

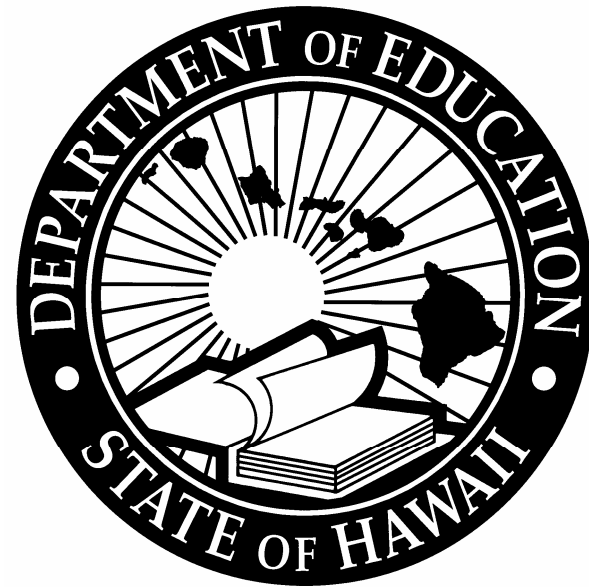
# Hawaii Content and Performance Standards *for Social Studies*

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Office of Curriculum, Instruction and Student Support /  
Instructional Services Branch

Department of Education  
State of Hawaii

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# THE HAWAII STANDARDS SYSTEM

## FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

## **THE GENERAL LEARNER OUTCOMES**

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one’s own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it’s what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department’s vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

### HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii’s educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the “Blue Book”).
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii’s standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet “Making Sense of Standards” and the ten content area documents that constituted the HCPS II were the result of the Review Commission’s recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

## **GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III**

### **PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III**

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

### **RATIONALE FOR REVISING**

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
  - HCPS had 1544
  - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

### **SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT**

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

## **HCPS III: STANDARDS FOR ALL STUDENTS**

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

### **CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS**

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

### **CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE**

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

### **CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS**

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

### **CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES**

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

#### **ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)**

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

**Strand**=themes or “Big Ideas” that organize standards

**Standard** = a broad statement of what a student needs to know or be able to do

**Topic** = organizes the benchmarks into related ideas

**Benchmark** = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

**Sample Performance Assessment** = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.



## THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

## INTRODUCTION

Social Studies education in Hawaii exists to ensure our students’ development as active and responsible citizens of the community, nation, and world. The Social Studies standards describe the content and skills students need to reason, wonder, and think about vastness and richness of the human condition. They support student development of critical thinking skills and habits of mind that allow them to become participating members of a democratic society.

A democratic society expects participation, volunteerism, and community problem solving and it requires citizens who can work, communicate, and empower the whole of American society. Therefore, the Social Studies standards and benchmarks integrate and encompass democratic values, civility, and encourage a global perspective. They enable our students to “Be the change you want to see in the world”<sup>1</sup> by requiring civic participation at many levels.

### STANDARDS-BASED EDUCATION

Social Studies standards provide a clear picture to students, teachers, school administrators, parents, and the community as to what is expected of students. In this way they help to demystify teaching, learning, and assessment by making public what, why, and how students need to learn and teachers need to teach. Standards serve as clear and consistent targets of performance and serve as reference points for aligning all parts of the educational system—its policies, programs, classroom practices, and curricular support. All of the decisions made at all levels in our school system are made with the idea of supporting schools’ and teachers’ efforts to have students accomplish the standards.

## DESCRIPTION OF THE STRANDS

Social Studies is divided into the five strands of history, political science/civics, geography, cultural anthropology, and economics. These strands serve as the foundation of the social studies standards.

### HISTORY

The study of history should not include only the knowledge of facts, dates and places. Effective historical understanding requires students to engage in historical thinking. At the same time, history consists of real people and events, the accurate knowledge of which is crucial to proper historical understanding. Historical thinking should take place within a solid framework of actual historical events and developments.

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<sup>1</sup> Mahatma Gandhi

**POLITICAL SCIENCE/CIVICS**

Students need more than a body of knowledge about civic life, politics and government; they also need to acquire relevant skills and to have the disposition to engage in civic participation. They need opportunities in and out of the classroom to practice democracy and all its rights and responsibilities. After all, the formal documents upon which the nation was founded contain the premise that citizens will be active—socially and politically.

**CULTURAL ANTHROPOLOGY**

The study of culture is more than holidays and food, costumes and crafts. The Cultural Anthropology benchmarks describe how to prepare students to think about culture as a system of beliefs, traditions, etc. and to use that knowledge to celebrate diversity and unity and to develop empathy for people, cultures, and societies different from their own.

**GEOGRAPHY**

Geographic understandings require that students learn the skills and inquiry methods of geographers to observe patterns, associations, relationships and spatial order. Geography must be relative to the contexts of home, school, community, society as well as the world of work.

**ECONOMICS**

An understanding of economics enables people to comprehend the forces that affect them every day and helps them identify and evaluate the consequences of private decisions and public policies. Economics can be interwoven into many subject areas because economic decisions are often the stimulus for human activity.

## THE HAWAII CONTENT AND PERFORMANCE STANDARDS III IN SOCIAL STUDIES

The Social Studies Hawaii Content and Performance Standards III (HCPS III) are the basis for all teaching and learning in social studies. Social Studies is considered a core content area in grades K-12. HCPS III provides opportunities for students to become educated, aware, and active as individuals in this world. The HCPS III Social Studies standards are comprised of a total of eight standards. There are three standards concerning history, two civics standards, and one standard each related to geography, cultural anthropology, and economics.

### NEW IN HCPS III

Though both content and skills are embedded in each standard, some standards are more focused on one or the other. The first two history standards are the process and skills standards. These are the “lenses” through which all history is examined. The remaining standards are a combination of both skills and content.

In the development of HCPS III it was decided to include a new benchmark only when a new content or skill was *introduced*. This means that, although each standard is represented in each grade or course, there are times when no benchmark is written for that standard. This does not mean that the teacher should not address that particular standard in that grade or course. The content or skills embedded in that standard should be scaffolded from previous grades or courses and applied to the benchmarks in the current grade or course.

For example, there is no “Change, Continuity, and Causality (History 1)” in the standards document for grade eight therefore the methods and skills of examining people, issues, and ideas through the idea of change, continuity, and causality introduced in an earlier grade level should be applied to within any of the other grade eight benchmarks. This principle holds true for any standard that does not have a grade-level benchmark.

### CONTENT STANDARDS

The content standards organize the social studies strands into broad statements that define what the students should know and be able to do. They serve as the umbrella under which the content and skills, specific to a grade or course, are organized. Teaching in a standards-based system is based upon our belief that all students are capable of achieving proficiency in these standards and the teachers’ task is to create environments that welcome student individuality, celebrate student accomplishments, and emphasize collaboration. The Hawaii Content and Performance Standards III are based on the national standards, other state standards, the former Hawaii Content and Performance Standards II, and valuable input from national consultants, local university professors, teachers, and community members.

## **STANDARDS AT A GLANCE**

Unlike HCPS II, where the description of the standards remained constant in every grade or course from K-12, the description of the content standards in HCPS III may vary depending on the focus of study in the grade or course in which they are being learned. This is most evident in standards 3 (History) and 4 (Political Science/Civics). The “At a Glance” document clearly shows this, detailing the major ideas and concepts that are essential in that particular grade or course.

## **BENCHMARKS**

In HCPS III the benchmarks take on a new importance. If the content standards serve as the larger picture of what students should know from K-12, the benchmarks bring clarity and focus to that picture and specify when each should be taught. The benchmarks, however, are not the curriculum. They serve as the foundation for a student-focused, teacher-developed curriculum. They are grade or course specific and should serve as the foundation for curriculum development and articulation.

## **GRADE LEVEL BENCHMARK COUNTS BY STANDARDS**

The “Grade Level Benchmark Counts by Standards” chart shows how many benchmarks are in each standard, at each grade or course. The number of benchmarks in each standard reflects the overall focus of what is being taught. In U.S. History, for example, the benchmarks reflect a greater emphasis on the history strand, though these benchmarks build upon content and modes of thinking from other disciplines such as geography, civics, and economics, resulting in a much richer understanding of the events and issues being studied.

## **SAMPLE PERFORMANCE ASSESSMENT**

The Sample Performance Assessment (SPA) is an example of one way to assess a major aspect of the benchmark. It is a guideline that can be used to develop a more specific assessment tasks. The SPA differs from the assessment task in that it does not define the method of assessment. The sample performance assessment is the “what” rather than the “how.”

## **RUBRIC**

HCPS III addresses the “performance” part of the Hawaii Content and Performance Standards. The rubrics for social studies are based upon the SPA created for each benchmark and are designed with the specific level of rigor described in the benchmark. These rubrics help the teacher assess the level of proficiency reached by the student as seen in their work.

## **STANDARDS AS A STARTING POINT**

These standards, no matter how well taught or thoroughly learned, cannot encompass all that is important in today’s world. In the state of Hawaii public education system, however, they serve as the foundation for the skills and knowledge needed to equip students for a future where their aspirations and dreams can be realized. The standards serve as the cornerstones to allow the vision of the high school graduate become a reality in our children. With standards, we are supporting Thomas Jefferson’s aim of creating “a safe depository of government.”

### HCPS III IN SOCIAL STUDIES: GRADE LEVEL BENCHMARK COUNTS BY STANDARD

<b>Standards</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7 HHK</b>	<b>7 PI</b>	<b>8 US</b>	<b>MHH</b>	<b>PID</b>	<b>US</b>	<b>WH</b>
<b>Standard 1: Change, Continuity, and Causality</b>	1	1	1	1	1	1	1	1	0	0	1	0	0	0
<b>Standard 2: Inquiry, Empathy, and Interpretation Perspective</b>	0	1	1	2	1	2	2	0	0	0	0	0	4	0
<b>Standard 3: Historical Content</b>	1	2	1	1	10	12	8	7	6	15	9	3	32	17
<b>Standard 4: Governance, Democracy, and Interaction</b>	1	4	1	2	1	2	1	0	0	3	1	3	0	1
<b>Standard 5: Participation And Citizenship</b>	2	1	1	1	1	0	0	0	0	1	0	5	0	0
<b>Standard 6: Systems, Dynamics, and Inquiry</b>	1	1	1	3	3	1	2	0	1	0	0	0	0	0
<b>Standard 7: World In Spatial Terms</b>	2	1	4	5	3	1	3	1	1	0	0	0	2	2
<b>Standard 8: Resources, Markets, and Government</b>	2	4	5	3	1	2	3	2	0	2	0	3	3	4
<b>TOTAL</b>	10	15	15	18	21	21	20	11	8	21	11	14	41	24

## SOCIAL STUDIES CONTENT STANDARDS—AT A GLANCE

STRAND	SOCIAL STUDIES STANDARDS
<b>HISTORY</b>	<b>HISTORICAL UNDERSTANDING</b> <b>Standard 1: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>
	<b>Standard 2: INQUIRY, EMPATHY, AND PERSPECTIVE—Use the tools and methods of inquiry, perspective, and empathy to explain historical event with multiple interpretations and judge the past on its own terms</b>
	<b>HISTORY</b> <b>KINDERGARTEN</b> <b>Standard 3: HISTORICAL CONTENT—Understand people now and then, here and now (learning, living, working together)</b>
	<b>GRADE 1</b> <b>Standard 3: HISTORICAL CONTENT—Understand children, people, and groups in time and place</b>
	<b>GRADE 2</b> <b>Standard 3: HISTORICAL CONTENT—Understand sharing and caring for people and earth</b>
	<b>GRADE 3</b> <b>Standard 3: HISTORICAL CONTENT—Understand change, cause and effect, and continuity in history and contemporary life</b>
	<b>GRADE 4</b> <b>Standard 3: PRE-CONTACT HAWAII — Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>
	<b>GRADE 5</b> <b>Standard 3: UNITED STATES HISTORY – THREE WORLDS MEET (THROUGH REVOLUTION)—Understand important historical events through the Revolution</b>

	<p>GRADE 6</p> <p><b>Standard 3: WORLD CULTURES/HISTORY –ANCIENT TIMES THROUGH RENAISSANCE —Understand important historical events from ancient times through the Renaissance</b></p>
	<p>GRADE 7</p> <p><b>Standard 3: HISTORY OF THE HAWAIIAN KINGDOM —Understand important historical events in the history of the Hawaii Kingdom</b></p>
	<p>GRADE 7</p> <p><b>Standard 3: PACIFIC ISLANDS —Understand important historical events in the Pacific region</b></p>
	<p>GRADE 8</p> <p><b>Standard 3: UNITED STATES HISTORY—REVOLUTIONARY WAR THROUGH RECONSTRUCTION—Understand important historical events in the Post Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b></p>
	<p>MODERN HAWAIIAN HISTORY</p> <p><b>Standard 3: MODERN HAWAIIAN HISTORY —Understand important historical events in Modern Hawaiian History</b></p>
	<p>PARTICIPATION IN A DEMOCRACY</p> <p><b>Standard 3: PARTICIPATION IN DEMOCRACY —Understand important historical events and ideas related to the development of civics and political science</b></p>
	<p>U.S. HISTORY</p> <p><b>Standard 3: UNITED STATES HISTORY—POST-RECONSTRUCTION THROUGH PRESENT—Understand important historical events during the 20<sup>th</sup> century</b></p>
	<p>WORLD HISTORY</p> <p><b>Standard 3: WORLD HISTORY—PRE- RENAISSANCE THROUGH PRESENT—Understand important historical events from classical civilizations through the present</b></p>
<b>POLITICAL SCIENCE/CIVICS</b>	<p>GRADES K–3</p> <p><b>Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b></p>



	<p>GRADE 4</p> <p><b>Standard 4: GOVERNANCE AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives</b></p>
	<p>GRADE 5</p> <p><b>Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b></p>
	<p>GRADE 6</p> <p><b>Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives</b></p>
	<p>GRADES 7–11</p> <p><b>Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b></p>
	<p>GRADES K–3, 5–11</p> <p><b>Standard 5: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b></p>
	<p>GRADE 4</p> <p><b>Standard 5: PARTICIPATION AND CITIZENSHIP— Understand roles, rights (personal, economic, political), and responsibilities of the Ali’i, Kahuna, Maka’ainana and Kaua classes and how they participated in civic life</b></p>
<b>CULTURAL ANTHOPOLOGY</b>	<p><b>Standard 6: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b></p>
<b>GEOGRAPHY</b>	<p><b>Standard 7: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b></p>
<b>ECONOMICS</b>	<p><b>Standard 8: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b></p>

## Summary of Standards for Social Studies, Kindergarten – 11<sup>th</sup> Grade

### HISTORICAL UNDERSTANDING

**Standard 1: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history**

**Standard 2: INQUIRY, EMPATHY, AND PERSPECTIVE—Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms**

### HISTORY

#### KINDERGARTEN

**Standard 3: HISTORICAL CONTENT—Understand people now and then, here and now (learning, living, working together)**

#### GRADE 1

**Standard 3: HISTORICAL CONTENT—Understand children, people, and groups in time and place**

#### GRADE 2

**Standard 3: HISTORICAL CONTENT—Understand sharing and caring for people and earth**

#### GRADE 3

**Standard 3: HISTORICAL CONTENT—Understand change, cause and effect, and continuity in history and contemporary life**

#### GRADE 4

**Standard 3: PRE-CONTACT HAWAII—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history**

#### GRADE 5

**Standard 3: EARLY AMERICAN HISTORY—THREE WORLDS MEET THROUGH REVOLUTION—Understand important historical events through the Revolution**

#### GRADE 6

**Standard 3: WORLD CULTURES/HISTORY—ANCIENT TIMES THROUGH RENAISSANCE—Understand important historical events from ancient times through the Renaissance**

#### GRADE 7

**Standard 3: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom**

#### GRADE 7

**Standard 3: PACIFIC ISLANDS—Understand important historical events in the Pacific region**

GRADE 8

**Standard 3: UNITED STATES HISTORY – POST-REVOLUTIONARY WAR THROUGH RECONSTRUCTION—Understand important historical events in the Post Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)**

GRADE 9

**Standard 3: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History**

GRADE 9

**Standard 3: PARTICIPATION IN A DEMOCRACY—Understand important historical events and ideas related to the development of civics and political science**

GRADE 10

**Standard 3: UNITED STATES HISTORY—POST-RECONSTRUCTION THROUGH PRESENT—Understand important historical events during the 20<sup>th</sup> century**

GRADE 11

**Standard 3: WORLD HISTORY—PRE- RENAISSANCE THROUGH PRESENT—Understand important historical events from classical civilizations through the present**

## POLITICAL SCIENCE/CIVICS

GRADES K–3

**Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives**

GRADE 4

**Standard 4: GOVERNANCE AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives**

GRADE 5

**Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives**

GRADE 6

**Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives**

GRADES 7–11

**Standard 4: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives**

GRADES K–3, 5–11

**Standard 5: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action**

GRADE 4

**Standard 5: PARTICIPATION AND CITIZENSHIP— Understand roles, rights (personal, economic, political), and responsibilities of the Ali'i, Kahuna, Maka'ainana and Kaua classes and how they participated in civic life**

CULTURAL ANTHROPOLOGY

**Standard 6: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time**

GEOGRAPHY

**Standard 7: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world**

ECONOMICS

**Standard 8: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CHRONOLOGICAL THINKING	SS.K.1.1 Explain change and continuity over time, using calendars and simple timelines		The student: Describes historical events or other familiar events in sequence (days, weeks, and months), using calendars and timelines.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with detail, change and continuity over time, using calendars and simple timelines	Explain change and continuity over time, using calendars and simple timelines	Recognize examples of change and continuity over time, using calendars and simple timelines	Recognize calendars and simple timelines

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 3: History: HISTORICAL CONTENT—Understand people now and then, here and now (learning, living, working together)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
CELEBRATIONS	SS.K.3.1 Describe historically significant events and observances in American history	<b>The student:</b> Explains why Americans celebrate significant events and observances (e.g., Fourth of July, Veterans Day, Thanksgiving).		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare historically significant events and observances in American history	Describe historically significant events and observances in American history	Give examples of historically significant events and observances in American history	Recognize historically significant events and observances in American history

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
GOVERNANCE, POWER, AND AUTHORITY	SS.K.4.1 Identify rules that apply in different settings and the results from complying or not complying with these rules	<b>The student:</b> Describes rules for the classroom, school, library, and home and describes the results from complying or not complying with these rules.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently identify rules that apply in different settings and the results from complying or not complying with these rules	Usually identify rules that apply in different settings and the results from complying or not complying with these rules	Sometimes identify rules that apply in different settings and the results from complying or not complying with these rules	Rarely identify rules that apply in different settings and the results from complying or not complying with these rules

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RIGHTS AND RESPONSIBILITIES	SS.K.5.1 Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings		The student: Practices good citizenship in various environments, such as taking personal responsibility, respecting others property, taking turns, sharing, and performing classroom chores.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe his or her rights and consistently demonstrate responsibilities of self in classroom, school, and neighborhood settings	Describe his or her rights and usually demonstrate responsibilities of self in classroom, school, and neighborhood settings	Describe his or her rights or demonstrate responsibilities of self in classroom, school, and neighborhood settings	Ineffectively describe his or her rights and rarely demonstrate responsibilities of self in classroom, school, and neighborhood settings
CIVIC PARTICIPATION	SS.K.5.2 Demonstrate ways to improve the quality of life in own school or community		The student: Engages in actions in the classroom that improve the quality of classroom life (e.g., contributes positively to a discussion, cleans up litter).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently demonstrate ways to improve the quality of life in own school or community	Usually demonstrate ways to improve the quality of life in own school or community	Sometimes demonstrate ways to improve the quality of life in own school or community	Rarely demonstrate ways to improve the quality of life in own school or community



