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| **Power Standards** | **Skills** | **Score 4** | **Score 3** | **Score 2** | | **Score 1** |
| **In addition to Score 3.0, the student’s responses demonstrate in-depth inferences and applications that go beyond what was taught in class.**  **The student will:** | **The student’s responses demonstrate no major errors or omissions regarding any of the information and processes that were explicitly taught.**  **The student will:** | **The student’s responses demonstrate no major errors or omissions regarding the simpler details and processes that were explicitly taught.**  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | |
| **Recognize and recall terminology, such as:** | **Perform basic processes, such as:** |
| 1: Discovers the ways individuals and groups influence society. 18% | 1a: Examine the choices that people have to make between wants and needs and evaluate the outcomes of those choices. | Develop a strategy that balances the wants and needs of humans that has a positive outcome, and evaluates the opportunity cost of the strategy. | Examine the choices that people have to make between wants and needs and evaluate the outcomes of those choices. | 1. Wants and needs 2. Supply and demand 3. Opportunity cost 4. Developed (first) and developing (third) world nations (civil and common law) 5. Colonization and globalization (extraction and investment) | 1. Distinguishes between a want and a need 2. Identifies the problems that are created when humans are forced to decide between needs & wants and/or supply & demand. 3. Evaluates the opportunity cost and outcomes of choices made by humans 4. Evaluates why there are rich and poor countries | With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| 1b: Analyzes ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good. | Develop a strategy that allows governments and organizations to establish or preserve individual rights and/or promote common good. | Analyzes ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good. | 1. Non-government organization (NGO) 2. Common good 3. Individual rights 4. Human rights 5. Culture 6. International organizations | 1. Identifies problems that individuals and/or groups can influence 2. Analyzes ways of influencing national governments and international organizations 3. Assesses how individuals and/or groups have influenced society |
| 2: Analyzes human interaction with others and the environment. 18% | 2a: Examines the environmental, economic, and social impacts of various lifestyles | Compare and contrast the lifestyles and environmental impact of humans in different parts of the globe. | Examines the environmental, economic, and social impacts of various lifestyles | 1. Ecological/Carbon Footprint 2. Climate Change 3. Nonrenewable Resources 4. Consumption 5. Urbanization 6. Pollution | 1. Describe human – environment interaction. 2. Calculate your personal environmental impact. 3. Examine the causes and consequences of climate change. |
| 2b: Investigates how humans can reduce negative social, environmental, and economic impacts | Develop and propose a community, state, national, regional or global action plan for reducing negative or increasing positive human impact on the environment. | Investigates how humans can reduce negative social, environmental, and economic impacts | 1. Renewable Resources 2. Energy Policy 3. Conservation 4. Sustainable Development 5. Environmental Protection Treaties 6. Green Power | 1. Identify and describe energy sources and other practices human use to reduce their negative impact on the environment. 2. Recognize examples of sustainable development based on a set of criteria that includes impacts on the economy, the environment, and society. 3. Develop a personal strategy to reduce negative impact on the environment. |
| 3: Analyzes historical and contemporary events. 18% | 3a: Analyzes causal factors that have shaped major events in history and contemporary issues | Select and defend the most significant causal factor of an event. | Analyzes causal factors that have shaped major events in history and contemporary issues | 1. Causal factors 2. Turning points 3. Cause and Effect/Impact | 1. Describe the course of key turning points 2. Identify and describe cause and effect/impact of an event. 3. Identify and describe continuity and change of an event. |
| 3b: Assesses similarities and differences between events | Classify the similarities and differences between events. | Assesses similarities and differences between events | 1. Economical 2. Political  3. Geographical  4. Cultural  5. Psychological  6. Sociological  7. Continuity and change  8. Compare and contrast  9. Same and different/similarities and differences | 1. Identify what is different between events. 2. Identify what is similar between events. |
| 3c: Analyzes the outcome and impact of contemporary conflict | Develop a solution to a contemporary conflict and its pros and cons. | Analyzes the outcome and impact of contemporary conflict | 1. Stakeholders 2. Outcome and impact 3. Solution | 1. Determine the effects to human, national and global security 2. Assess the outcome and/or impact on international communities relationships. |
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| **Recognize and recall terminology, such as:** | **Perform basic processes, such as:** |
| 4: Evaluates social science documents. 18% | 4a: Determines and summarize the central ideas of a document/reading | Compare and contrast the point of view of two or more authors on the same or similar topic | Determines and summarize the central ideas of a document/reading | 1. Summary Central/Main Idea 2. Point of View | 1. Determine the central idea(s) and point of view of a text. 2. Create a summary of key details and ideas. | With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| 4b: Evaluates historical sources for their origin, purpose, value and limitations | Compare and contrast origin, purpose, value (s) and limitation(s) of at least 2 different sources addressing the same issue. | Evaluates historical sources for their origin, purpose, value and limitations | 1. Origin 2. Purpose 3. Value 4. Limitations | 1. Determine the origin and purpose of a text 2. Determine the value(s) and limitation (s) |
| 5: Develops a thesis/argument based product. 18% | 5a: Creates and defend an argument or thesis with evidence | Test thesis against a differing interpretation and/or argument. | Creates and defend an argument or thesis with evidence | 1. Thesis 2. Purpose 3. Audience 4. Task/Prompt 5. Evidence | 1. Construct an accurate argument, thesis, or significant research question 2. Defend thesis with evidence. |
| 5b: Organizes evidence to support thesis in a product that is appropriate to task, purpose and audience | Investigate, organize and apply evidence that refutes thesis | Organizes evidence to support thesis in a product that is appropriate to task, purpose and audience | 1. Evidence 2. Primary Source 3. Secondary Sources 4. Citations/References 5. Bibliography/Works Cited | 1. Collect and organize relevant evidence to support a thesis. 2. Apply and cite relevant evidence to support a thesis |
| 6: Develops communication skills. 10% | 6a: Applies reasoning skills when considering and explaining positions within collaborative discussions | Incorporate outside information or connections to support or refute ideas in discussion. | Applies reasoning skills when considering and explaining positions within collaborative discussions. | 1. Debate and Discussion 2. Collaborative and cooperation 3. Compromise and negotiate 4. Agreement and disagreement | 1. Elaborate and expand on personal positions on topics and documents. 2. Use evidence to support or refute ideas in discussion. 3. Clarify, verify, elaborate or challenge others’ positions on topics of contemporary world issues. |
| 6b: Analyzes and evaluates personal communication | Generates and tests a new way to improve personal communication to reach a goal. | Analyzes and evaluates personal communication | 1. Habits 2. Feelings 3. Interactions 4. Feedback 5. Subjective and objective | 1. Analyzes personal communication 2. Evaluates personal communication 3. Reflects on personal communication and intellectual growth |