differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).</li> <li>3. assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).</li> <li>4. analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</li> <li>5. select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</li> <li>6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).</li> <li>7. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).</li> </ol>



## Social Studies Content Standard 4

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

### Rationale

*Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> <li>1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.</li> <li>2. use a timeline to select, organize, and sequence information describing eras in history.</li> <li>3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.</li> <li>4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.</li> <li>5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).</li> <li>6. recognize that people view and report historical events differently.</li> <li>7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</li> <li>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).</li> <li>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.</li> <li>4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</li> <li>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</li> <li>6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</li> <li>7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.</li> <li>2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.</li> <li>3. apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.</li> <li>4. analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.</li> <li>5. analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.</li> <li>6. analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</li> <li>7. investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).</li> <li>8. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).</li> </ol>

## Social Studies Content Standard 5

**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

### Rationale

*In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).	1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).	1. analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.	2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.	2. use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).	3. compare and contrast the difference between private and public goods and services.	3. assess the costs and benefits to society of allocating goods and services through private and public sectors.
4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.	4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).	4. compare and contrast how values and beliefs influence economic decisions in different economic systems.
5. explain the roles of money, banking, and savings in everyday life.	5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).	5. explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.	6. explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).



## Social Studies Content Standard 6

**Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

### Rationale

*Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> <li>1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.</li> <li>2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).</li> <li>3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.</li> <li>4. identify characteristics of American Indian tribes and other cultural groups in Montana.</li> <li>5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).</li> <li>6. identify roles in group situations (e.g., student, family member, peer member).</li> </ol>	<ol style="list-style-type: none"> <li>1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</li> <li>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</li> <li>3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.</li> <li>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</li> <li>5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.</li> <li>6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.</li> <li>2. analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.</li> <li>3. analyze the impact of ethnic, national and global influences on specific situations or events.</li> <li>4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).</li> <li>5. analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.</li> <li>6. analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).</li> </ol>

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## Social Studies Performance Standards: A Profile of Four Levels

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The Social Studies Performance Standards describe students' knowledge, skills and abilities in the social studies content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Social Studies

**Advanced** A fourth-grade student at the advanced level in Social Studies demonstrates superior performance. He/she:

- (a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;
- (b) clearly describes the purpose and various levels of government in our lives;
- (c) effectively practices citizenship rights and responsibilities across various communities;
- (d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;
- (e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;
- (f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and
- (g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior.

**Proficient** A fourth-grade student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

- (a) recognizes and follows the steps of an inquiry process to locate, evaluate and use information in decision making roles;
- (b) describes the purpose and various levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;
- (e) locates and uses basic information of historical events to explain connections between past and present;
- (f) identifies basic economic principles and describes their general effects on individuals and communities; and
- (g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior.

**Nearing Proficiency** A fourth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

- (a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;
- (b) identifies, with assistance, the purpose and some of the levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;
- (e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;
- (f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and
- (g) sometimes recognizes, but has difficulty explaining, how culture influences and diversity contributes to human development, identity, and behavior.

**Novice** A fourth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

- (a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;
- (b) seldom identifies the purpose or levels of government in our lives;
- (c) has difficulty practicing citizenship rights and responsibilities in the classroom community;
- (d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;
- (e) locates, but seldom uses, basic information of historical events and has difficulty explaining connections between past and present;
- (f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and
- (g) seldom recognizes how culture influences and diversity contributes to human development, identity and behavior.

### **Grade 8 Social Studies**

**Advanced** An eighth-grade student at the advanced level in Social Studies demonstrates superior performance. He/she:

- (a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;
- (b) clearly describes and compares the principles and structure of power, authority, and governance;
- (c) purposefully practices citizenship rights and responsibilities across various communities;
- (d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;
- (e) consistently conducts research to draw unique parallels between historical and current events and issues;
- (f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures and nations; and
- (g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

**Proficient** An eighth-grade student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

- (a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;
- (b) describes and compares the principles and structure of power, authority, and governance;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;
- (e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;

(f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

**Nearing Proficiency** An eighth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

(a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;

(b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;

(c) with assistance practices citizenship rights and responsibilities across various communities;

(d) gathers information related to geographic problems with assistance, but has difficulty using geographic skills and tools to communicate findings;

(e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;

(f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior.

**Novice** An eighth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

(a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;

(b) sometimes describes, but seldom compares, the principles and structure of power, authority and governance;

(c) seldom practices citizenship rights and responsibilities;

(d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;

(e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;

(f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and

(g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior.

### **Upon Graduation Social Studies**

**Advanced** A graduating student at the advanced level in Social Studies demonstrates superior performance. He/she:

(a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;

(b) effectively analyzes and critiques the principles and structure of power, authority, and governance;

(c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;

(d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;

(e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;

(f) analyzes unique impacts of the application of economic principles on decision making in national and global economies;

and

(g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society.

**Proficient** A graduating student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

(a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;

(b) analyzes and critiques the principles and structure of power, authority and governance;

(c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;

(d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;

(e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;

(f) analyzes various impacts of the application of economic principles on decision making in national and global economies;

and

(g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society.

**Nearing Proficiency** A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

(a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;

(b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority and governance;

(c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;

(d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;

(e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;

(f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society.

**Novice** A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

(a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information, with assistance, and rarely applies information to decision making situations;

(b) incompletely analyzes, and with difficulty, critiques the principles and structure of power, authority and governance;

(c) demonstrates limited civic responsibility;

(d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;

(e) sometimes identifies historical patterns, and with assistance, conducts research, but has difficulty developing or defending a position on an issue;

(f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society.

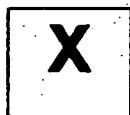


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