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL SYSTEMS AND PRACTICES	SS.K.6.1 Explain how and why people from different cultures observe different holidays/celebrations		The student: Describes how and why people from different cultures celebrate their holidays (e.g., games they play, songs they sing, traditional practices, foods they eat, clothing worn, symbols).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare how and why people from different cultures observe different holidays/celebrations	Explain how and why people from different cultures observe different holidays/celebrations	Explain how or explain why people from different cultures observe different holidays/celebrations	Ineffectively explain how and why people from different cultures observe different holidays/celebrations

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.K.7.1 Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, cities)		The student: Locates and describes physical characteristics of objects represented on a map or globe.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify location and physical characteristics represented on maps and globes, with accuracy	Identify location and physical characteristics represented on maps and globes, with no significant errors	Identify location and physical characteristics represented on maps and globes, with a few significant errors	Identify location and physical characteristics represented on maps and globes, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.K.7.2 Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions)		The student: Describes the specific location of a place and/or physical feature using appropriate terms.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use terms to describe relative location, with accuracy	Use terms to describe relative location, with no significant errors	Use terms to describe relative location, with a few significant errors	Use terms to describe relative location, with many significant errors

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.K.8.1 Explain people’s basic needs and how they fulfill them		The student: Names basic needs that everyone shares, such as food, water, or shelter and describes ways people fulfilled these needs now and in the past.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze people’s basic needs and compare how they fulfill them	Explain people’s basic needs and how they fulfill them	Identify people’s basic needs	Recognize examples of people’s basic needs

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Kindergarten*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE AND FUNCTION OF MARKETS	SS.K.8.2 Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer)		The student: Compares a buyer and a seller.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Differentiate buyers and sellers and provide several examples of each	Differentiate buyers and sellers	Define buyers and sellers	Recognize examples of buyers and sellers

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CHRONOLOGICAL THINKING	SS.1.1.1 Distinguish temporal structures (i.e., beginning, middle, and end) in stories and historical narratives		The student: Retells historical narratives using temporal structures and analyzes the structures used in the narrative.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Distinguish temporal structures in stories and historical narratives and use textual evidence to analyze the structure	Distinguish temporal structures in stories and historical narratives	Explain temporal structures in stories and historical narratives	Identify temporal structures in stories and historical narratives

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL INQUIRY	SS.1.2.1 Use a variety of primary sources (e.g., artifacts, letters, photographs) to gain an understanding of historical events		The student: Examines primary sources and generates questions from them.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use a variety of primary sources to provide an elaborate or precise explanation of historical events	Use a variety of primary sources to provide an explanation of historical events	Use primary sources to provide a limited explanation of historical events	Identify primary sources but make little or no connections to historical events

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 3: History: HISTORICAL CONTENT—Understand children, people, and groups in time and place</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
A CHILD’S PLACE IN HISTORY	SS.1.3.1 Compare own life with those of children in history		The student: Analyzes the similarities and differences between own life and lives of children of the past (e.g., Pilgrim children, Pioneer children, Native American children).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare, with clear and precise detail, own life with those of children in history	Compare, with detail, own life with those of children in history	Compare, with minimal detail, own life with those of children in history	Ineffectively compare own life with those of children in history
SIGNIFICANT EVENTS IN AMERICAN HISTORY	SS.1.3.2 Describe the lives of people who significantly impacted American history		The student: Identifies the accomplishments of extraordinary people whose achievements are still being celebrated (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone and Benjamin Franklin).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the lives of people who significantly impacted American history	Describe, with detail, the lives of people who significantly impacted American history	Describe, with minimal detail, the lives of people who significantly impacted American history	Ineffectively describe the lives of people who significantly impacted American history

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER, AND AUTHORITY	SS.1.4.1 Explain the purpose of rules		The student: Gives reasons for specific rules from the classroom, home, or community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the purpose of rules	Explain, with detail, the purpose of rules	Explain, with minimal detail, the purpose of rules	Ineffectively explain the purpose of rules
GOVERNANCE, POWER, AND AUTHORITY	SS.1.4.2 Explain the difference between authority and power		The student: Describes how specific people exercise power with/without authority.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with examples, the difference between authority and power	Explain the difference between authority and power	Define authority and power	Recognize examples of authority and power

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PRINCIPLES AND VALUES OF DEMOCRACY	SS.1.4.3 Explain historical symbols of American nationalism		The student: Describes the symbolic meaning of the flag, the Statue of Liberty, the Pledge of Allegiance, and the National Anthem to people and groups over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, historical symbols of American nationalism	Explain, with detail, historical symbols of American nationalism	Explain, with minimal detail, historical symbols of American nationalism	Ineffectively explain historical symbols of American nationalism
PRINCIPLES AND VALUES OF DEMOCRACY	SS.1.4.4 Explain shared democratic values, including equality, common good, and individual rights		The student: Illustrates how democratic values are expressed in home, school, or community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, shared democratic values	Explain, with detail, shared democratic values	Explain, with minimal detail, shared democratic values	Ineffectively explain shared democratic values

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RIGHTS AND RESPONSIBILITIES	SS.1.5.1 Identify rights and responsibilities of community leaders		The student: Lists the rights and responsibilities of community leaders (e.g., police and school principal).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify rights and responsibilities of community leaders, with accuracy	Identify rights and responsibilities of community leaders, with no significant errors	Identify rights and responsibilities of community leaders, with a few significant errors	Identify rights and responsibilities of community leaders, with many significant errors

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL SYSTEMS AND PRACTICES	SS.1.6.1 Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends		The student: Explains the beliefs and practices of own and other cultures as reflected in stories and/or legends.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Describe ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Provide examples of ways in which own and other cultures express cultural beliefs and practices through stories and/or legends	Recognize that own and other cultures express cultural beliefs and practices through stories and/or legends



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.1.7.1 Construct and use simple maps to represent physical and human characteristics of a community		The student: Creates a map that includes the title, author’s name, date, orientation, legend, and symbols. (e.g., of home, school, neighborhood).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Construct and use simple maps to represent physical and human characteristics of a community, with accuracy	Construct and use simple maps to represent physical and human characteristics of a community, with no significant errors	Construct and use simple maps to represent physical and human characteristics of a community, with a few significant errors	Construct and use simple maps to represent physical and human characteristics of a community, with many significant errors

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.1.8.1 Compare needs and wants		The student: Distinguishes between people’s need for food, clothing, and shelter and specific things that people would like to have.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Classify, with justification, needs and wants	Compare needs and wants	Explain needs and wants	Give examples of needs and wants

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 1*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC INTERDEPENDENCE	SS.1.8.2 Explain how people trade or use money to obtain goods and services		The student: Describes a personal exchange he or she made with a friend or family member.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how people trade or use money to obtain goods and services	Explain, with detail, how people trade or use money to obtain goods and services	Explain, with minimal detail, how people trade or use money to obtain goods and services	Ineffectively explain how people trade or use money to obtain goods and services
ROLE AND FUNCTION OF MARKETS	SS.1.8.3 Define various goods (things that people need or want) and services (jobs people perform that satisfy people’s needs or wants)		The student: Identifies goods (e.g., food, clothing, personal commodities) and services (e.g., teachers, plumbers, doctors) and explains the difference between them.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Define various goods and services, with accuracy	Define various goods and services, with no significant errors	Define various goods and services, with a few significant errors	Define various goods and services, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CHRONOLOGICAL THINKING	SS.2.1.1 Construct timelines to sequence events		The student: Sequences a series of events from a story, historical narrative, or own life using a timeline.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Construct timelines to sequence events, with accuracy	Construct timelines to sequence events, with no significant errors	Construct timelines to sequence events, with a few significant errors	Construct timelines to sequence events, with many significant errors

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL INQUIRY	SS.2.2.1 Investigate the history of families using level-appropriate primary sources (e.g., artifacts, photographs, interviews, documents)		The student: Makes generalizations about the history of a family based on information from primary sources.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Investigate the history of families, gathering clear and precise information and details from level-appropriate primary sources	Investigate the history of families, gathering information and details from level-appropriate primary sources	Investigate the history of families, gathering minimal information and details from level-appropriate primary sources	Ineffectively investigate the history of families

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 3: History: HISTORICAL CONTENT—Understand sharing and caring for people and earth</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
STEWARDSHIP	SS.2.3.1 Describe ways in which specific government agencies are responsible for environmental issues and concerns		The student: Explains the role that government agencies (e.g., DLNR, EPA) play in protecting our environment.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare ways in which specific government agencies are responsible for environmental issues and concerns	Describe ways in which specific government agencies are responsible for environmental issues and concerns	Name specific government agencies that are responsible for environmental issues and concerns	Select from a list specific government agencies that are responsible for environmental issues and concerns

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER, AND AUTHORITY	SS.2.4.1 Describe the different ways people gain authority and the limits of such authority	The student: Explains different ways people can gain authority, including being appointed to a role of authority (e.g., line leader, appointed government official), being voted into authority (e.g., student council, mayor), and assuming authorities that come with a job (e.g., particular school committee job, principal), and explains the boundaries of such authority.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Compare the different ways people gain authority and the limits of such authority	Describe the different ways people gain authority and the limits of such authority	Identify the different ways people gain authority	Recognize that there are people with authority

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RIGHTS AND RESPONSIBILITIES	SS.2.5.1 Demonstrate own roles and responsibilities in caring for others and the environment		The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up workstations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently demonstrate own roles and responsibilities in caring for others and the environment	Usually demonstrate own roles and responsibilities in caring for others and the environment	Sometimes demonstrate own roles and responsibilities in caring for others and the environment	Rarely demonstrate own roles and responsibilities in caring for others and the environment

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL SYSTEMS AND PRACTICES	SS.2.6.1 Describe ways in which own and other cultures express their cultural beliefs and practices through music and art		The student: Explains how the beliefs and practices of own and other cultures are reflected in music and art.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare, with elaborate and precise detail, ways in which own and other cultures express their cultural beliefs and practices through music and art	Describe ways in which own and other cultures express their cultural beliefs and practices through music and art	Recognize ways that own and other cultures express their cultural practices through music and art	Recognize that different cultural practices are reflected through music and art

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.2.7.1 Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community		The student: Labels and explains the human and physical characteristics of a neighborhood or community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain the relationship between the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Identify and explain the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Name the human (man-made) and physical (natural) characteristics of a neighborhood or the community	Recognize that neighborhoods and communities have human (man-made) and physical (natural) characteristics



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.2.7.2 Describe the purpose and features of maps and globes		The student: Explains why people use maps and globes and explains how the different features (e.g., relative location, cardinal direction, simple grid systems, basic map symbols) of maps or globes help people to use them (e.g., to show relative location, to provide or find directions).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the purpose and features of maps and globes	Describe, with detail, the purpose and features of maps and globes	Describe, with minimal detail, the purpose and features of maps and globes	Ineffectively describe the purpose and features of maps and globes
ENVIRONMENT AND SOCIETY	SS.2.7.3 Describe a variety of the earth’s natural resources (e.g., water, forests, and oil) and ways in which people use them		The student: Explains how people across the world use natural resources to meet their needs.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe a variety of the earth’s natural resources and give clear and precise details of ways in which people use them	Describe a variety of the earth’s natural resources and ways in which people use them	Describe a variety of the earth’s natural resources	Name some of the earth’s natural resources

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ENVIRONMENT AND SOCIETY	SS.2.7.4 Analyze and demonstrate ways to protect and preserve the local environment		The student: Surveys, creates, and implements a plan to take personal action to sustain and preserve a part of the environment.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze and consistently demonstrate ways to protect and preserve the local environment, with detail	Analyze and usually demonstrate ways to protect and preserve the local environment	Analyze and sometimes demonstrate ways to protect and preserve the local environment, with detail	Ineffectively describe and/or rarely demonstrate ways to protect and preserve the local environment

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.2.8.1 Explain scarcity and its effects on daily life		The student: Gives a specific example from own life that illustrates how limited resources (scarcity) required him or her to make a choice about using a good or a service.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze scarcity and its effects on daily life	Explain scarcity and its effects on daily life	Give examples of scarcity and its effects on daily life	Recognize examples of scarcity

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.2.8.2 Categorize resources as natural, capital, or human		The student: Compares natural resources, capital resources and human resources.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Categorize resources as natural, capital, or human, with accuracy	Categorize resources as natural, capital, or human, with no significant errors	Categorize resources as natural, capital, or human, with a few significant errors	Categorize resources as natural, capital, or human, with many significant errors
ECONOMIC INTERDEPENDENCE	SS.2.8.3 Explain how people benefit from trade (the exchange of goods and services)		The student: Describes how people’s needs and wants are satisfied through exchange of goods and services.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how people benefit from trade	Explain, with detail, how people benefit from trade	Explain, with minimal detail, how people benefit from trade	Ineffectively explain how people benefit from trade

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 2*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE AND FUNCTION OF MARKETS	SS.2.8.4 Compare the roles of buyers and sellers and explain how they depend upon each other		The student: Analyzes why a seller needs people to buy his or her goods or services.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare the roles of buyers and sellers and, with clear and precise detail, analyze how they depend upon each other	Compare the roles of buyers and sellers and, with detail, explain how they depend upon each other	Compare the roles of buyers and sellers and, with minimal detail, explain how they depend on each other	Ineffectively compare the roles of buyers and sellers
ROLE OF GOVERNMENT	SS.2.8.5 Explain the responsibility of the government to provide goods and services		The student: Describes why it is important for the local government to provide goods (e.g., parks) and services (e.g., fire or police departments) for the community.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the responsibility of the government to provide goods and services	Explain, with detail, the responsibility of the government to provide goods and services	Explain, with minimal detail, the responsibility of the government to provide goods and services	Ineffectively explain the responsibility of the government to provide goods and services

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CAUSES AND EFFECTS IN HISTORY	SS.3.1.1 Explain cause and effect relationships in stories and historical narratives		The student: Explains the cause of an event and its effects in a story or historical narrative.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, cause and effect relationships in stories and historical narratives	Explain, with detail, cause and effect relationships in stories and historical narratives	Explain, with minimal detail, cause and effect relationships in stories and historical narratives	Ineffectively explain cause and effect relationships in stories and historical narratives

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL INQUIRY	SS.3.2.1 Investigate the history of communities over time using level-appropriate primary sources (e.g., maps, photos, oral histories, letters, and newspapers)		The student: Makes generalizations about the history of a community based on information from primary sources.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Investigate the history of communities over time, gathering clear and precise information and details from level-appropriate primary sources	Investigate the history of communities over time, gathering information and details from level-appropriate primary sources	Investigate the history of communities over time, gathering minimal information and details from level-appropriate primary sources	Ineffectively investigate the history of communities over time

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL PERSPECTIVES AND INTERPRETATIONS	SS.3.2.2 Analyze varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants		The student: Compares an experience or historical event from the point of view of different people involved and offers possible reasons for the difference.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Analyze, with detail, varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Explain varying perspectives of an experience or event based on the differing viewpoints of the teller, listener, and /or the participants	Identify varying perspectives of an experience or event

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 3: History: HISTORICAL CONTENT—Understand change, cause and effect, and continuity in history and contemporary life</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
COMMUNITY LIFE PAST AND PRESENT	SS.3.3.1 Analyze issues and concerns of own community and those of a similar community in the past		The student: Compares issues and concerns (e.g., employment, safety, population, transportation) of own community with those of a community in the past.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze issues and concerns of own community and those of a similar community in the past, making significant connections, insights, and generalizations about the issues and concerns	Analyze issues and concerns of own community and those of a similar community in the past	Explain issues and concerns of own community and those of a similar community in the past	Name issues and concerns of own community and those of a similar community in the past

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER, AND AUTHORITY	SS.3.4.1 Explain the purpose of rules and laws and the differences between them		The student: Explains why we have rules and laws, describes how they differ, and gives examples of each.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the purpose of rules and laws and elaborate on the differences between them	Explain, with detail, the purpose of rules and laws and the differences between them	Explain, with minimal detail, the purpose of rules and laws and the differences between them	Ineffectively explain the purpose of rules of laws and the differences between them



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER, AND AUTHORITY	SS.3.4.2 Describe ways in which people exercise power without authority		The student: Explains power without authority (e.g., illegal, unofficial such as bullying).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare ways in which people exercise power without authority	Describe ways in which people exercise power without authority	Identify ways in which people exercise power without authority	Recognize ways in which people exercise power without authority

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RIGHTS AND RESPONSIBILITIES	SS.3.5.1 Describe roles and rights of citizenship and demonstrate responsibilities of citizenship		The student: Identifies roles (e.g., active, informed participant), rights, (e.g., freedom of speech, freedom of religion) and responsibilities (e.g., paying taxes, voting) and fulfills own responsibilities within the classroom.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe roles and rights of citizenship and consistently demonstrate responsibilities of citizenship	Describe roles and rights of citizenship and usually demonstrate responsibilities of citizenship	Describe roles and rights of citizenship or demonstrate responsibilities of citizenship	Ineffectively describe roles and rights of citizenship and rarely demonstrate responsibilities of citizenship

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL DIVERSITY AND UNITY	SS.3.6.1 Explain that different cultures have unique values, beliefs, and practices		The student: Gives examples of values and beliefs of different cultures and how they have changed over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, making significant connections, insights, and generalizations, that different cultures have unique values, beliefs, and practices	Explain, making connections, insights, and generalizations, that different cultures have unique values, beliefs, and practices	Explain, making weak connections, insights, or generalizations, that different cultures have unique values, beliefs, and practices	Ineffectively explain that different cultures have unique values, beliefs, and practices
CULTURAL INQUIRY	SS.3.6.2 Make informed judgments about cultures based on evidence from cultural artifacts		The student: Gathers and classifies artifacts, facsimiles, and photos that have cultural significance and draws informed and validated conclusions about the cultures.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Make informed and insightful judgments about cultures based on cultural artifacts	Make informed judgments about cultures based on cultural artifacts	Make judgments about cultures based partially on cultural artifacts	Make judgments about cultures that are not supported by cultural artifacts

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>			<b>SAMPLE PERFORMANCE ASSESSMENT</b>
CULTURAL DYNAMICS/CHANGE AND CONTINUITY	SS.3.6.3 Explain how cultural elements (e.g., language, art, music, stories, legends, and traditions) can change over time and explain possible reasons for that change			The student: Describes why cultural elements change over time.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare how cultural elements can change over time and examine possible reasons for that change	Explain how cultural elements can change over time and explain possible reasons for that change	Give examples of how cultural elements can change over time and identify possible reasons for that change	Recognize that cultural elements can change over time

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>			<b>SAMPLE PERFORMANCE ASSESSMENT</b>
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.3.7.1 Use geographic representations (e.g., maps, globes, graphs, charts, models) to organize and analyze geographic information			The student: Draws a conclusion about the place under study based on the geographic information gathered.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use geographic representations to organize and analyze geographic information, with accuracy	Use geographic representations to organize and analyze geographic information, with no significant errors	Use geographic representations to organize and analyze geographic information, with a few significant errors	Use geographic representations to organize and analyze geographic information, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PLACES AND REGIONS	SS.3.7.2 Compare the physical and human characteristics of different communities and regions		The student: Analyzes why physical and human characteristics differ from place to place.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, using evidence, the physical and human characteristics of different communities and regions	Compare the physical and human characteristics of different communities and regions	Describe the physical and human characteristics of different communities and regions	Name the physical and human characteristics of different communities and regions
PLACES AND REGIONS	SS.3.7.3 Describe the physical and human characteristics that make different regions unique		The student: Creates a geographic representation showing the physical and human characteristics of a place or region and explains its uniqueness.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the physical and human characteristics that make different regions unique	Describe, with detail, the physical and human characteristics that make different regions unique	Describe, with minimal detail, the physical and human characteristics that make different regions unique	Ineffectively describe the physical and human characteristics that make different regions unique

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ENVIRONMENT AND SOCIETY	SS.3.7.4 Examine the ways in which people modify the physical environment and the effects of these changes		The student: Evaluates how people have changed the environment (e.g., irrigation, clearing land, planting crops, building roads) and the effects of these changes.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the ways in which people modify the physical environment and evaluate the effects of these changes	Examine the ways in which people modify the physical environment and explain the effects of these changes	Examine the ways in which people modify the physical environment or the effects of these changes	Ineffectively examine the ways in which people modify the physical environment or the effects of these changes
HUMAN SYSTEMS	SS.3.7.5 Examine the economic and geographic factors that influence why people migrate and where they settle		The student: Analyzes the factors that influence why people migrate and where they settle (e.g., natural resources, major waterways, physical features, natural hazards, connections, populations, climate, job opportunities).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the economic and geographic factors that influence why people migrate and where they settle, making significant connections about these factors and their influence	Examine the economic and geographic factors that influence why people migrate and where they settle	Examine the economic or the geographic factors that influence why people migrate and/or where they settle	Ineffectively examine the economic and geographic factors that influence why people migrate and where they settle

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.3.8.1 Explain that opportunity cost is the best alternative given up when making a choice		The student: Describes a time when he or she had to make a choice, and explain what he or she gave up by making that choice.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain that opportunity cost is the best alternative given up when making a choice, using relevant and insightful examples	Explain that opportunity cost is the best alternative given up when making a choice, using relevant examples	Explain that opportunity cost is the best alternative given up when making a choice, using weakly connected vague examples	Ineffectively explain that opportunity cost is the best alternative given up when making a choice
LIMITED RESOURCES AND CHOICE	SS.3.8.2 Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone’s wants		The student: Explains that people need to use resources (natural, human, and capital) wisely because they are in short supply.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone’s wants	Explain, with detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone’s wants	Explain, with minimal detail, that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone’s wants	Ineffectively explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone’s wants

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 3*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC INTERDEPENDENCE	SS.3.8.3 Describe how money makes it easy to trade goods and services		The student: Explains why it would be harder to try to trade a personal belonging for something than it would be to pay money for that same thing.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how money makes it easy to trade goods and services	Describe, with detail, how money makes it easy to trade goods and services	Describe, with minimal detail, how money makes it easy to trade goods and services	Ineffectively describe how money makes it easy to trade goods and services

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL CHANGE AND CONTINUITY	SS.4.1.1 Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems)		The student: Organizes data and uses it to create a timeline of one or more aspects of Hawaiian culture and how they have evolved over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze both change and continuity of aspects of Hawaiian culture	Describe both change and continuity of aspects of Hawaiian culture	Give examples of both change and continuity of aspects of Hawaiian culture	Recognize examples of change and/or continuity of aspects of Hawaiian culture

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL PERSPECTIVES AND INTERPRETATIONS	SS.4.2.1 Categorize sources of information as primary or secondary and as providing historical fact or opinion		The student Uses primary and secondary sources of information and identifies facts versus opinions about pre-contact life in Hawaii.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with accuracy	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with no significant errors	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with a few significant errors	Categorize sources of information as primary or secondary and as providing historical fact or opinion, with many significant errors



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY HAWAIIAN SOCIETY	SS.4.3.1 Explain the origins and culture of early Hawaiians		The student: Describes features of early Hawaiian life, such as rules and laws, gods/religion, roles of women/classes of people, sports and games, food, kapu system, land ownership taxes, and/or education.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the origins and culture of early Hawaiians	Explain, with detail, the origins and culture of early Hawaiians	Explain, with minimal detail, the origins and culture of early Hawaiians	Ineffectively explain the origins and culture of early Hawaiians
EARLY HAWAIIAN SOCIETY	SS.4.3.2 Explain the history of Hawaii’s early economy		The student: Describes a typical day in the economic life of a Hawaiian in the ‘ahupua’a system.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the history of Hawaii’s early economy	Explain, with detail, the history of Hawaii’s early economy	Explain, with minimal detail, the history of Hawaii’s early economy	Ineffectively explain the history of Hawaii’s early economy

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY HAWAIIAN SOCIETY	SS.4.3.3 Describe the cultural contributions of different groups to the development of Hawaii		The student: Explains the specific cultural contributions (e.g., religious, economic, artistic) of different groups and how they have helped the development of Hawaii.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the cultural contributions of different groups to the development of Hawaii	Describe, with detail, the cultural contributions of different groups to the development of Hawaii	Describe, with minimal detail, the cultural contributions of different groups to the development of Hawaii	Ineffectively describe the cultural contributions of different groups to the development of Hawaii
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.4.3.4 Describe the theories of early migrations from parts of Polynesia to Hawaii, including migration myths and legends		The student: Describes the “who, what, where, when and why” of early Hawaiian migrations.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the theories of early migrations from parts of Polynesia to Hawaii	Describe, with detail, the theories of early migrations from parts of Polynesia to Hawaii	Describe, with minimal detail, the theories of early migrations from parts of Polynesia to Hawaii	Ineffectively describe the theories of early migrations from parts of Polynesia to Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.4.3.5 Identify reasons that early explorers, settlers, and immigrants came to Hawaii (including the influence of Pa’ao) or the Polynesian region and describe what their lives and experiences were like		The student: Names social, political, geographic, and economic reasons/events that influenced early settlement patterns in Polynesia, including Hawaii, and describes the lives of early settlers and immigrants.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and describe, with clear and precise detail, what their lives and experiences were like	Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and describe, with detail, what their lives and experiences were like	Identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and/or describe, with minimal detail what their lives and experiences were like	Inaccurately identify reasons that early explorers, settlers, and immigrants came to Hawaii or the Polynesian region and/or ineffectively describe what their lives and experiences were like
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.4.3.6 Illustrate patterns and changes in population in Hawaii over a period of time		The student: Creates a timeline or graph that shows significant changes and patterns in demographics of a specific island over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Illustrate patterns and changes in population in Hawaii over a period of time, with accuracy	Illustrate patterns and changes in population in Hawaii over a period of time, with no significant errors	Illustrate patterns and changes in population in Hawaii over a period of time, with a few significant errors	Illustrate patterns and changes in population in Hawaii over a period of time, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.4.3.7 Describe the interactions (including economic exchanges and wars) among different cultural and ethnic groups in early Hawaii		The student: Gives examples from early Hawaiian history of the ways in which pre-contact Hawaiians interrelated with different groups of people, such as Captain James Cook/explorers, traders, whalers, and westerners/missionaries.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the interactions among different cultural and ethnic groups in early Hawaii	Describe, with detail, the interactions among different cultural and ethnic groups in early Hawaii	Describe, with minimal detail, the interactions among different cultural and ethnic groups in early Hawaii	Ineffectively describe the interactions among different cultural and ethnic groups in early Hawaii
HAWAIIAN STATE GOVERNMENT	SS.4.3.8 Explain the evolution of Hawaii state government		The student: Constructs a timeline that explains the evolution in Hawaiian history from self-rule to statehood.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain the evolution of Hawaii state government, with accuracy	Explain the evolution of Hawaii state government, with no significant errors	Explain the evolution of Hawaii state government, with a few significant errors	Explain the evolution of Hawaii state government, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 3: History: PRE-CONTACT HAWAII HISTORY—Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EVENTS IN HAWAIIAN HISTORY	SS.4.3.9 Place key events in pre-contact Hawaiian history in chronological order (including volcanic origins, migrations, and Captain Cook’s arrival)		The student: Selects significant events in Hawaii’s history and cultural development to place on a time line, and makes observations about the continuity of those relationships in the Hawaiian culture.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Place key events in pre-contact Hawaiian history in chronological order, with accuracy	Place key events in pre-contact Hawaiian history in chronological order, with no significant errors	Place key events in pre-contact Hawaiian history in chronological order, with a few significant errors	Place key events in pre-contact Hawaiian history in chronological order, with many significant errors
EVENTS IN HAWAIIAN HISTORY	SS.4.3.10 Describe how significant people, including those of legend (including Papa and Wakea, Pele, and Pa'ao) affected pre-contact Hawaii		The student: Explains the significance of different people’s contributions in the early history of Hawaii.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how significant people, including those of legend, affected pre-contact Hawaii	Describe, with detail, how significant people, including those of legend, affected pre-contact Hawaii	Describe, with minimal detail, how significant people, including those of legend, affected pre-contact Hawaii	Ineffectively describe how significant people, including those of legend, affected pre-contact Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 4: Political Science/Civics: GOVERNANCE AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of the Hawaiian kapu system, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER, AND AUTHORITY	SS.4.4.1 Evaluate the kapu system in the context of the time		The student: Proposes guidelines for evaluation of rules in pre-contact Hawaiian history and describes how some of the rules might or might not be appropriate for today.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Evaluate the kapu system in the context of the time, drawing relevant and insightful conclusions	Evaluate the kapu system in the context of the time, drawing relevant conclusions	Describe the kapu system in the context of the time	Identify the kapu system in the context of the time

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP— Understand roles, rights (personal, economic, political), and responsibilities of the Ali’i, Kahuna, Maka’ainana and Kaua classes and how they participated in civic life</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CIVIC PARTICIPATION	SS.4.5.1 Describe the roles, rights, and responsibilities of each class in pre-contact Hawaii		The student: Explains his/her roles, rights and responsibilities (personal and social) as a citizen in various situations and how they relate to the roles, rights, and responsibilities of Alii, Kahuna, Konohiki, Maka’ainana, Kauwa during Hawai’i monarchy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Describe, with detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Describe, with minimal detail, the roles, rights, and responsibilities of each class in pre-contact Hawaiian society	Ineffectively describe the roles, rights, and responsibilities of each class in pre-contact Hawaiian society

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL SYSTEMS AND PRACTICES	SS.4.6.1 Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture		The student: Describes how specific components of Hawaiian culture assure continuity of the culture and embody cultural values.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Explain how language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Explain that language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and behaviors are elements of culture and contribute to the preservation of culture	Recognize language, traditional lore, music, dance, artifacts, traditional practices, beliefs, values, and/or behaviors as elements of culture
CULTURAL DYNAMICS/CHANGE AND CONTINUITY	SS.4.6.2 Describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a		The student: Explains life in the ahupua'a, particularly the relationships between people and the spiritual realm, the land, and other people.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Describe, with detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Describe, with minimal detail, how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a	Ineffectively describe how individuals or groups deal with conflict, cooperation, and interdependence within the ahupua'a

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL DYNAMICS/CHANGE AND CONTINUITY	SS.4.6.3 Describe the changes in Hawaiian culture through contact with Westerners		The student: Explains how Hawaiian culture changed, and describes the effects of the changes caused by Western contact.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the changes in Hawaiian culture through contact with Westerners	Describe, with detail, the changes in Hawaiian culture through contact with Westerners	Describe, with minimal detail, the changes in Hawaiian culture through contact with Westerners	Ineffectively describe the changes in Hawaiian culture through contact with Westerners

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PLACES AND REGIONS	SS.4.7.1 Identify the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses		The student: Describes the geographic characteristics and human characteristics of Polynesia, the Pacific region, and Hawaii in the pre-contact era.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify, with accuracy, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with no significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with a few significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses	Identify, with many significant errors, the major geographic characteristics and demographics of the pre-contact Hawaiian archipelago, including its relative location to other major land masses



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD IN SPATIAL TERMS	SS.4.7.2 Collect, organize, and analyze data to interpret and construct geographic representations	<p>The student: Uses collected data to construct a map that plots the locations of data and explains the meanings, patterns, and relationships found in geographic data (e.g., collects data about the presence of endemic species in Hawaii, plots the locations of the species, explains the reasons for the patterns of distribution of the species, and describes relationships between the species and other species or the environment).</p>	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Collect, organize, and analyze data to interpret and construct geographic representations, with accuracy	Collect, organize, and analyze data to interpret and construct geographic representations, with no significant errors	Collect, organize, and analyze data to interpret and construct geographic representations, with a few significant errors	Collect, organize, and analyze data to interpret and construct geographic representations, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ENVIRONMENT AND SOCIETY	SS.4.7.3 Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations (including lo'i kalo and loko i'a)	The student: Compares the effects of land and water use in the `ahupua`a and how similar practices are carried out today. Assesses the positive and negative consequences of such uses on the environment, and makes connections to current environmental practices.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Evaluate the consequences of human modification of the physical environment in Hawaii using geographic representations, drawing relevant and insightful conclusions	Analyze the consequences of human modification of the physical environment in Hawaii using geographic representations, drawing relevant conclusions	Describe the consequences of human modification of the physical environment in Hawaii using geographic representations	Recognize that there are consequences of human modification of the physical environment in Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 4*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC INTERDEPENDENCE	SS.4.8.1 Describe the economic interdependence among those living in the ‘ahupua’a		The student: Explains production and consumption in an “ahupua’a” (farming, fishing, production of goods), including how goods and services were exchanged by businesses (producers) and households (consumers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the economic interdependence among those living in the ‘ahupua’a	Describe, with detail, the economic interdependence among those living in the ‘ahupua’a	Describe, with minimal detail, the economic interdependence among those living in the ‘ahupua’a	Ineffectively describe the economic interdependence among those living in the ‘ahupua’a

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
CHRONOLOGICAL THINKING	SS.5.1.1 Use chronological order to explain causal relationships between and among people and events	The student: Organizes key events of the American Revolution in chronological order to explain cause-and-effect relationships between them.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use chronological order to analyze causal relationships between and among people and events, with accuracy	Use chronological order to explain causal relationships between and among people and events, with no significant errors	Use chronological order to identify causal relationships between and among people and events, with a few significant errors	Use chronological order to identify causal relationships between and among people and events, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL PERSPECTIVES AND INTERPRETATIONS	SS.5.2.1 Analyze how beliefs and education and/or the society in which a person resides shape his/her “point of view”		The student: Contrasts a 17 <sup>th</sup> century woman’s view of her role in family and society with that of a woman in the 21 <sup>st</sup> century.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze how beliefs and education and/or the society in which a person resides shape his/her “point of view,” making significant connections, insights, and generalizations	Analyze how beliefs and education and/or the society in which a person resides shape his/her “point of view,” making connections, insights, and generalizations	Explain how beliefs and education and/or the society in which a person resides shape his/her “point of view”	Identify, with assistance, how beliefs and education and/or the society in which a person resides shape his/her “point of view”
HISTORICAL EMPATHY	SS.5.2.2 Judge the past in the context of the time instead of imposing present norms and values on historical events		The student: Assesses why slavery was accepted by a majority of the people in colonial America.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently judge the past in the context of the time instead of imposing present norms and values on historical events	Usually judge the past in the context of the time instead of imposing present norms and values on historical events	Sometimes judge the past in the context of the time instead of imposing present norms and values on historical events	Rarely judge the past in the context of the time, but instead impose present norms and values on historical events

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.5.3.1 Identify what Europeans sought (e.g., route to Asia) and what they found (e.g., new crops) during the Age of Exploration		The student: Describes the journey of one European explorer to the Americas, the route he took, the problems he encountered, what he sought, and what he found.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify, with clear and precise detail, what Europeans sought and what they found during the Age of Exploration	Identify, with detail, what Europeans sought and what they found during the Age of Exploration	Identify, with minimal detail, what Europeans sought and what they found during the Age of Exploration	Inaccurately identify what Europeans sought and what they found during the Age of Exploration
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.5.3.2 Examine the interactions between Europeans and Native Americans in North America		The student: Contrasts the views and beliefs of Europeans and the Native Americans they encountered and describe how these differences impacted their encounter.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the interactions between Europeans and Native Americans in North America, drawing relevant and insightful conclusions	Examine the interactions between Europeans and Native Americans in North America, drawing relevant conclusions	Examine the interactions between Europeans and Native Americans in North America, drawing weakly supported or irrelevant conclusions	Ineffectively examine the interactions between Europeans and Native Americans in North America

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EXPLORATION, MIGRATION, AND SETTLEMENT	SS.5.3.3 Describe the hardships experienced by European settlers in colonial America		The student: Explains how environmental problems (e.g., food shortages, diseases) and human interaction (e.g., with Native Americans and among themselves) caused hardships for the European settlers.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the hardships experienced by European settlers in colonial America	Describe, with detail, the hardships experienced by European settlers in colonial America	Describe, with minimal detail, the hardships experienced by European settlers in colonial America	Ineffectively describe the hardships experienced by European settlers in colonial America
COLONIAL AMERICAN SOCIETY	SS.5.3.4 Describe how religion and economics influenced the settling of New England and the southern regions of British North America		The student: Explains how religion motivated the settling of New England (e.g., Massachusetts Bay colony) and economics motivated the settling of the Southern colonies (e.g., Jamestown).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Describe, with detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Describe, with minimal detail, how religion and economics influenced the settling of New England and the southern regions of British North America	Ineffectively describe how religion and economics influenced the settling of New England and the southern regions of British North America

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
COLONIAL AMERICAN SOCIETY	SS.5.3.5 Describe the major features of the economies of New England (i.e., manufacturing), the mid-Atlantic colonies (i.e., trade), and southern regions (i.e., farming) of British North America and explain their relationship to geographic features		The student: Explains how the economic activity in the three regions was determined by climate and natural resources.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with accuracy, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America and explain their relationship to geographic features	Describe, with no significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America and explain their relationship to geographic features	Describe, with a few significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America	Describe, with many significant errors, the major features of the economies of New England, the mid-Atlantic colonies, and southern regions of British North America
COLONIAL AMERICAN SOCIETY	SS.5.3.6 Explain how colonial America solved its labor shortage problem with indentured servants and African slaves		The student: Describes the work performed by slaves and indentured servants that was necessary to the success of the colonies.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Explain, with detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Explain, with minimal detail, how colonial America solved its labor shortage problem with indentured servants and African slaves	Ineffectively explain how colonial America solved its labor shortage problem with indentured servants and African slaves



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
COLONIAL AMERICAN SOCIETY	SS.5.3.7 Illustrate the movement of African slaves to the Americas and their role in the Triangular Trade		The student: Explains the social (e.g., capture, transport) and economic (e.g., sale, labor) aspects of the African slave trade.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Illustrate, with clear and precise detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Illustrate, with detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Illustrate, with minimal detail, the movement of African slaves to the Americas and their role in the Triangular Trade	Inaccurately illustrate the movement of African slaves to the Americas and their role in the Triangular Trade
COLONIAL AMERICAN SOCIETY	SS.5.3.8 Describe conflicts between Europeans and Native Americans (i.e., King Philips War), among colonists, (i.e., Bacon’s Rebellion), and between European powers (i.e., the French and Indian War)		The student: Explains the causes and effects of conflicts in the colonies.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze conflicts between Europeans and Native Americans among colonists, and between European powers	Describe conflicts between Europeans and Native Americans among colonists, and between European powers	Name the conflicts between Europeans and Native Americans among colonists, and between European powers	Recognize that there were conflicts between Europeans and Native Americans among colonists, and/or between European powers

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
COLONIAL AMERICAN SOCIETY	SS.5.3.9 Describe the role of Puritans and Quakers in shaping colonial society		The student: Explains how diverse religious groups (e.g., Puritans, Quakers) developed and interacted.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the role of Puritans and Quakers in shaping colonial society	Describe, with detail, the role of Puritans and Quakers in shaping colonial society	Describe, with minimal detail, the role of Puritans and Quakers in shaping colonial society	Ineffectively describe the role of Puritans and Quakers in shaping colonial society
COLONIAL AMERICAN SOCIETY	SS.5.3.10 Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution		The student: Describes how the Stamp Act, Boston Massacre, the Boston Tea party, and other events led Americans to revolt.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant and insightful examples	Explain how conflict between the English government and the English colonies led to the outbreak of the American Revolution, using relevant examples	Identify conflicts between the English government and the English colonies that led to the outbreak of the American Revolution	Recognize that conflict between the English government and the English colonies led to the outbreak of the American Revolution

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 3: History: EARLY AMERICAN HISTORY—Understand important historical events through the Revolution</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
REVOLUTIONARY WAR	SS.5.3.11 Define the major ideas (i.e., natural rights, government by the consent of the governed, and “all men are created equal”) stated in the Declaration of Independence and explain why they were included		The student: Gives possible reasons why the framers of the Declaration included the ideas of natural rights, government by the consent of the governed, and “all men are created equal.”	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Define the major ideas stated in the Declaration of Independence and explain why they were included, making significant connections, insights, and generalizations	Define the major ideas stated in the Declaration of Independence and explain why they were included	Define the major ideas stated in the Declaration of Independence	Ineffectively define the major ideas stated in the Declaration of Independence
REVOLUTIONARY WAR	SS.5.3.12 Describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures		The student: Explains the significance of key battles (e.g., Lexington and Concord, Battle of Saratoga), the French-American alliance, and key figures (e.g., King George III, George Washington, Benjamin Franklin, etc.) to the Revolutionary War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures	Describe the major events of the Revolutionary War, including key battles, key alliances, and the roles played by key figures	Name the major events of the Revolutionary War, including key battles, key alliances, and key figures	Recognize some of the major events of the Revolutionary War, including key battles, key alliances, and/or key figures

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
AMERICAN DEMOCRACY	SS.5.4.1 Explain how colonial governments were based on key principles underlying American democracy (including social contract, majority rule, and equality of opportunity)		The student: Describes how the Mayflower Compact and House of Burgesses illustrated principles underlying American democracy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how colonial governments were based on key principles underlying American democracy	Explain, with detail, how colonial governments were based on key principles underlying American democracy	Name the key principles upon which colonial governments were based	Recognize some of the key principles upon which colonial governments were based
AMERICAN DEMOCRACY	SS.5.4.2 Explain how participation in American democracy has changed since the 18 <sup>th</sup> century		The student: Describes who was allowed to vote in the 18 <sup>th</sup> century and who is allowed to vote today.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how participation in American democracy has changed since the 18 <sup>th</sup> century	Explain, with detail, how participation in American democracy has changed since the 18 <sup>th</sup> century	Explain, with minimal detail, how participation in American democracy has changed since the 18 <sup>th</sup> century	Ineffectively explain how participation in American democracy has changed since the 18 <sup>th</sup> century

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL INQUIRY	SS.5.6.1 Compare the views of Native Americans and Europeans regarding the relationship between humans and the land	The student: Analyzes how Europeans believed in private property rights and how Native Americans saw land as a resource to be shared by all.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Analyze the views of Native Americans and Europeans regarding the relationship between humans and the land, drawing relevant and insightful conclusions about the different views	Compare the views of Native Americans and Europeans regarding the relationship between humans and the land, drawing relevant conclusions about the different views	Give examples of the views of Native Americans and Europeans regarding the relationship between humans and the land	Recognize the views of Native Americans and Europeans regarding the relationship between humans and the land

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN SYSTEMS	SS.5.7.1 Explain how the Revolutionary War caused the movement of people		The student: Describes how the war resulted in the British loyalists fleeing the American colonies.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the Revolutionary War caused the movement of people	Explain, with detail, how the Revolutionary War caused the movement of people	Give examples of how the Revolutionary War caused the movement of people	Recognize that the Revolutionary War caused the movement of people

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.5.8.1 Explain the opportunity costs considered by the settlers before moving to the colonies		The student: Describes what the settlers knew they would have to give up and what they might gain by moving to the colonies.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain the opportunity costs considered by the settlers before moving to the colonies, using relevant and insightful examples	Explain the opportunity costs considered by the settlers before moving to the colonies	Name the opportunity costs considered by the settlers before moving to the colonies	Recognize the opportunity costs considered by the settlers before moving to the colonies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 5*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
ROLE OF GOVERNMENT	SS.5.8.2 Recognize that governments raise money to pay for goods and services (i.e., taxes) and describe why the American colonists were dissatisfied with the colonial system of taxation	The student: Explains why the Americans were upset with Stamp Act and the Townsend Duties.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Recognize that governments raise money to pay for goods and services and describe, with clear and precise detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services and describe, with detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services and describe, with minimal detail, why the American colonists were dissatisfied with the colonial system of taxation	Recognize that governments raise money to pay for goods and services and/or ineffectively describe why the American colonists were dissatisfied with the colonial system of taxation

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CAUSES AND EFFECTS IN HISTORY	SS.6.1.1 Define causal relationships in historical chronologies		The student: Identifies the various causes for the fall of the Roman Empire, including administrative problems and Germanic invasions.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Define, with clear and precise detail, causal relationships in historical chronologies	Define, with detail, causal relationships in historical chronologies	Define, with minimal detail, causal relationships in historical chronologies	Ineffectively define causal relationships in historical chronologies

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL INQUIRY	SS.6.2.1 Frame and answer questions through historical research		The student: Uses historical information gathered from primary and secondary sources to formulate an interpretation of the role of religion in ancient Mesopotamia and Egypt.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Frame and answer questions, in an insightful way, through historical research	Frame and answer questions through historical research	Frame and answer questions, in a superficial way, through historical research	Frame and answer questions, in an unclear or incomplete way, through historical research



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL EMPATHY	SS.6.2.2 Explain the past on its own terms; not judging it solely by present-day norms and values		The student: Describes the values of early Buddhism, Christianity, and Islam and explains how they reflected the norms and values of the societies from which they emerged.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently explain the past on its own terms; not judging it solely by present-day norms and values	Usually explain the past on its own terms; not judging it solely by present-day norms and values	Sometimes explain the past on its own terms; not judging it solely by present-day norms and values	Rarely explain the past on its own terms; not judging it solely by present-day norms and values

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 3: History: WORLD CULTURES/HISTORY— Understand important historical events from ancient times through the Renaissance</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ANCIENT SOCIETIES, 3000 B.C.E. TO 500 B.C.E.	SS.6.3.1 Examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	The student: Assesses the importance of writing, artifacts, and architectural remains for understanding the political and social organization of ancient societies.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Examine written and physical evidence from ancient societies, drawing relevant and insightful conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing relevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing unsupported or irrelevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Ineffectively examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 3: History: WORLD CULTURES/HISTORY— Understand important historical events from ancient times through the Renaissance</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ANCIENT SOCIETIES, 3000 B.C.E. TO 500 B.C.E.	SS.6.3.2 Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies		The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religion, technology) development and features.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare writing, artifacts, and architectural remains, drawing relevant and insightful conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing relevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing unsupported or irrelevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Ineffectively compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies
CLASSICAL SOCIETIES, 500 B.C.E TO 500 C.E.	SS.6.3.3 Compare classical societies, including China during the reign of Han Wudi; Maurya India under Ashoka; Greek city-states under Pericles; and the Roman Empire under Augustus		The student: Analyzes how Han Wudi, Ashoka, Pericles, and Augustus dealt with major political problems and explains their significant accomplishments.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare classical societies, making significant connections, insights, and generalizations	Compare classical societies, making connections, insights, and generalizations	Describe classical societies	Identify classical societies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 3: History: WORLD CULTURES/HISTORY— Understand important historical events from ancient times through the Renaissance</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CLASSICAL SOCIETIES, 500 B.C.E TO 500 C.E.	SS.6.3.4 Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam		The student: Explains the influence of earlier religions and their key figures on later religions (e.g., Judaism on Christianity and Islam or Hinduism on Buddhism).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Identify the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Recognize the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times
POST-CLASSICAL SOCIETIES, 500 C.E. TO 1500 C.E.	SS.6.3.5 Compare post-classical societies, including China at the time of Tang Taizong, the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne, and the Mali Empire at the time of Mansa Musa		The student: Analyzes the major accomplishments of Tang Taizong, Harun-al-Rashid, Charlemagne, and Mansa Musa.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare post-classical societies, making significant connections, insights, and generalizations	Compare post-classical societies, making connections, insights, and generalizations	Describe post-classical societies	Identify post-classical societies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 3: History: WORLD CULTURES/HISTORY— Understand important historical events from ancient times through the Renaissance</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
POST-CLASSICAL SOCIETIES, 500 C.E. TO 1500 C.E.	SS.6.3.6 Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies		The student: Explains the large scale influence of Silk Road trade networks, Saharan caravan trade, Chinese inventions, Crusades, Mongol conquests, and the bubonic plague.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with minimal detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Ineffectively describe the trade networks, conflicts, communications, and exchanges that linked the post-classical societies
POST-CLASSICAL SOCIETIES, 500 C.E. TO 1500 C.E.	SS.6.3.7 Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He		The student: Explains the influence of the Ming Dynasty in Asia.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the re-establishment of Chinese imperial rule and the importance of the voyages of Zheng He	Describe, with detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Describe, with minimal detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Ineffectively describe the re-establishment of Chinese imperial rule and the voyages of Zheng He

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 3: History: WORLD CULTURES/HISTORY— Understand important historical events from ancient times through the Renaissance</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
POST-CLASSICAL SOCIETIES, 500 C.E. TO 1500 C.E.	SS.6.3.8 Explain the impact of the Renaissance and the European voyages of exploration		The student: Explains the concept of humanism and the significance of Leonardo da Vinci and Christopher Columbus.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the impact of the Renaissance and the European voyages of exploration	Explain, with detail, the impact of the Renaissance and the European voyages of exploration	Explain, with minimal detail, the impact of the Renaissance and the European voyages of exploration	Ineffectively explain the impact of the Renaissance and the European voyages of exploration

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
FOUNDATIONS OF DEMOCRACY	SS.6.4.1 Identify the foundations of democracy in classical Greece and Rome		The student: Describes the constitutions of Athens and the Roman Republic.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify, with clear and precise detail, the foundations of democracy in classical Greece and Rome	Identify, with detail, the foundations of democracy in classical Greece and Rome	Identify, with minimal detail, the foundations of democracy in classical Greece and Rome	Ineffectively identify the foundations of democracy in classical Greece and Rome

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL SYSTEMS AND PRACTICES	SS.6.6.1 Examine the ways in which different cultures have influenced families and communities	The student: Compares the role and status of women in China, India, the Islamic World, Europe, and the Pre-Columbian Americas.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Examine the ways in which different cultures have influenced families and communities, making significant connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making weak connections, insights, and generalizations	Ineffectively examine the ways in which different cultures have influenced families and communities

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL DYNAMICS/CHANGE AND CONTINUITY	SS.6.6.2 Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)		The student: Explains the evolution of cultural changes and/or problems related to the spread of a major religion through the world (e.g., Judaism, Christianity, Confucianism, Taoism, Buddhism, Hinduism, Islam).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify and analyze ways to respond to cultural differences and problems within and across groups, using highly relevant and insightful examples of changing culture	Identify and analyze ways to respond to cultural differences and problems within and across groups, using relevant examples of changing culture	Identify and describe ways to respond to cultural differences and problems within and across groups, using somewhat relevant examples of changing culture	Identify ways to respond to cultural differences and problems within and across groups, using unclear examples of changing culture

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PLACES AND REGIONS	SS.6.7.1 Describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys		The student: Explains how environmental conditions influenced the development of ancient societies in Mesopotamia and Egypt.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with minimal detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Ineffectively describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN SYSTEMS	SS.6.7.2 Describe the impact of printing, the compass, and gunpowder in China and Europe		The student: Explains different applications of technological innovations in different lands.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, using relevant and insightful examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using relevant examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using weakly connected examples, the impact of printing, the compass, and/or gunpowder in China and Europe	Ineffectively describe the impact of printing, the compass, and/or gunpowder in China and Europe
HUMAN SYSTEMS	SS.6.7.3 Analyze patterns of cultural encounters and exchanges and assess their impact on societies		The student: Assesses the impact of the Crusades in fostering cultural exchange between the East and the West in the areas of technology, food, language, and learning.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making significant connections, insights, and generalizations	Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making connections, insights, and generalizations	Describe patterns of cultural encounters and exchanges and their impact on societies	Ineffectively analyze patterns of cultural encounters and exchanges and their impact on societies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.6.8.1 Explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes and the impact of these exchanges		The student: Describes reasons societies trade with others.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and assess the impact of these exchanges	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and explain the impact of these changes	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes	Ineffectively explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes
LIMITED RESOURCES AND CHOICE	SS.6.8.2 Describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages		The student: Explains reasons, in terms of opportunity cost, Christopher Columbus could not find royal support in Portugal for his voyages and why Ferdinand and Isabella of Spain agreed to finance him.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with minimal detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Ineffectively describe in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 6*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.6.8.3 Explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500		The student: Identifies the various trade items that made their way to lands throughout the Indian Ocean Basin, including silk and porcelain from China, nutmeg and mace from southeast Asia, cotton and pepper from India, and ivory and gold from east Africa, and describes the effects of this trade throughout the Indian Ocean.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Explain, with clear and precise detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with minimal detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Ineffectively explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL CHANGE AND CONTINUITY	SS.7HHK.1.1 Analyze both change and continuity during unification and the monarchy period		The student: Compares ideas (e.g., kapu system), technology (e.g., firearms, ships), and people (foreign advisors) that led to major changes during the unification and monarchy period and justifies their importance within that time period.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze both change and continuity during unification and the monarchy period, making significant connections, insights, and generalizations	Analyze both change and continuity during unification and the monarchy period	Describe change and/or continuity during unification and the monarchy period	Recognize change and/or continuity during unification and the monarchy period

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
UNIFICATION	SS.7HHK.3.1 Explain the events (including warfare and land control), people (including Kamehameha, Kekuhaupio, Kalaniopuu, Kiwalao, Keoua, Keawemauhili, Kahekili, Kalanikupule, Davies, and Young), and ideas (including foreign advisors, weaponry, and strategies) that led to the unification of the Hawaiian Islands		The student: Explains the sequence of events that led to the unification of the Hawaiian islands.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, people, and ideas that led to the unification of the Hawaiian Islands and elaborate on the role each had in unification	Explain, with detail, the events, people, and ideas that led to the unification of the Hawaiian Islands	Explain, with minimal detail, the events, people, and ideas that led to the unification of the Hawaiian Islands	Ineffectively explain the events, people, and ideas that led to the unification of the Hawaiian Islands
UNIFICATION	SS.7HHK.3.2 Describe the effects of unification on the Hawaiian Islands (including establishment of monarchy, peaceful rule of Kamehameha, Mamala Hoe Kanawai, organization of government, and rebuilding of resources)		The student: Explains how specific changes occurred in Hawaii due to unification.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the effects of unification on the Hawaiian Islands	Describe, with detail, the effects of unification on the Hawaiian Islands	Describe, with minimal detail, the effects of unification on the Hawaiian Islands	Ineffectively describe the effects of unification on the Hawaiian Islands

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
FOREIGNERS AND MISSIONARIES	SS.7HHK.3.3 Explain reasons foreigners (including explorers, whalers, traders, and missionaries) came to Hawaii and explain the political (including change in government and roles/power of leaders), social (including the decline of Hawaiian population, Christianity, the establishment of churches/schools, and end of kapu system) and economic (including the rise of mercantilism) impact on Hawaii	The student: Describes the coming of foreigners and missionaries to Hawaii, including the reasons for them coming and the effects they had on Hawaii.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Explain, with detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Explain, with minimal detail, reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii	Ineffectively explain reasons foreigners came to Hawaii and the political, social, and economic impact on Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
SUGAR AND PLANTATIONS	SS.7HHK.3.4 Describe the development of the sugar industry in Hawaii (including the fall of whaling, demand/production of sugar, and plantations) and the economic, social, and political effects it had on Hawaii (including the interest of American businessmen, establishment of Big 5, 1848 Mahele, and immigration of contract laborers)	The student: Explains the rise and importance of the sugar industry and the economic, social, and political effect it had on Hawaii.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii	Describe, with detail, the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii	Describe, with minimal detail, the development of the sugar industry in Hawaii and/or the economic, social, and political effects it had on Hawaii	Ineffectively describe the development of the sugar industry in Hawaii and the economic, social, and political effects it had on Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
SUGAR AND PLANTATIONS	SS.7HHK.3.5 Describe the coming of early immigrant groups (including Chinese, Portuguese, and Japanese) to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them (including beliefs, knowledge, and/or practices), and the relationships that developed between themselves as well as others (including inequities on the job, cultural diffusion, and/or assimilation)	The student: Explains the experiences of immigrant groups in Hawaii and the impact they had in influencing change in Hawaii’s culture and society.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Describe, with clear and precise detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others	Describe, with detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others	Describe, with minimal detail, the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and/or the relationships that developed between themselves as well as others	Ineffectively describe the coming of early immigrant groups to Hawaii as contract laborers, their experience in the plantation system, aspects of their culture that was brought with them, and the relationships that developed between themselves as well as others



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 3: History: HISTORY OF THE HAWAIIAN KINGDOM—Understand important historical events in the history of the Hawaii Kingdom</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
MAHELE	SS.7HHK.3.6 Describe the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others		The student: Explains how Hawaiians and others were impacted by the 1848 Mahele.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others	Describe, with detail, the Mahele of 1848, why it came about, and the social, political, economic effect it had on native Hawaiians and others	Describe, with minimal detail, the Mahele of 1848, why it came about, and/or the social, political, economic effect it had on native Hawaiians and others	Ineffectively describe the Mahele of 1848, why it came about, and/or the social, political, economic effect it had on native Hawaiians and others
OVERTHROW	SS.7HHK.3.7 Analyze the roles of significant individuals (including King David Kalakaua, Robert Wilcox, Queen Liliuokalani, Sanford B. Dole, Lorrin A. Thurston, and Minister Stevens) and groups (including Annexationist/Committee of Public Safety, Aloha Aina, and American businessmen) and their involvement in the Overthrow		The student: Analyzes how the Overthrow was the consequence of the actions and ideas of individuals and groups.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the roles of significant individuals and groups and their involvement in the Overthrow, using compelling and relevant evidence to justify position	Analyze the roles of significant individuals and groups and their involvement in the Overthrow, using relevant evidence to justify position	Describe the roles of significant individuals and groups and their involvement in the Overthrow	Identify the significant individuals and groups that were involved in the Overthrow

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.7HHK.7.1 Analyze the relationship between economic activities, their location, and the physical characteristics of a given place (including businesses, plantations, and trading)	The student: Traces the economic growth and development of a specific place and/or urban area over time and hypothesizes how the location and physical characteristics of place have contributed to its unique development.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Analyze the relationship between economic activities, their location, and the physical characteristics of a given place, using compelling and relevant evidence to justify the analysis	Analyze the relationship between economic activities, their location, and the physical characteristics of a given place, using relevant evidence to justify the analysis	Explain the relationship between economic activities, their location, and the physical characteristics of a given place	Name economic activities of a given place

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
History of the Hawaiian Kingdom*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE AND FUNCTION OF MARKETS	SS.7HHK.8.1 Explain how prices and products (including sandalwood, whales, and sugar) were affected by the interactions between producers in Hawaii and global buyers in this era		The student: Describes how prices and products were affected by consumers and producers in this era.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Explain, with detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Explain, with minimal detail, how prices and products were affected by the interactions between producers in Hawaii and global buyers	Ineffectively explain how prices and products were affected by the interactions between producers in Hawaii and global buyers
INTERNATIONAL ECONOMICS	SS.7HHK.8.2 Describe how trade between Hawaii and other countries is affected by regulations		The student: Explains the effect of taxes and/or treaties (e.g., Reciprocity Treaty) on trade between Hawaii and the United States.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how trade between Hawaii and other countries are affected by regulations	Describe, with detail, how trade between Hawaii and other countries are affected by regulations	Describe, with minimal detail, how trade between Hawaii and other countries are affected by regulations	Ineffectively describe how trade between Hawaii and other countries are affected by regulations

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
Pacific Islands*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
Pacific Islands*

<b>Standard 3: History: PACIFIC ISLANDS—Understand important historical events in the Pacific region</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
EUROPEAN CONTACT AND COLONIZATION	SS.7PI.3.1 Explain why foreigners (including explorers, traders, whalers, and missionaries) came to Oceania and examine the resultant political (including colonization), social (including decline of population and demise of culture), and economic (including trade and diminishing resources) impact on the indigenous people	The student: Explains beliefs and ideas of Europeans that led to exploration and colonization and the political, social, and economic impact of such exploration on Polynesia, Micronesia, and Melanesia		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, why foreigners came to Oceania and examine the resultant political, social, and economic impact on the indigenous people, making significant connections, insights, and generalizations	Explain, with detail, why foreigners came to Oceania and examine the resultant political, social and economic impact on the indigenous people, making connections, insights, and generalizations	Explain, with minimal detail, why foreigners came to Oceania and examine the resultant political, social and/or economic impact on the indigenous people	Ineffectively explain why foreigners came to Oceania and examine the resultant political, social and/or economic impact on the indigenous people

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*Grade 7  
Pacific Islands*

<b>Standard 3: History: PACIFIC ISLANDS—Understand important historical events in the Pacific region</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EUROPEAN CONTACT AND COLONIZATION	SS.7PI.3.2 Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences	The student: Compares the beliefs, norms, and values of Pacific Islanders (e.g., New Guinea, Guam, Fiji, Soloman Islands, Samoa) with those of European explorers, traders, whalers, and missionaries (e.g., English, French, Dutch, German, Portuguese) and makes inferences about how these differences affected interactions between the groups.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Analyze, using compelling evidence, conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and the impact of those differences	Analyze conflicting beliefs, values, and norms of the indigenous populations and the European explorers/settlers and explain the impact of those differences	Explain the beliefs, values, and norms of the indigenous populations and the European explorers/settlers	Identify the beliefs, values, and norms of the indigenous populations and the European explorers/settlers



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Pacific Islands*

<b>Standard 3: History: PACIFIC ISLANDS—Understand important historical events in the Pacific region</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>			<b>SAMPLE PERFORMANCE ASSESSMENT</b>
GOVERNMENT	SS.7PI.3.3 Trace the development/evolution of government systems in Oceania from pre-contact to present (including colonization, protectorate, trust territory, territory, commonwealth, self-governing, free-association, and independent) and explain the effects of the changes			The student: Describes the history of governance of the islands through different periods and identifies changes to the islands that resulted from changes in government.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Trace the development/evolution of government systems in Oceania from pre-contact to present and evaluate the effects of the changes, making significant connections, insights, and generalizations	Trace the development/evolution of government systems in Oceania from pre-contact to present and explain the effects of the changes, making connections, insights, and generalizations	Trace the development/evolution of government systems in Oceania from pre-contact to present	Ineffectively trace the development/evolution of government systems in Oceania from pre-contact to present
GOVERNMENT	SS.7PI.3.4 Analyze the roles and responsibilities of contemporary governments (including monarchy, free association, trust territory and independence) in the Pacific Islands and how they are similar or different			The student: Compares the various governments experienced by many Pacific Islands, including similarities and differences in each government’s roles and responsibilities.
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, using evidence, the roles and responsibilities of contemporary governments in the Pacific Islands and how they are similar or different	Analyze the roles and responsibilities of contemporary governments in the Pacific Islands and how they are similar or different	Explain the roles and responsibilities of contemporary governments in the Pacific Islands	Identify the roles and responsibilities of contemporary governments in the Pacific Islands

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Pacific Islands*

<b>Standard 3: History: PACIFIC ISLANDS—Understand important historical events in the Pacific region</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
UNITED STATES AND THE PACIFIC ISLANDS	SS.7PI.3.5 Describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two		The student: Explains the interactions and changing relationships between the United States and the Pacific Islands, including nuclear testing, tourism, water rights, economic activities, and political status.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Describe, with detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Describe, with minimal detail, the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two	Ineffectively describe the cultural and political relationship between the United States and one of the Pacific Islands, including interactions between the two
CONTEMPORARY ISSUES IN THE PACIFIC ISLANDS	SS.7PI.3.6 Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose solutions to them based on research		The student: Analyzes a variety of current issues facing the Pacific Island group (e.g., issues of ethnicity, tourism, health, education, economic activities and the environment, nuclear aftermath) and suggests possible solutions based on research.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose relevant an insightful solutions based on research	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose relevant solutions based on research	Examine current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia and propose irrelevant solutions	List current issues or problems facing contemporary Polynesia, Micronesia, and Melanesia

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Pacific Islands*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
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*Grade 7  
Pacific Islands*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CULTURAL DIVERSITY AND UNITY	SS.7PI.6.1 Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States	The student: Investigates economic, social, political, or military conditions that have contributed to conflict, cooperation, and interdependence among the Pacific Islands and/or the United States.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States, making significant connections, insights, and generalizations	Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States, making connections, insights, and generalizations	Explain conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States	Name conditions and motivations that contribute to conflict, cooperation, or interdependence among the islands of Polynesia, Micronesia, and Melanesia or between the islands and the United States

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
Pacific Islands*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD IN SPATIAL TERMS	SS.7PI.7.1 Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, including landforms, natural resources, climate, river, lakes, bridges, dams, roads, and buildings		The student: Explains whether or not a pattern exists when comparing population and settlement to the physical and human characteristics of a place in Oceania.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, drawing significant conclusions about them, with accuracy	Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with no significant errors	Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with a few significant errors	Use geographic representations such as maps or models to explain population distribution and the physical and human characteristics of places in Oceania, drawing conclusions about them, with many significant errors
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.7PI.7.2 Describe demographic patterns and how they affect places		The student: Explains how demographics (e.g., birth and death rates, population growth) can be used to understand changes in society, and the difficulty of obtaining this data in Polynesia, Micronesia, and Melanesia.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how demographic patterns affect places	Describe, with detail, how demographic patterns affect places	Describe, with minimal detail, how demographic patterns affect places	Ineffectively describe how demographic patterns affect places

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 7  
Pacific Islands*

**Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
HUMAN AND PHYSICAL CHARACTERISTICS IN SPATIAL TERMS	SS.7PI.7.3 Analyze important economic activities and explain the relationship between these activities and the physical (including natural resources, land forms, and waterways) and human (including bridges, canals, and roads) characteristics of places in Oceania	The student: Analyzes the relationship between economic activities, their location, and the physical and human characteristics of a given place in Polynesia, Micronesia, and Melanesia.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare important economic activities and explain the relationship between these activities and the physical and human characteristics of places in Oceania, making significant connections, insights, and generalizations	Analyze important economic activities and explain the relationship between these activities and the physical and human characteristics of places in Oceania	Name important economic activities and explain the relationship between these activities and the physical and/or human characteristics of places in Oceania	Recognize important economic activities and ineffectively explain the relationship between these activities and the physical and/or human characteristics of places in Oceania

**Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL SOURCES	SS.8.2.1 Differentiate between primary and secondary sources, understanding the potential and limitations of each	The student: Determines the advantages and disadvantages of primary sources (e.g., first-hand account, but it is subjective) and secondary sources (e.g., information synthesized by expert but limited by his/her perspective).	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Analyze primary and secondary sources, describing, with clear and precise detail, the potential and limitations of each	Differentiate between primary and secondary sources, describing the potential and limitations of each	Explain the difference between primary and secondary sources	Recognize examples of primary and secondary sources



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL PERSPECTIVES AND INTERPRETATIONS	SS.8.2.2 Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	The student: Explains how different perspectives on events leads to a variety of interpretations (e.g., the difference between “The Civil War,” “The War Between the States,” and the “War of Northern Aggression”).	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Describe, using relevant and insightful examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using relevant examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Describe, using weakly connected examples, why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability	Ineffectively describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE CONSTITUTION	SS.8.3.1 Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787		The student: Describes why the Articles of Confederation created a weak central government (e.g., inability to tax and the lack of an executive branch) and led to calls for amending the Articles.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Explain the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Describe the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787	Recognize the problems of the national government under the Articles of Confederation that led to the Constitutional Convention of 1787
THE CONSTITUTION	SS.8.3.2 Describe the controversies (including large states versus small states and slavery) and the compromises that resolved them (including the Great Compromise and the Three-Fifths Compromise) at the Constitutional Convention		The student: Explains why controversies arose and how they were resolved by compromises at the Constitutional Convention.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with accuracy	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with no significant errors	Describe the controversies and the compromises that resolved them at the Constitutional Convention, with a few significant errors	Describe the controversies and/or the compromises that resolved them at the Constitutional Convention, with many significant errors

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<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE CONSTITUTION	SS.8.3.3 Describe the ideas and principles (including checks and balances, separation of powers, representative democracy) of the Constitution		The student: Identifies the ideas and principles of the Constitution and provides a specific example of how one branch of government can check the powers of another branch (e.g., veto, judicial review, war powers).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the ideas and principles of the Constitution	Describe, with detail, the ideas and principles of the Constitution	Describe, with minimal detail, the ideas and principles of the Constitution	Ineffectively describe the ideas and principles of the Constitution
THE CONSTITUTION	SS.8.3.4 Explain the controversies over the ratification of the Constitution		The student: Describes the reasons given by the Federalists for supporting ratification (e.g., the need for a strong central government) and reasons given by the Anti-federalists for opposing it (e.g., fear of a strong central government).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the controversies over the ratification of the Constitution	Explain, with detail, the controversies over the ratification of the Constitution	Explain, with minimal detail, the controversies over the ratification of the Constitution	Ineffectively explain the controversies over the ratification of the Constitution

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SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY AMERICAN SOCIETY	SS.8.3.5 Explain how the Bill of Rights places limitations on the federal government		The student: Describes how limitations placed on government by the Bill of Rights secure individual liberties (e.g., free speech, religious liberties, rights of the accused).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the Bill of Rights places limitations on the federal government	Explain, with detail, how the Bill of Rights places limitations on the federal government	Explain, with minimal detail, how the Bill of Rights places limitations on the federal government	Ineffectively explain how the Bill of Rights places limitations on the federal government
EARLY GOVERNMENT OF THE UNITED STATES	SS.8.3.6 Describe the emergence of the two party system (including Washington’s farewell address and the election of 1800)		The student: Explains why, in spite of Washington’s warning against political factions in his farewell address, a two-party system emerged by the election of 1800 and manifested itself in the Alien and Sedition Acts.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the emergence of the two party system	Describe, with detail, the emergence of the two party system	Describe, with minimal detail, the emergence of the two party system	Ineffectively describe the emergence of the two party system

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SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY GOVERNMENT OF THE UNITED STATES	SS.8.3.7 Describe significant events and changes associated with Andrew Jackson’s presidency (including Jackson’s stance on Indian removal issues and Jacksonian democracy)		The student: Explains the reasons Andrew Jackson ordered the Indian removal.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze significant events and changes associated with Andrew Jackson’s presidency	Describe significant events and changes associated with Andrew Jackson’s presidency	Identify significant events and changes associated with Andrew Jackson’s presidency	Identify, with assistance, significant events and changes associated with Andrew Jackson’s presidency
EARLY AMERICAN SOCIETY	SS.8.3.8 Examine the impact of the Seneca Falls Convention and major abolitionists, including Frederick Douglass and William Lloyd Garrison		The student: Analyzes how the reform movements of the first half of the 19 <sup>th</sup> century (i.e. abolitionism and women’s movement) affected American society.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the impact of the Seneca Falls Convention and major abolitionists, making significant connections, insights, and generalizations	Examine the impact of the Seneca Falls Convention and major abolitionists, making connections, insights, and generalizations	Describe the impact of the Seneca Falls Convention and major abolitionists	Ineffectively describe the impact of the Seneca Falls Convention and major abolitionists

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<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY AMERICAN SOCIETY	SS.8.3.9 Describe how the development of technology in the first half of the 19 <sup>th</sup> century had an impact on American life		The student: Explains how the steamboat, cotton gin, and railroads contributed to the growth of the economy and impacted the lives of American people.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how the development of technology in the first half of the 19 <sup>th</sup> century had an impact on American life	Describe, with detail, how the development of technology in the first half of the 19 <sup>th</sup> century had an impact on American life	Describe, with minimal detail, how the development of technology in the first half of the 19 <sup>th</sup> century had an impact on American life	Ineffectively describe how the development of technology in the first half of the 19 <sup>th</sup> century had an impact on American life
WESTWARD EXPANSION	SS.8.3.10 Examine how and why the United States became a continental nation through westward expansion		The student: Analyzes how certain ideas and events contributed to Westward Expansion (e.g., the Louisiana Purchase, Indian removals, and the Mexican American War).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze how and why the United States became a continental nation through westward expansion	Explain how and why the United States became a continental nation through westward expansion	Name events that led to the United States becoming a continental nation through westward expansion	Recognize examples of events that led to the United States becoming a continental nation through westward expansion

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*Grade 8*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ANTEBELLUM AMERICA	SS. 8.3.11 Explain the sectionalism that emerged in the first half of the 19 <sup>th</sup> century		The student: Describes how slavery and tariffs increased tensions between northern and southern states.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the sectionalism that emerged in the first half of the 19 <sup>th</sup> century	Explain, with detail, the sectionalism that emerged in the first half of the 19 <sup>th</sup> century	Explain, with minimal detail, the sectionalism that emerged in the first half of the 19 <sup>th</sup> century	Ineffectively explain the sectionalism that emerged in the first half of the 19 <sup>th</sup> century
CIVIL WAR	SS.8.3.12 Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War		The student: Describes how issues and events such as slavery in the territories, the fugitive slave law, “Bleeding Kansas,” the Dred Scott decision, the election of 1860, and the secession crisis led to the Civil War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare how the key issues and events after the Mexican War relate to the outbreak of the Civil War, making significant connections, insights, and generalizations	Explain how the key issues and events after the Mexican War relate to the outbreak of the Civil War	Name the key issues and events after the Mexican War that relate to the outbreak of the Civil War	Recognize examples of the key issues and events after the Mexican War that relate to the outbreak of the Civil War

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SOCIAL STUDIES GRADES K-12**

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<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CIVIL WAR	SS.8.3.13 Explain the major factors that determined the outcome of the Civil War (including leaders, resources, and key battles)		The student: Describes leaders (e.g., Lincoln, Grant, Jackson, and Lee), resources, (e.g., population and industrial capacity), and key battles (Antietam, Chancellorsville, Gettysburg) and the role they played in the Civil War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare the major factors that determined the outcome of the Civil War	Explain the major factors that determined the outcome of the Civil War	Name the major factors that determined the outcome of the Civil War	Recognize the major factors that determined the outcome of the Civil War
RECONSTRUCTION	SS.8.3.14 Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans		The student: Compares Lincoln’s conciliatory policy for readmitting the former Confederate states into the Union with that of the more punitive plan of congressional Republicans.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant and insightful conclusions about each	Analyze the Reconstruction plan of President Lincoln and that of the congressional Republicans, drawing relevant conclusions about each	Explain the Reconstruction plan of President Lincoln and that of the congressional Republicans	Ineffectively explain the Reconstruction plan of President Lincoln and that of the congressional Republicans



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events in the Post-Revolutionary war through Reconstruction era (including Second Great Awakening and westward expansion)</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RECONSTRUCTION	SS.8.3.15 Explain the impact of the Civil War on African Americans		The student: Describes how the lives of African American were affected by constitutional amendments (e.g., 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> ) and the actions of southern whites. (e.g., Black Codes, the Ku Klux Klan, and Jim Crow laws).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Assess the impact of the Civil War on African Americans, making significant connections, insights, and generalizations	Explain the impact of the Civil War on African Americans, making connections, insights, and generalizations	Describe the impact of the Civil War on African Americans	Ineffectively describe the impact of the Civil War on African Americans

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GOVERNANCE, POWER AND AUTHORITY	SS.8.4.1 Describe the purpose and structures of the three branches of the federal government		The student: Identifies the main functions (e.g., legislative, executive, and judicial) and structures (e.g., two houses of Congress, president and Executive departments, and levels of courts) of the three branches.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the purpose and structures of the three branches of the federal government	Describe, with detail, the purpose and structures of the three branches of the federal government	Describe, with minimal detail, the purpose and structures of the three branches of the federal government	Ineffectively describe the purpose and structures of the three branches of the federal government
GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE	SS.8.4.2 Explain United States foreign policy as reflected in the Monroe Doctrine		The student: Describes how the United States enforced the Monroe Doctrine (e.g., French intervention in Mexico in the 1860's).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze United States foreign policy as reflected in the Monroe Doctrine, making significant connections, insights and generalizations	Explain United States foreign policy as reflected in the Monroe Doctrine, making connections, insights and generalizations	Describe United States foreign policy as reflected in the Monroe Doctrine	Ineffectively describe United States foreign policy as reflected in the Monroe Doctrine

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
GLOBAL COOPERATION, CONFLICT, AND INTERDEPENDENCE	SS.8.4.3 Describe the influences of America on other nations and/or organizations and vice versa (including French and Spanish interests at the start of the Lewis and Clark Expedition and the impact of the Indian removals)		The student: Explains how America’s influence on other nations and their influence on America affected specific events during the westward expansion.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the influences of America on other nations and/or organizations and vice versa	Describe, with detail, the influences of America on other nations and/or organizations and vice versa	Describe, with minimal detail, the influences of America on other nations and/or organizations and vice versa	Ineffectively describe the influences of America on other nations and/or organizations and vice versa

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CITIZENSHIP AND PARTICIPATION	SS.8.5.1 Explain the responsibilities of citizens in a representative democracy		The student: Describes why we need to fulfill the responsibilities of citizenship (e.g., obey the law, pay taxes, don’t infringe on the rights of others).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the responsibilities of citizens in a representative democracy	Explain, with detail, the responsibilities of citizens in a representative democracy	Explain, with minimal detail, the responsibilities of citizens in a representative democracy	Ineffectively explain the responsibilities of citizens in a representative democracy

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 8*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
LIMITED RESOURCES AND CHOICE	SS.8.8.1 Explain productivity in terms of output per worker, hour, machine, or unit of land, and its effects on standards of living in 18 <sup>th</sup> and/or 19 <sup>th</sup> century America		The student: Describes how an invention during the 18 <sup>th</sup> or 19 <sup>th</sup> century increased productivity and had an impact on the standard of living in the United States (e.g., McCormick reaper on farming).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, productivity and its effects on standards of living in 18 <sup>th</sup> and/or 19 <sup>th</sup> century America	Explain, with detail, productivity and its effects on standards of living in 18 <sup>th</sup> and/or 19 <sup>th</sup> century America	Explain, with minimal detail, productivity and its effects on standards of living in 18 <sup>th</sup> and/or 19 <sup>th</sup> century America	Ineffectively explain productivity and its effects on standards of living in 18 <sup>th</sup> and/or 19 <sup>th</sup> century America
ROLE AND FUNCTION OF MARKETS	SS.8.8.2 Describe the factors that influence production and consumption decisions in a market system		The student: Explains how the revolution in the English textile industry caused the increase of cotton production in the American south.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with accuracy, the factors that influence production and consumption decisions in a market system	Describe, with no significant errors, the factors that influence production and consumption decisions in a market system	Describe, with a few significant errors, the factors that influence production and consumption decisions in a market system	Describe, with many significant errors, the factors that influence production and consumption decisions in a market system

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CAUSE AND EFFECT IN HISTORY	SS.9MHH.1.1 Describe the multiple social, political, and economic causes and effects of change in modern Hawaii		The student: Explains the multiple causes of escalating prices in goods and services in the islands and the resultant social, economic, and political effects.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the multiple social, political, and economic causes and effects of change in modern Hawaii, making significant connections, insights, generalizations, and predictions	Describe, with detail, the multiple social, political, and economic causes and effects of change in modern Hawaii	Describe, with minimal detail, the multiple social, political, and economic causes and effects of change in modern Hawaii	Ineffectively describe the multiple social, political, and economic causes and effects of change in modern Hawaii

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 3: History: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE OVERTHROW	SS.9MHH.3.1 Explain the political, social, and economic causes of the Overthrow, including the Mahele, Reciprocity Treaty, and the Bayonet Constitution		The student: Describes the various causes of the Overthrow.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the political, social, and economic causes of the Overthrow	Explain, with detail, the political, social, and economic causes of the Overthrow	Explain, with minimal detail, the political, social, and economic causes of the Overthrow	Ineffectively explain the political, social, and economic causes of the Overthrow
THE OVERTHROW	SS.9MHH.3.2 Describe the role of the United States government in the Overthrow, including the various United States administrations and Minister John Stevens		The student: Uses chronology to describe the United States involvement leading up to, during, and immediately after the Overthrow.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the role of the United States government in the Overthrow	Describe, with detail, the role of the United States government in the Overthrow	Describe, with minimal detail, the role of the United States government in the Overthrow	Ineffectively describe the role of the United States government in the Overthrow

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 3: History: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE OVERTHROW	SS.9MHH.3.3 Explain the events and turning points of the Overthrow, beginning with the foreign movement against Kalakaua, Liliuokalani’s attempts to change the Bayonet Constitution, and her abdication from the throne		The student: Uses chronology to explain the major events and turning points of the Overthrow.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the events and turning points of the Overthrow, making significant connections, insights, and generalizations	Explain the events and turning points of the Overthrow	Describe the events and turning points of the Overthrow	Name the events and/or turning points of the Overthrow
THE OVERTHROW	SS.9MHH.3.4 Explain the political, social, and economic effects of the Overthrow, including U.S. military presence, the Organic Act, the Territorial government, and Statehood		The student: Explains the short- and long-term effects of the Overthrow.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the political, social, and economic effects of the Overthrow, making significant connections, insights, and generalizations	Explain the political, social, and economic effects of the Overthrow	Describe the political, social, and/or economic effects of the Overthrow	Name the political, social, and/or economic effects of the Overthrow



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 3: History: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PLANTATIONS: 1900-1970	SS.9MHH.3.5 Describe the political, social and economic effects of the plantation system on life in Hawaii, including ethnic tension, the evolution of Hawaii pidgin English, the school system, and the establishment of labor unions		The student: Explains the effects of the plantation system and the interaction of various cultures.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the political, social and economic effects of the plantation system on life in Hawaii	Describe, with detail, the political, social and economic effects of the plantation system on life in Hawaii	Describe, with minimal detail, the political, social and economic effects of the plantation system on life in Hawaii	Ineffectively describe the political, social and economic effects of the plantation system on life in Hawaii
PLANTATIONS: 1900-1970	SS.9MHH.3.6 Examine and explain features of plantation life in Hawaii in the 20 <sup>th</sup> century, including contract labor and the perquisite system		The student: Analyzes an average day in the life of a plantation worker in the early 20 <sup>th</sup> century revealing the rules, rights, responsibilities of the common laborer.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine and explain features of plantation life in Hawaii in the 20 <sup>th</sup> century, making significant connections, insights, and generalizations	Examine and explain features of plantation life in Hawaii in the 20 <sup>th</sup> century	Examine and describe features of plantation life in Hawaii in the 20 <sup>th</sup> century	Ineffectively examine and/or describe features of plantation life in Hawaii in the 20 <sup>th</sup> century

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 3: History: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD WAR II: PEARL HARBOR	SS.9MHH.3.7 Identify events leading to the bombing of Pearl Harbor and describe its effects in Hawaii, such as the role of the U.S. military and anti-Japanese sentiments (including the internment camps and 442 <sup>nd</sup> )		The student: Explains the effects of the bombing of Pearl Harbor, using primary sources.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Identify events leading to the bombing of Pearl Harbor and describe, with clear and precise detail, its effects in Hawaii	Identify events leading to the bombing of Pearl Harbor and describe, with detail, its effects in Hawaii	Identify events leading to the bombing of Pearl Harbor and/or describe, with minimal detail, its effects in Hawaii	Inaccurately identify events leading to the bombing of Pearl Harbor and/or ineffectively describe, its effects in Hawaii
CONTEMPORARY PEOPLE, ISSUES, AND EVENTS	SS.9MHH.3.8 Trace the development of the platforms of political parties after World War II to the present		The student: Compares the philosophies and platform of the Labor, Veteran, and Democratic parties after World War II with the philosophies and platforms of the Republican and Democratic parties in present day.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Trace the development of the platforms of political parties after World War II to the present and evaluate the impact of these political platforms on present political/social issues	Trace the development of the platforms of political parties after World War II to the present	Explain the platforms of political parties after World War II to the present	Identify the platforms of political parties after World War II to the present

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 3: History: MODERN HAWAIIAN HISTORY—Understand important historical events in Modern Hawaiian History</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CONTEMPORARY PEOPLE, ISSUES, AND EVENTS	SS.9MHH.3.9 Analyze significant contemporary issues that influence present day Hawaii, such as the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups	The student: Evaluates, takes, and defends a position on significant contemporary people, issues, or events that influence present-day Hawaii.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Analyze significant contemporary issues that influence present day Hawaii, effectively addressing complex issues	Analyze significant contemporary issues that influence present day Hawaii	Explain significant contemporary issues that influence present day Hawaii	Identify significant contemporary issues that influence present day Hawaii

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

**Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
GOVERNANCE, POWER AND AUTHORITY	SS.9MHH.4.1 Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones	The student: Explains whether, based on the laws, treaties, and official documents related to the Overthrow of the monarchy, any U.S. or Hawaii actions broke any national or international laws of the time period, and explains how the U.S. acquired, used, and justified its use of power.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones, and make and defend generalizations and inferences with compelling explanations, reasons, or evidence	Explain how governments acquire, use, and justify power, including how limited governments differ from unlimited ones, and make and defend generalizations and inferences	Explain how governments acquire, use, and justify power, or explain how limited governments differ from unlimited ones	Recognize that governments acquire, use, and justify their power differently	

**Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Modern Hawaiian History*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 3: History: PARTICIPATION IN A DEMOCRACY—Understand important historical events and ideas related to the development of civics and political science</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ENLIGHTENMENT	SS.9PD.3.1 Describe how ideas of the Enlightenment influenced the American political system		The student: Explains how the Enlightenment ideas of natural rights, limited government, separation of powers, and social contract are expressed in the Declaration of Independence and/or the American Constitution.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how ideas of the Enlightenment influenced the American political system	Describe, with detail, how ideas of the Enlightenment influenced the American political system	Describe, with minimal detail, how ideas of the Enlightenment influenced the American political system	Ineffectively describe how ideas of the Enlightenment influenced the American political system

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 3: History: PARTICIPATION IN A DEMOCRACY—Understand important historical events and ideas related to the development of civics and political science</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
EARLY HISTORICAL EVENTS	SS.9PD.3.2 Describe how historical events and ideas have influenced American constitutional democracy		The student: Explains how classical republicanism, the Magna Carta, the English Bill of Rights, and the Declaration of Independence influenced American constitutional democracy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how historical events and ideas have influenced American constitutional democracy	Describe, with detail, how historical events and ideas have influenced American constitutional democracy	Describe, with minimal detail, how historical events and ideas have influenced American constitutional democracy	Ineffectively describe how historical events and ideas have influenced American constitutional democracy
HISTORICAL CHALLENGES TO THE CONSTITUTION	SS.9PD.3.3 Describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights		The student: Explains how the Supreme Court interpreted free speech, free, press, civil rights, and the right to vote, over time.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Describe, with minimal detail, how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights	Ineffectively describe how historical challenges to the Constitution over time have resulted in new interpretations of free speech, free press, privacy, civil rights, and voting rights

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
POLITICAL INSTITUTIONS: GOVERNANCE, POWER, AND AUTHORITY	SS.9PD.4.1 Explain how governments derive authority		The student: Chooses an example of government action and describes the basis of the government’s authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare the ways in which governments derive authority	Explain how governments derive authority	Name sources of government authority	Recognize that governments have authority
POLITICAL INSTITUTIONS: GOVERNANCE, POWER, AND AUTHORITY	SS.9PD.4.2 Describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government		The student: Provides specific examples of constitutional principles embodied by the Constitution and explains them.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with minimal detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Ineffectively describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
POLITICAL INSTITUTIONS: GOVERNANCE, POWER, AND AUTHORITY	SS.9PD.4.3 Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized		The student: Assesses whether efforts to reduce discrepancies between American values and reality have been successful.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized, taking a position or making a claim and defending it with explanations, reasons, or evidence	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized	Explain American values of common good, equality of opportunity, and individual rights	Recognize American values of common good, equality of opportunity, and individual rights

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
RIGHTS AND RESPONSIBILITIES OF CITIZENS	SS.9PD.5.1 Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them		The student: Describes how paying taxes, serving on a jury, and voting contribute to the common good.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the rights, duties, and responsibilities of citizens in a democracy and elaborate on the relationship between them	Explain, with detail, the rights, duties, and responsibilities of citizens in a democracy and the relationship between them	Explain, with minimal detail, the rights, duties, and responsibilities of citizens in a democracy and/or the relationship between them	Ineffectively explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them
CITIZENSHIP PARTICIPATION	SS.9PD.5.2 Investigate how citizens can monitor and advocate for a local, state, or national issue		The student: Formulates a plan to advocate for (e.g., attend public hearings, write letters) and monitor (e.g., follow the issue in the media, track a bill as it goes through the legislative process) an issue of personal concern.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Investigate how citizens can monitor and advocate for a local, state, or national issue, extending investigation into relevant courses of practical action	Investigate how citizens can monitor and advocate for a local, state, or national issue	Investigate how citizens can monitor or advocate for a local, state, or national issue	Ineffectively investigate how citizens can monitor and/or advocate for a local, state, or national issue

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CITIZENSHIP PARTICIPATION	SS.9PD.5.3 Compare the characteristics of major political parties based upon the philosophy, platform, and support base		The student: Compares the major political parties based upon the philosophy, platform, and support base.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the characteristics of major political parties based upon the philosophy, platform, and support base, making significant connections, insights, and generalizations	Compare the characteristics of major political parties based upon the philosophy, platform, and support base	Describe the characteristics of major political parties based upon the philosophy, platform, and/or support base	Ineffectively describe the characteristics of major political parties based upon the philosophy, platform, and/or support base
CITIZENSHIP PARTICIPATION	SS.9PD.5.4 Explain the role of a citizen in the electoral process		The student: Describes how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the role of a citizen in the electoral process	Explain, with detail, the role of a citizen in the electoral process	Explain, with minimal detail, the role of a citizen in the electoral process	Ineffectively explain the role of a citizen in the electoral process

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

**Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CITIZENSHIP PARTICIPATION	SS.9PD.5.5 Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	The student: Evaluates the results of a civic action taken to address a school, local, state, national, or global issue/problem.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Demonstrate the role of a citizen in civic action by selecting a significant problem, gathering relevant information, proposing an insightful solution, creating a clear and detailed action plan, and showing substantial evidence of implementation	Demonstrate the role of a citizen in civic action, by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, and creating an action plan	Ineffectively demonstrate the role of a citizen in civic action, as multiple aspects of the process are missing	

**Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time**

TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
	<i>No benchmark at this level</i>			

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*Grade 9  
Participation in a Democracy*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC ROLE OF GOVERNMENT	SS.9PD.8.1 Describe the economic functions of government, including providing public goods and services, maintaining competition, redistributing income, correcting for externalities, and stabilizing the economy		The student: Explains how the government affects the economic well-being of its citizens (e.g., identify a local assistance program that receives government funding. Explain why the government funds it, where the money comes from, and who benefits from the program).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the economic functions of government	Describe, with detail, the economic functions of government	Describe, with minimal detail, the economic functions of government	Ineffectively describe the economic functions of government

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 9  
Participation in a Democracy*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC ROLE OF GOVERNMENT	SS.9PD.8.2 Explain how people, individually and collectively, participate in the U.S. economy		The student: Describes the various roles of an individual in the U.S. economy (e.g., consumer, voter, investor, worker, employer, policymaker).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how people, individually and collectively, participate in the U.S. economy	Explain, with detail, how people, individually and collectively, participate in the U.S. economy	Explain, with minimal detail, how people, individually and collectively, participate in the U.S. economy	Ineffectively explain how people, individually and collectively, participate in the U.S. economy
UNITED STATES IN THE WORLD ECONOMY	SS.9PD.8.3 Evaluate the degree to which the United States affects and is affected by international economic policies		The student: Evaluates, takes, and defends a position related to U.S. economic policy (e.g. free trade, impact of regulation, U.S. protectionism, multi-national corporations) in light of American economic interests.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Evaluate the degree to which the United States affects and is affected by international economic policies, using compelling evidence to back evaluation	Evaluate the degree to which the United States affects and is affected by international economic policies	Explain the ways in which the United States affects and is affected by international economic policies	Name ways in which the United States affects and is affected by international economic policies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No content for this course</i>	

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
HISTORICAL EMPATHY	SS.10.2.1 Use knowledge of historical periods to assess contemporary issues and decisions	The student: Compares the internal security measures adopted by the United States government after 9/11 with the measures taken after the attack on Pearl Harbor.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Use detailed knowledge of historical periods and specific evidence to analyze contemporary issues and decisions	Use knowledge of historical periods to assess contemporary issues and decisions	Use minimal knowledge of historical periods to explain contemporary issues and decisions	Identify contemporary issues and decisions



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL INQUIRY	SS.10.2.2 Determine the relevance of sources and assess their credibility		The student: Distinguishes information that is essential versus information that is incidental to research and examines the sources to determine their reliability based on the criteria of accuracy and bias.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Determine the relevance of sources and assess their credibility, with clear and precise detail	Determine the relevance of sources and assess their credibility, with detail	Determine the relevance of sources and assess their credibility, with minimal detail	Ineffectively determine the relevance and credibility of sources
HISTORICAL INQUIRY	SS.10.2.3 Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective		The student: Evaluates, takes, and defends a position on a current social issue (e.g. health insurance reform, recent immigration, illegal drugs, changing family structure, environmental conservation) using researched evidence.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making significant connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making connections, insights, and generalizations	Formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective, making weak connections, insights, and generalizations	Ineffectively formulate and defend an opinion on a major contemporary social issue using the tools and methods of inquiry and perspective

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HISTORICAL PERSPECTIVES AND INTERPRETATIONS	SS.10.2.4 Evaluate the quality of historical accounts based on the arguments they advance and the evidence they use	The student: Judges the value of conflicting opinions, interpretations, value judgments, and sources used in historical writing (e.g., U.S. involvement in the Vietnam War).	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Evaluate, with clear and precise detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Evaluate, with minimal detail, the quality of historical accounts based on the arguments they advance and the evidence they use	Ineffectively evaluate the quality of historical accounts based on the arguments they advance and the evidence they use

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
IMMIGRATION	SS.10.3.1 Describe the “push” factors (e.g., escaping persecution and poverty) and “pull” factors (e.g., seeking freedom and economic opportunity) that brought immigrants to the United States in the late 19 <sup>th</sup> century		The student: Identifies the push and pull factors that brought an immigrant group to the United States (e.g., Italians, Jews, Poles, Chinese).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the “push” factors and “pull” factors that brought immigrants to the United States in the late 19 <sup>th</sup> century	Describe, with detail, the “push” factors and “pull” factors that brought immigrants to the United States in the late 19 <sup>th</sup> century	Describe, with minimal detail, the “push” factors and “pull” factors that brought immigrants to the United States in the late 19 <sup>th</sup> century	Ineffectively describe the “push” factors and “pull” factors that brought immigrants to the United States in the late 19 <sup>th</sup> century
URBANIZATION	SS.10.3.2 Describe social, political, economic, and technological factors (e.g., governance, corruption, fiscal policies, wages, sanitation, class differences, health problems, transportation) of growth in 19 <sup>th</sup> and 20 <sup>th</sup> century American cities (e.g., New York, Chicago, St. Louis)		The student: Explains how political, social, economic, and technological factors affected the settlement and/or growth of a particular city during the 19 <sup>th</sup> and 20 <sup>th</sup> centuries.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, social, political, economic, and technological factors of growth in 19 <sup>th</sup> and 20 <sup>th</sup> century American cities	Describe, with detail, social, political, economic, and technological factors of growth in 19 <sup>th</sup> and 20 <sup>th</sup> century American cities	Describe, with minimal detail, social, political, economic, and technological factors of growth in 19 <sup>th</sup> and 20 <sup>th</sup> century American cities	Ineffectively describe social, political, economic, and technological factors of growth in 19 <sup>th</sup> and 20 <sup>th</sup> century American cities

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE GILDED AGE AND THE PROGRESSIVE ERA	SS.10.3.3 Describe how business magnates (i.e., Rockefeller, Morgan, Carnegie and Vanderbilt) dominated politics of the Gilded Age		The student: Explains how government, dominated by business magnates, adopted pro-government policies such as providing subsidies, passing tariffs, and pursuing laissez faire policies that resulted in the growth of trusts.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how business magnates dominated politics of the Gilded Age	Describe, with detail, how business magnates dominated politics of the Gilded Age	Describe, with minimal detail, how business magnates dominated politics of the Gilded Age	Ineffectively describe how business magnates dominated politics of the Gilded Age
THE GILDED AGE AND THE PROGRESSIVE ERA	SS.10.3.4 Describe reform issues of the Progressive Era (including political reform, labor reform, and business regulation)		The student: Explains how progressives tried to reform government (e.g., La Follett, Lincoln Steffens), regulate business (e.g., Theodore Roosevelt, Ida Tarbell), and improve the workplace (e.g., Upton Sinclair) and conditions of the poor (e.g., Jane Addams).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, reform issues of the Progressive Era	Describe, with detail, reform issues of the Progressive Era	Describe, with minimal detail, reform issues of the Progressive Era	Ineffectively describe reform issues of the Progressive Era

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
UNITED STATES IMPERIALISM	SS.10.3.5 Describe the causes of and major events associated with the United States becoming an imperial power in the late 19 <sup>th</sup> century		The student: Explains how the annexation of Hawaii and the Philippines relate to the imperialist policies of the United States in the late 19 <sup>th</sup> century.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the causes of and major events associated with the United States becoming an imperial power in the late 19 <sup>th</sup> century	Describe, with detail, the causes of and major events associated with the United States becoming an imperial power in the late 19 <sup>th</sup> century	Describe, with minimal detail, the causes of and major events associated with the United States becoming an imperial power in the late 19 <sup>th</sup> century	Ineffectively describe the causes of and major events associated with the United States becoming an imperial power in the late 19 <sup>th</sup> century
EARLY 20 <sup>TH</sup> CENTURY FOREIGN POLICY	SS.10.3.6 Analyze the scope and evolution of various United States foreign policies in the early part of the 20 <sup>th</sup> century		The student: Compares Roosevelt’s Big Stick Diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, the scope and evolution of various U.S. foreign policies in the early part of the 20 <sup>th</sup> century	Analyze, with detail, the scope and evolution of various U.S. foreign policies in the early part of the 20 <sup>th</sup> century	Analyze, with minimal detail, the scope and evolution of various U.S. foreign policies in the early part of the 20 <sup>th</sup> century	Ineffectively analyze the scope and evolution of various U.S. foreign policies in the early part of the 20 <sup>th</sup> century

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD WAR I	SS.10.3.7 Describe the events that led the United States into World War I		The student: Explains how Germany’s submarine warfare, U.S. trade with England and France, and the success of British propaganda brought the United States into World War I.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the events that led the United States into World War I	Describe the events that led the United States into World War I	Name the events that led the United States into World War I	Recognize examples of specific events led the United States into World War I
WORLD WAR I	SS.10.3.8 Describe how domestic policies were affected by American involvement in World War I		The student: Explains how mobilization for the war changed America’s labor force (e.g., the employment of African Americans in industrial cities triggers the Great Migration).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how domestic policies were affected by American involvement in World War I	Describe, with detail, how domestic policies were affected by American involvement in World War I	Describe, with minimal detail, how domestic policies were affected by American involvement in World War I	Ineffectively describe how domestic policies were affected by American involvement in World War I

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*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD WAR I	SS.10.3.9 Explain why the United States did not sign the Treaty of Versailles		The student: Describes the reasons the United States Senate refused to ratify the Versailles Treaty (e.g., disillusionment with wartime allies, concern that membership in the League of Nations would drag the U.S. into war, and partisan politics).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, why the United States did not sign the Treaty of Versailles	Explain, with detail, why the United States did not sign the Treaty of Versailles	Explain, with minimal detail, why the United States did not sign the Treaty of Versailles	Ineffectively explain why the United States did not sign the Treaty of Versailles
1920S: CONFLICTS AND TRANSITIONS	SS.10.3.10 Describe changes in society and culture that led to conflicts in values in the 1920s		The student: Explains how the growing dominance of science resulted in the Scopes Trial, how the influx of immigrants led to rebirth of the KKK and the growth of the anti-immigration movement, and how Prohibition led to proliferation of speakeasies and the growth of organized crime.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant and insightful examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using relevant examples	Describe changes in society and culture that led to conflicts in values in the 1920s, using weakly connected examples	Ineffectively describe changes in society and culture that led to conflicts in values in the 1920s

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
1920S: CONFLICTS AND TRANSITIONS	SS.10.3.11 Describe the significance of the literature, arts, and feminism of the 1920s, including the “Lost Generation,” the Harlem Renaissance, and flappers		The student: Explains how the “Lost Generation” was a literary response to the disillusionment of writers to American society; the Harlem Renaissance was a flowering of African American literature, arts, and music; and how flappers represented a revolution in morals.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the significance of the literature, arts, and feminism of the 1920s, including the “Lost Generation,” the Harlem Renaissance, and flappers	Describe, with detail, the significance of the literature, arts, and feminism of the 1920s, including the “Lost Generation,” the Harlem Renaissance, and flappers	Describe, with minimal detail, the significance of the literature, arts, and feminism of the 1920s, including the “Lost Generation,” the Harlem Renaissance, and flappers	Ineffectively describe the significance of the literature, arts, and feminism of the 1920s
1920S: CONFLICTS AND TRANSITIONS	SS.10.3.12 Describe the innovations in transportation and communication and the impact they had on American society		The student: Explains how mass production (e.g., Model T) increased mobility and how mass communication (e.g., radios) contributed to the birth of a mass popular culture.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the innovations in transportation and communication and elaborate on the impact they had on American society	Describe, with detail, the innovations in transportation and communication and the impact they had on American society	Describe, with minimal detail, the innovations in transportation and communication and/or the impact they had on American society	Ineffectively describe the innovations in transportation and communication and the impact they had on American society



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE GREAT DEPRESSION	SS.10.3.13 Analyze the causes of the Great Depression		The student: Examines how the disparity of wealth, speculation, the plight of farmers, and bank failures led to the Great Depression.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, the causes of the Great Depression	Analyze, with detail, the causes of the Great Depression	Analyze, with minimal detail, the causes of the Great Depression	Ineffectively analyze the causes of the Great Depression
THE GREAT DEPRESSION	SS.10.3.14 Describe the effects of the Great Depression		The student: Explains how the Great Depression caused mass unemployment and homelessness.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the effects of the Great Depression, making significant connections, insights, and generalizations	Describe, with detail, the effects of the Great Depression	Describe, with minimal detail, the effects of the Great Depression	Ineffectively describe the effects of the Great Depression

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
FRANKLIN D. ROOSEVELT AND THE NEW DEAL	SS.10.3.15 Explain how programs in FDR’s New Deal, including the FDIC, AAA, WPA, and Social Security, attempted to resolve problems brought on by the Great Depression		The student: Describes the problems addressed by New Deal agencies and the measures taken by them to solve the problem.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare how programs in FDR’s New Deal attempted to resolve problems brought on by the Great Depression	Explain how programs in FDR’s New Deal attempted to resolve problems brought on by the Great Depression	Identify programs in FDR’s New Deal that attempted to resolve problems brought on by the Great Depression	Recognize that programs in FDR’s New Deal attempted to resolve problems brought on by the Great Depression
WORLD WAR II	SS.10.3.16 Analyze the causes of the bombing of Pearl Harbor		The student: Examines Japan’s military expansion in Asia and America’s efforts to halt its aggression (e.g., trade embargoes).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, the causes of the bombing of Pearl Harbor	Analyze, with detail, the causes of the bombing of Pearl Harbor	Analyze, with minimal detail, the causes of the bombing of Pearl Harbor	Ineffectively analyze the causes of the bombing of Pearl Harbor

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD WAR II	SS.10.3.17 Analyze the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans		The student: Examines how the bombing of Pearl Harbor led to America’s entry into WW II and the internment of Japanese Americans.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Analyze, with minimal detail, the effects of the bombing of Pearl Harbor, including the internment of Japanese Americans	Ineffectively analyze the effects of the bombing of Pearl Harbor
WORLD WAR II	SS.10.3.18 Explain the turning points in the European and Pacific theaters of World War II		The student: Describes how the Battle of Midway and the D-Day Invasion were major turning points of World War II.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the turning points in the European Theaters of World War II	Explain the turning points in the European Theaters of World War II	Name the turning points in the European Theaters of World War II	Recognize the turning points in the European Theaters of World War II

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD WAR II	SS.10.3.19 Describe how domestic policies were affected by United States involvement in World War II		The student: Explains how mobilization for the war changed America’s labor force (e.g., women in the workforce).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, how domestic policies were affected by United States involvement in World War II	Describe, with detail, how domestic policies were affected by United States involvement in World War II	Describe, with minimal detail, how domestic policies were affected by United States involvement in World War II	Ineffectively describe how domestic policies were affected by United States involvement in World War II
THE COLD WAR	SS.10.3.20 Explain the origins of the Cold War		The student: Describes how the conflicting political ideologies, Soviet domination of Eastern Europe, and America’s containment policy brought on the Cold War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the origins of the Cold War	Explain, with detail, the origins of the Cold War	Explain, with minimal detail, the origins of the Cold War	Ineffectively explain the origins of the Cold War

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE COLD WAR	SS.10.3.21 Explain how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America		The student: Describes how America’s containment policy led to U.S. involvement in the Korean War, the Bay of Pigs invasion, and the Vietnam War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with detail, how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America	Explain, with minimal detail, how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America	Ineffectively explain how America’s foreign policy during the Cold War led to conflicts in Asia and Latin America
THE COLD WAR	SS.10.3.22 Explain how the events of the Cold War led to the McCarthy era		The student: Describes how different events (e.g., fear of communism, sparked by the Soviet detonation of the atomic bomb, the “loss of China” to Mao Zedong and the communists, and the trials of suspected communist spies [e.g., the Rosenbergs]) led to the investigative campaigns of Joseph McCarthy and the House UnAmerican Activities Committee (HUAC).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the events of the Cold War led to the McCarthy era	Explain, with detail, how the events of the Cold War led to the McCarthy era	Explain, with minimal detail, how the events of the Cold War led to the McCarthy era	Ineffectively explain how the events of the Cold War led to the McCarthy era

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE COLD WAR	SS.10.3.23 Explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world		The student: Describes global (e.g., terrorism, the uncertainty of where threats to national security come from) and economic (e.g. the expanding national debt, NAFTA) challenges in the post Cold War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Explain, with minimal detail, how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world	Ineffectively explain how the United States foreign policy has attempted to respond to global and economic challenges of the post Cold War world
CIVIL RIGHTS ERA: 1954-1968	SS.10.3.24 Analyze the key factors, including legislation and acts of civil disobedience, that brought on the African American Civil Rights movement after World War II		The student: Investigates how segregation laws, <i>Plessy v. Ferguson</i> being overturned by, <i>Brown v. Board of Education</i> , and the Montgomery bus boycott led to Civil Rights movement.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, with clear and precise detail, the key factors that brought on the African American Civil Rights movement after World War II, making significant connections, insights, and generalizations	Analyze, with detail, the key factors that brought on the African American Civil Rights movement after World War II	Analyze, with minimal detail, the key factors that brought on the African American Civil Rights movement after World War II	Ineffectively analyze the key factors that brought on the African American Civil Rights movement after World War II

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CIVIL RIGHTS ERA: 1954-1968	SS.10.3.25 Describe the significant events, individuals, and groups associated with the Civil Rights Era		The student: Explains how events, (e.g., sit-ins, marches, voter registration, the Civil Rights laws of the 1960's) individuals (e.g., Martin Luther King, Jr., George Wallace, Malcolm X), and groups (e.g., Student Non-Violent Coordinating Committee and Black Power organizations) affected the Civil Rights movement.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the significant events, individuals, and groups associated with the Civil Rights Era	Describe the significant events, individuals, and groups associated with the Civil Rights Era	Name the significant events, individuals, and groups associated with the Civil Rights Era	Recognize the significant events, individuals, and groups associated with the Civil Rights Era
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.26 Describe the expansion of the Civil Rights movement to other groups, including Native Americans and women		The student: Explains the civil rights issues brought forth by Native Americans (e.g., AIM) and women (e.g., NOW).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Describe, with minimal detail, the expansion of the Civil Rights movement to other groups, including Native Americans and women	Ineffectively describe the expansion of the Civil Rights movement to other groups, including Native Americans and women

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.27 Assess John F. Kennedy’s handling of the Cuban Missile Crisis		The student: Critiques Kennedy’s response to the discovery of Russian missiles in Cuba, the sending of U.S. warships to intercept Soviet ships headed for Cuba, and his correspondence with Khrushchev.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Assess John F. Kennedy’s handling of the Cuban Missile Crisis, drawing relevant and insightful conclusions	Assess John F. Kennedy’s handling of the Cuban Missile Crisis, drawing relevant conclusions	Assess John F. Kennedy’s handling of the Cuban Missile Crisis, drawing unsupported or irrelevant conclusions	Ineffectively assess John F. Kennedy’s handling of the Cuban Missile Crisis
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.28 Explain the emergence and impact of the student movements and the counterculture of the 1960s		The student: Describes how the activities of Students for a Democratic Society, the free speech movement of Berkley, the anti-Vietnam war movement, and the hippies challenged the prevailing status quo.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the emergence and impact of the student movements and the counterculture of the 1960s, and evaluate its impact	Explain, with detail, the emergence and impact of the student movements and the counterculture of the 1960s	Explain, with minimal detail, the emergence and impact of the student movements and the counterculture of the 1960s	Ineffectively explain the emergence and impact of the student movements and the counterculture of the 1960s



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.29 Evaluate Lyndon Johnson’s vision of the Great Society		The student: Describes how the EEOC, Head Start, the war on poverty, the National Endowment for the Arts, and the creation of Medicare and Medicaid sought to transform society and assesses the extent to which those aims have been realized.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze, using evidence, Lyndon Johnson’s vision of the Great Society	Evaluates Lyndon Johnson’s vision of the Great Society	Explain Lyndon Johnson’s vision of the Great Society	Identify features of Lyndon Johnson’s vision of the Great Society
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.30 Explain how the Watergate affair led to a crisis of confidence in the government		The student: Describes how members of the Nixon administration took action against political opponents by engaging in illegal wiretaps, break-ins, and obstruction of justice, and how this led to a cynical view of government.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the Watergate affair led to a crisis of confidence in the government, and assess its impact	Explain, with detail, how the Watergate affair led to a crisis of confidence in the government	Explain, with minimal detail, how the Watergate affair led to a crisis of confidence in the government	Ineffectively explain how the Watergate affair led to a crisis of confidence in the government

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 3: History: UNITED STATES HISTORY—Understand important historical events during the 20<sup>th</sup> century</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.31 Explain how the election of Ronald Reagan marked a new era of conservatism in American politics		The student: Describes how Reagan’s tax cuts, increase in defense spending (contributing to the collapse of the Soviet Union), cuts in social spending, and judicial appointments reflected the growing conservatism of America.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the election of Ronald Reagan marked a new era of conservatism in American politics, and assess its impact	Explain, with detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Explain, with minimal detail, how the election of Ronald Reagan marked a new era of conservatism in American politics	Ineffectively explain how the election of Ronald Reagan marked a new era of conservatism in American politics
CONTEMPORARY CULTURE AND SOCIETY	SS.10.3.32 Explain how the administrations from Reagan to the current president dealt with major domestic issues		The student: Explains the policies of different administrations from Reagan to the current president on major domestic issues (e.g. education, environmental policy, federal deficit, welfare reform).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze how the administrations from Reagan to the current president dealt with major domestic issues	Explain how the administrations from Reagan to the current president dealt with major domestic issues	Describe the major domestic issues from the administrations of Reagan to the current president	Ineffectively describe the major domestic issues from the administrations of Reagan to the current president

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
HUMAN SYSTEMS	SS.10.7.1 Explain the causes of urbanization (i.e., job opportunities, immigration patterns, technological innovations)		The student: Describes the causes of urbanization in a selected area (e.g., New York or Chicago), including its growth in terms of population, buildings, transportation systems, and job opportunities.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the causes of urbanization	Explain, with detail, the causes of urbanization	Explain, with minimal detail, the causes of urbanization	Ineffectively explain the causes of urbanization
HUMAN SYSTEMS	SS.10.7.2 Explain the consequences of urbanization		The student: Describes the consequences of rapid urbanization in a selected urban area (e.g., New York or Chicago) including overcrowding, crime, pollution, and machine politics.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the consequences of urbanization	Explain, with detail, the consequences of urbanization	Explain, with minimal detail, the consequences of urbanization	Ineffectively explain the consequences of urbanization

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE AND FUNCTION OF MARKETS	SS.10.8.1 Explain the characteristics of the different market structures (i.e. monopoly, oligopoly, monopolistic competition, and pure competition) and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace		The student: Gives an example of an industry (e.g., automobile, agriculture, airplanes, and utilities) and describes how its market structure affects market efficiency and lower prices.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Compare the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Explain the characteristics of the different market structures and their influence on product differentiation, price, barriers for entry, and market efficiency in a competitive marketplace	Identify the characteristics of the different market structures and/or give examples of their influence on product differentiation, price, barriers for entry, or market efficiency in a competitive marketplace	Identify the characteristics of the different market structures	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 10*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE OF GOVERNMENT	SS.10.8.2 Describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation’s monetary policy		The student: Explains how the tools used by the Federal Reserve System to control monetary policy affect consumer spending and saving.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, with clear and precise detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation’s monetary policy	Describe, with detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation’s monetary policy	Describe, with minimal detail, the function and responsibilities of the Federal Reserve System in setting and carrying out the nation’s monetary policy	Ineffectively describe the function and responsibilities of the Federal Reserve System in setting and carrying out the nation’s monetary policy
ROLE OF GOVERNMENT	SS.10.8.3 Explain the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation’s economy		The student: Describes the benefits and costs of unemployment, minimum wage and Social Security to individuals and society.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation’s economy	Explain, with detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation’s economy	Explain, with minimal detail, the purpose and/or role of government programs and policies, including unemployment, minimum wage, and Social Security, and their effect on the nation’s economy	Ineffectively explain the purpose and/or role of government programs and policies

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY—Understand change and/or continuity and cause and/or effect in history</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 2: Historical Understanding: INQUIRY, EMPATHY, AND PERSPECTIVE— Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PRE-MODERN TIMES, PRE 1500 C.E.	SS.11.3.1 Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world	The student: Determines the extent to which there was cooperation and conflict between religious and political authorities in Asia, Europe, and the Muslim world.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant and insightful conclusions about their relationships	Examine the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and Islam in the Muslim world, drawing relevant conclusions about their relationships	Describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world	Ineffectively describe the relationship between cultural traditions and the larger societies in the cases of Confucianism in China, Buddhism in Asia, Christianity in Europe, Hinduism in India, and/or Islam in the Muslim world

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
PRE-MODERN TIMES, PRE 1500 C.E.	SS.11.3.2 Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges		The student: Determines the consequence of conflicts, communications, and exchanges in pre-modern times, including the Crusades, Mongol conquests, and technological (e.g., the forging of iron), biological (e.g., smallpox), and commercial (e.g., precious metals) exchanges.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant and insightful conclusions	Examine the effects of global interactions in pre-modern times, including the Mongol conquests, the Crusades, and technological, biological, and commercial exchanges, drawing relevant conclusions	Describe the effects of global interactions in pre-modern times	Ineffectively describe the effects of global interactions in pre-modern times
ORIGINS OF GLOBAL INTERDEPENDENCE IN EARLY MODERN TIMES, 1500 C.E. TO 1800 C.E.	SS.11.3.3 Explain the impact of the exploratory and commercial expeditions in the 15 <sup>th</sup> and 16 <sup>th</sup> century, including the voyages of Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and European voyages to North America		The student: Describes changing relationships between world regions in early modern times (e.g., Europe to Asia and the Americas).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the impact of the exploratory and commercial expeditions in the 15 <sup>th</sup> and 16 <sup>th</sup> century	Explain, with detail, the impact of the exploratory and commercial expeditions in the 15 <sup>th</sup> and 16 <sup>th</sup> century	Explain, with minimal detail, the impact of the exploratory and commercial expeditions in the 15 <sup>th</sup> and 16 <sup>th</sup> century	Ineffectively describe the impact of the exploratory and commercial expeditions in the 15 <sup>th</sup> and 16 <sup>th</sup> century

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ORIGINS OF GLOBAL INTERDEPENDENCE IN EARLY MODERN TIMES, 1500 C.E. TO 1800 C.E.	SS.11.3.4 Explain the effects of global exchanges in the Americas, Europe, Asia, and Africa, including the spread of food crops and diseases, the exchange of trade goods, and migrations of peoples (forced and voluntary)		The student: Describes how two regions involved in a global exchange in early modern times were affected (e.g., impact of smallpox in Americas).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Explain, with minimal detail, the effects of global exchanges in the Americas, Europe, Asia, and Africa	Ineffectively explain the effects of global exchanges in the Americas, Europe, Asia, and Africa
ORIGINS OF GLOBAL INTERDEPENDENCE IN EARLY MODERN TIMES, 1500 C.E. TO 1800 C.E.	SS.11.3.5 Examine the political structure in major world regions, including Qing China at the time of the Kangxi emperor, Japan at the time of Tokugawa Ieyasu, the Ottoman Empire at the time of Suleyman the Magnificent, and the Hapsburg Empire at the time of Charles V		The student: Analyzes how ruling classes mobilized resources to maintain empires (e.g., how Tokugawa depended on agricultural production to support the political and military elite).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the political structure in major world regions, making significant connections, insights, and generalizations	Examine the political structure in major world regions, making connections, insights, and generalizations	Describe the political structure in major world regions	Ineffectively describe the political structure in major world regions

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ORIGINS OF GLOBAL INTERDEPENDENCE IN EARLY MODERN TIMES, 1500 C.E. TO 1800 C.E.	SS.11.3.6 Examine the major developments in European cultural and intellectual history, including the Renaissance, Reformation, Enlightenment, and Scientific Revolution		The student: Evaluates the roles of prominent individuals (e.g. Leonardo daVinci, Galileo, Voltaire) in European cultural and intellectual development.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the major developments in European cultural and intellectual history, making significant connections, insights, and generalizations	Examine the major developments in European cultural and intellectual history, making connections, insights, and generalizations	Identify the major developments in European cultural and intellectual history	Ineffectively identify the major developments in European cultural and intellectual history
AGE OF REVOLUTION, INDUSTRY, AND EMPIRE, 1750 C.E. – 1914 C.E.	SS.11.3.7 Compare the causes and effects of the early modern democratic revolutions, including the American Revolution, French Revolution, Haitian Revolution, and South American revolutions		The student: Examines the influence of Enlightenment ideas on revolutionary leaders (e.g., Washington and Bolivar).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Compare the causes and effects of the early modern democratic revolutions, drawing relevant and insightful conclusions	Compare the causes and effects of the early modern democratic revolutions, drawing relevant conclusions	Describe the causes and effects of the early modern democratic revolutions	Ineffectively describe the causes and/or effects of the early modern democratic revolutions

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
AGE OF REVOLUTION, INDUSTRY, AND EMPIRE, 1750 C.E. – 1914 C.E.	SS.11.3.8 Describe the socio-economic impact of the industrial revolution		The student: Explains the global effects of inventions (e.g., steam engine) and explains the role of women (e.g., in the factory system) during the industrial revolution.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe the socio-economic impact of the industrial revolution, making significant connections, insights, and generalizations	Describe the socio-economic impact of the industrial revolution, making connections, insights, and generalizations	Describe the social or the economic impact of the industrial revolution	Ineffectively describe the social and economic impact of the industrial revolution
AGE OF REVOLUTION, INDUSTRY, AND EMPIRE, 1750 C.E. – 1914 C.E.	SS.11.3.9 Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific		The student: Explains the causes and effects of European, American, and Japanese imperialism in Africa, Asia, and the Pacific.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific, drawing relevant and insightful conclusions	Explain the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and the Pacific	Describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific	Ineffectively describe the ideological and economic interests that drove European, American, and Japanese imperialism in Africa, Asia, and/or the Pacific

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.10 Describe the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations		The student: Explains the causes and global effects of World War I.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Describe, using relevant and insightful examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent future wars by the establishment of the League of Nations	Describe, using relevant examples, the role of secret alliances and nationalism in triggering the outbreak of World War I and the effort to prevent to prevent future wars by the establishment of the League of Nations	Describe, using weakly connected examples, the role of secret alliances and nationalism in triggering the outbreak of World War I	Ineffectively describe the role of secret alliances and nationalism in triggering the outbreak of World War I
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.11 Explain the rise of fascist governments, emergence of communism, and the global effects of the Great Depression		The student: Describes tensions and conflicts of the interwar years.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression, drawing relevant and insightful conclusions	Explain the rise of fascist governments, the emergence of communism, and the global effects of the Great Depression	Trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression	Ineffectively trace the rise of fascist governments, the emergence of communism, and/or the global effects of the Great Depression

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.12 Examine the significant events, technological developments, and turning points of World War II, including the German invasion of Poland, Japanese bombing of Pearl Harbor, D-Day, the American bombing of Japan, the Rape of Nanjing, and the Holocaust		The student: Analyzes the causes, events, and atrocities of World War II.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine the significant events, technological developments, and turning points of World War II, making significant connections, insights, and generalizations	Examine the significant events, technological developments, and turning points of World War II, making connections, insights, and generalization	Describe the significant events, technological developments, and turning points of World War II	Identify the significant events, technological developments, and turning points of World War II
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.13 Describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya		The student: Explains the aims of nationalist movements and attempts by colonial countries to achieve independence after WW II in Asia and Africa.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Describe, with minimal detail, post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya	Ineffectively describe post-World War II nationalist and independence movements in India, Pakistan, Nigeria, and Kenya

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.14 Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War		The student: Describes the impact of the U.N., the significance of the creation of Israel, and the consequences of the Cold War.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Explain major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Name major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War	Recognize major political developments of the post-war era, including the establishment of the United Nations, the creation of Israel, and the Cold War
THE TWENTIETH CENTURY, 1914-1989	SS.11.3.15 Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution		The student: Explains the causes and global effects of the revolutionary movements in China, Algeria and Cuba.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution, drawing relevant and insightful conclusions	Describe revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Name revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution	Recognize revolutionary movements from 1945-1989, including the Chinese communist revolution, the Algerian revolution, and the Cuban revolution



**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 3: History: WORLD HISTORY—Understand important historical events from classical civilization through the present</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
THE CONTEMPORARY WORLD 1989-PRESENT	SS.11.3.16 Examine the significant effects of technological developments and biological exchanges in the contemporary world		The student: Assesses the impact of technological developments (e.g. the Internet) and biological exchanges (e.g., the spread of AIDS) in the contemporary world.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine, using relevant and insightful examples, the significant effects of technological developments and biological exchanges in the contemporary world	Examine, using relevant examples, the significant effects of technological developments and biological exchanges in the contemporary world	Explain the significant effects of technological developments or the effects of biological exchanges in the contemporary world	Ineffectively explain the significant effects of technological developments and biological exchanges in the contemporary world
THE CONTEMPORARY WORLD 1989-PRESENT	SS.11.3.17 Examine critical human rights issues in the contemporary world		The student: Analyzes recent human rights violations such as ethnic cleansing, child labor, and political oppression.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Examine critical human rights issues in the contemporary world, drawing relevant and insightful conclusions	Examine critical human rights issues in the contemporary world, drawing relevant conclusions	Examine critical human rights issues in the contemporary world, drawing weakly supported or irrelevant conclusions	Ineffectively examine critical human rights issues in the contemporary world

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION—Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
COMPARATIVE GOVERNMENT	SS.11.4.1 Compare the features of republican and absolutist governments that emerged in 17 <sup>th</sup> century Europe		The student: Analyzes the differences between a republic (e.g. England after the Glorious Revolution) and an absolute monarchy (e.g. France during the reign of Louis XIV).	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Analyze the features of republican and absolutist governments that emerged in 17 <sup>th</sup> century Europe, making significant connections, insights, and generalizations	Compare the features of republican and absolutist governments that emerged in 17 <sup>th</sup> century Europe, making connections, insights, and generalizations	Explain the features of republican and absolutist governments that emerged in 17 <sup>th</sup> century Europe	Identify the features of republican and absolutist governments that emerged in 17 <sup>th</sup> century Europe

<b>Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP—Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY—Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>		
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>
	<i>No benchmark at this level</i>	

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>		
PLACES AND REGIONS	SS.11.7.1 Trace changing political boundaries under the influence of European imperialism	The student: Examines the new political boundaries created by imperial and colonial authorities in Asia, Africa, and the Pacific.		
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Trace, with accuracy, changing political boundaries under the influence of European imperialism	Trace, with no significant errors, changing political boundaries under the influence of European imperialism	Trace, with a few significant errors, changing political boundaries under the influence of European imperialism	Trace, with many significant errors, changing political boundaries under the influence of European imperialism

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 7: Geography: WORLD IN SPATIAL TERMS—Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
WORLD IN SPATIAL TERMS	SS.11.7.2 Use tools and methods of geographers to understand changing views of world regions		The student: Uses geographic representations to understand changing conceptions of the western hemisphere after Christopher Columbus.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Consistently use tools and methods of geographers to understand changing views of world regions	Usually use tools and methods of geographers to understand changing views of world regions	Sometimes use tools and methods of geographers to understand changing views of world regions	Rarely use tools and methods of geographers to understand changing views of world regions

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC INTERDEPENDENCE	SS.11.8.1 Explain how the exchange rate affects trade, imports, exports, and the economy of a nation		The student: Describes the connection between exchange rates and balance of trade.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Explain, with minimal detail, how the exchange rate affects trade, imports, exports, and the economy of a nation	Ineffectively explain how the exchange rate affects trade, imports, exports, and the economy of a nation

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>				
<b>TOPIC</b>	<b>BENCHMARK</b>		<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ECONOMIC INTERDEPENDENCE	SS.11.8.2 Describe the distribution of the world’s resources as it affects international economic relationships		The student: Explains the effect of the oil crisis of the 1970s on American society.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, with clear and precise detail, the distribution of the world’s resources as it affects international economic relationships	Describe, with detail, the distribution of the world’s resources as it affects international economic relationships	Describe, with minimal detail, the distribution of the world’s resources as it affects international economic relationships	Ineffectively describe the distribution of the world’s resources as it affects international economic relationships
ROLE AND FUNCTION OF MARKETS	SS.11.8.3 Describe how the determinants of demand (i.e., income, substitutes, complements, number of buyers, tastes, expectations) affect the price and availability of goods and services		The student: Explains how multinational corporations facilitate meeting the consumer demands for the global marketplace.	
	<b>RUBRIC</b>			
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
	Explain, using relevant and insightful examples, how the determinants of demand affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of demand affect the price and availability of goods and services	Describe the determinants of demand	Ineffectively describe the determinants of demand

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
SOCIAL STUDIES GRADES K-12**

*Grade 11*

<b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT—Understand economic concepts and the characteristics of various economic systems</b>			
<b>TOPIC</b>	<b>BENCHMARK</b>	<b>SAMPLE PERFORMANCE ASSESSMENT</b>	
ROLE AND FUNCTION OF MARKETS	SS.11.8.4 Describe how the determinants of supply (i.e., price and availability of inputs, technology, government regulation, number of sellers) affect the price and availability of goods and services	The student: Explains the economic impact of a ban on a particular imported good.	
	<b>RUBRIC</b>		
	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>
Explain, using relevant and insightful examples, how the determinants of supply affect the price and availability of goods and services	Describe, using relevant examples, how the determinants of supply affect the price and availability of goods and services	Describe the determinants of supply	Ineffectively describe the determinants of supply

## **APPENDIX A: RESOURCES**

*Curriculum Framework for Social Studies.* State of Hawaii, Department of Education, May 2003

*Meeting the Challenge: A Framework for Social Studies Restructuring.* State of Hawaii, Department of Education, May 1995

*Social Studies Content Standards: Moving from the Blue Book to HCPS II.* State of Hawaii, Department of Education, August 1999

## **APPENDIX B: ACKNOWLEDGEMENTS**

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- Focus group meetings, OCISS Annex 4/8/15/2005 and 4/15/2005
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- Focus group meetings, OCISS Annex 4/11/2005-4/12/2005

Dr. Jerry Bentley, Professor of History, University of Hawaii at Manoa

Paul Field, Associate Professor of History, Windward Community College

Gail Tamaribuchi, Associate Specialist, Institute for Teacher Education, Secondary Program

Dr. Michio Yamasaki, Professor of History, Chaminade University of Honolulu

Mary Anne Soboleski, Instructional Services Branch

Puanani Wilhelm, Instructional Services Branch

Rosanna Fukuda, Instructional Services Branch



## **APPENDIX C: GLOSSARY FOR SOCIAL STUDIES**

**Advocate:** To plead the cause of another person or policy.

**Analyze:** To study critically; determine the essential features of some situation, decision, or event.

**Artifacts:** Any man-made object.

**Assessment :** Multi-dimensional measurement of student learning used as an integral part of good instruction; involves multiple modes of collecting data, determining its significance, and incorporating the data into planning/improvement of curriculum and instruction.

**Authority:** Right to control or direct the actions of others, legitimized by law, morality, custom, or consent.

**Beliefs:** Truths or realities accepted without certain proof.

**Benchmarks:** Benchmarks indicate developmentally appropriate content knowledge and skills at specific grade levels or at a cluster of grade levels.

**B.C.E.:** Before Common Era (corresponds to B.C.).

**Capital resources:** Any human-made resources used to create other goods or services.

**Causality:** The principle that every effect implies the presence of a cause.

**C.E.:** Common Era (corresponds to A.D.).

**Citizen:** Member of a nation who is entitled to the rights and privileges of membership and who has the duties and responsibilities of membership.

**Civility:** Treating other people with respect regardless of whether or not one likes them or agrees with their viewpoints, being willing to listen to other points of view, not being insulting when arguing with others.

**Collaborative learning:** Students and teachers working together cooperatively toward a common goal with each member contributing to the group's learning.

Common good: Benefit or interest of a politically organized society as a whole.

Compliments: Two goods that are bought and used together.

Concept : An abstract, general idea that represents features common to a category of events or objects; used as a curriculum organizer in thematic instruction.

Content standards: Statements of what students should know and be able to do in a specific discipline such as history, civics or geography. In social studies, content standards are concerned with knowledge, understanding, skills, and dispositions students should have to be competent, responsible citizens.

Continuity: Continuous or connected whole.

Cultural landscape: Comprises all the features that owe their existence to human activities, e.g., settlement, cultivation, structures, landscape.

Cultural mosaic: Mixed distribution of human cultures in a region.

Cultural systems: The total knowledge, attitudes, and behaviors shared by and passed on by the members of a specific group that tie people to one group and separate them from other, e.g., religion, language, education, political and social organization, food and shelter, security and protection, creative expression.

Curriculum framework: A document that provides a structure within which to organize important components of the instructional system such as curriculum materials, assessments and staff development.

Curriculum guide: A document that is more detailed than a framework and presents the specific curricular content and activities taught in the schools.

Demand and supply schedules: Based on the sum of individual decisions made by all of the individual consumers and producers in a supply market.

Democracy : A form of government characterized by certain principles e.g., the people are sovereign; the power of government is limited by law; people exercise their authority directly by voting for or against certain rules, laws, or candidates as well as by voting in community or town meetings; decisions are based on majority rule, but minority rights are protected, and certain values e.g., individual rights to life, liberty, property, and the pursuit of happiness; civic virtue (the idea that individuals willing give up some individual rights or freedoms for the common good) ; justice, truth; diversity; equality of opportunity.

Demographics: The statistics that describe a population, such as data on race, income, or age.

Determinants of demand: e.g., Price and availability of inputs.

Disposition: A person's way of acting toward others or thinking about things.

Doing history: Rather than memorizing names and dates from history texts, students research historical questions, analyze their findings and present them in a form appropriate to class assignments (written, oral, visual, or dramatic). Students conduct oral histories, write firsthand accounts of potentially significant historical events, puzzle over documents and artifacts, research secondary sources, consider the subjective nature of the information they uncover, and interpret information. To construct coherent stories about this collective experience is to create histories.

Economic competition: Rivalry among producers or sellers of similar goods and services to win more business.

Economic externality: A side effect of a good or service that generates benefits or costs to someone other than the person deciding how much to produce or consume.

Economics: The study of how people seek to satisfy their wants and needs by making choices about ways to use scarce resources.

Expectations: Anticipated outcomes.

Folkways: The traditional patterns of life common to a people.

Higher level thinking skills: Ability to interpret, infer, predict, hypothesize, generalize, evaluate, and apply information/knowledge.

Historical empathy: Students study the past on its own terms. They do not judge the past solely in terms of present day norms, empathy, and values.

Historical inevitability: To see events in history as predetermined, thus eliminating the possibilities that people faced and the choices they made.

Historical linearity: To draw a straight line between the past and the present, as though earlier events had to follow this line of development to the present.

Integrated curriculum: A program of study that relates information and understandings from various disciplines and addresses multiple intelligences of the learner.

Historical narrative: Secondary text, including fiction.

Historical writings: Writings by historians and others about events, not necessarily primary sources.

Historical accounts: Historical writings

Human characteristics: Features of the Earth's surface created by humans, such as towns, cities, farms, roads, airports.

Human resources: Workers who produce goods and services; referred to in most texts as labor.

Interactive instructional strategies: Instructional/curricular approaches that engage students in the setting of instructional goals and objectives, the classroom activities, and the criteria for the assessment of student outcomes.

Issues: Subject being discussed or disputed.

Limited government: One in which everyone, including all of the people in positions of authority, must obey the laws.

Milieu: Environment, setting.

Monopolistic competition: A market structure in which many companies sell products that are similar but not identical.

Monopoly: A market dominated by a single seller of a good or service that has no close substitute.

Mores: Folkways of central importance embodying the fundamental moral views of a group.

Natural resources: Materials found in nature used to produce goods and services; referred to in most texts as land.

Norms: A standard derived from the average behavior of a group.

Oligopoly: An industry dominated by a few suppliers who exercise some control over price.

Opportunity cost: The highest valued alternative that must be foregone because another option is chosen; what you give up to get something.

Performance Standards: Statements or descriptions of what students should be able to do to demonstrate attainment of content standards.

Physical characteristics: Features of the Earth's surface, such as landforms, water systems, climate patterns, and plant and animal life.

Point of view: Perspective; how someone sees something from his or her position or standpoint.

Power: The ability to direct or control something or someone.

Primary sources: Documents, reports, maps, photographs, letters, drawings, memoirs, and artifacts created by those who participated in or witnessed the events of the past.

Pure competition: A market structure in which many companies sell identical products.

Renaissance: Period in European history (14<sup>th</sup>–16<sup>th</sup> centuries) characterized by a rediscovery of classical art and literature.

Responsibilities : Personal responsibilities, e.g., taking care of self, accepting responsibility for the consequences of one's actions, behaving in a civil manner, considering the rights of others; civic responsibilities, e.g., obeying the law, being informed and attentive to public issues, assuming leadership when appropriate, paying taxes, performing public service, civil disobedience.

Rights : Personal rights, e.g., freedom of thought and conscience, travel freely, live where one pleases; political rights, e.g., right to vote, criticize the government without retaliation, join organizations that try to influence the government, seek and hold public office; economic rights, e.g., right to own property, choose one's work, change employment, and establish a business.

Rubric: Descriptors of levels of performance for a given criteria, each of which is assigned a score or level.

Secondary sources: Books, articles, interviews, media productions, or any other historical sources that seek to explain and interpret an event after the fact. The writer is not an eyewitness to or a participant in the event.

Scarcity: The condition of not being able to have all of the goods and services that you want.

Sovereignty: Ultimate authority; the power to make and carry out laws within the nation's borders.

Stereotypes: A set of images or conception held by or applied to members of a certain group.

Substitutes: Goods used in place of one another.

Temporal structure: Seeing historical events and developments in time - beginning, middle, end; duration.

Unlimited government: One in which there are no effective controls over those in power.

Values: The qualities, customs, standards, and principles of a people upon which they make decisions.

## TOOLS AND METHODS OF HISTORIANS

Tools:

- Primary sources

- Artifacts

- Lithographs, paintings, film, and video footage

- Realia

- Secondary sources

Methods / Skills

- Propose and test historical ideas through predicting, confirming, and negotiating with others

- Weigh new ideas against what they already know, their own purposes, their understanding of relevant historical resources, and response of fellow learners

- Discuss the meaning of artifacts, transcriptions, photographs

- Establish criteria for deciding whether or not an event is historically significant

- Construct historical milieus using own criteria

- Construct historical eras

## TOOLS AND METHODS OF POLITICAL SCIENTISTS

Tools:

- Polls

Surveys

Tallies

Interviews, samplings, and questionnaires

Case studies

#### Methods/Skills

Study the art and science of governmental, political, and legal decision-making processes

Analyze issues of power, behaviors, language, changing laws

Develop an understanding of multiple perspectives

Reason through political and governance issues, e.g., wars

Collect and interpret information on issues of public concern

Analyze media's effect on public opinion

Interpret statistics and social research methods, investigative reporting

### TOOLS AND METHODS OF CULTURAL ANTHROPOLOGISTS

#### Tools

Face to face interviews

Primary sources

Artifacts

Technology

Symbols of language, music, art

Photos

Data retrieval charts

#### Methods/Skills

Pose questions

Gather and process data

Observe artifacts, make inferences, form generalizations

Excavate, map, catalog, group and label, and interpret

Learn how to view things from what is called 'the native's point of view'

Observe and record people's actions and with the help of informants seek to understand the meaning of those actions

Be a participant-observer

Participate in archaeological fieldwork

Accept inconsistencies in reports

## TOOLS AND METHODS OF GEOGRAPHERS

### Tools

- Maps, globes, charts, graphics
- Field work

### Methods/Skills

- Experience and carefully observe phenomena – land and water forms, flora and fauna, weather, and seasonal changes
- Observe, collect evidence, analyze information, and write reports

## TOOLS AND METHODS OF ECONOMISTS

### Tools

- Charts, graphs, models
- Tables, ratio percentages, indices
- Averages and distributions

### Methods/Skills

- Study and interpret trends
- Predict effects of fiscal and monetary policy
- Advise groups on fiscal and monetary policy
- Interpret, apply and analyze data