

Social Environments Level 3

| Process Standards | | | | | |
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| Standard | Description | Advanced | Proficient | Developing | Emerging |
| SE.PR 3.01 | Identifies and describes times when alternative courses of action would have changed the outcome of events. | <ul style="list-style-type: none"> All of proficient and: Teaches others strategies to predict the effects of alternative courses of action of an event. | <ul style="list-style-type: none"> Constructs charts to show the cause and effects of an event. Defends two alternative courses of action that would have changed the outcome of an event. Predicts the impact those decisions would have made. | <ul style="list-style-type: none"> Identifies causes that impacted the outcome of an event. Predicts the impact those decisions would have made. | <ul style="list-style-type: none"> Tells about cause and effects of an event. |
| SE.PR 3.02 | Uses gathered information to create a graphic organizer (examples: decision-making trees, flow charts, webbing, etc.) | <ul style="list-style-type: none"> All of proficient and: Presents graphic organizer to peers for feedback and refinement. Teaches others how to create and use graphic organizers. | <ul style="list-style-type: none"> Selects three different types of information for project, paper or presentation. Compares and contrasts how different formats show different types of information. Defends why one type is chosen over another. Creates a graphic organizer from the gathered information. | <ul style="list-style-type: none"> Selects different types of information for project, paper or presentation. Identifies the differences between the information. | <ul style="list-style-type: none"> Looks for different types of information for project, paper or presentation. |
| SE.PR 3.03 | Integrates citation of both primary and secondary sources. | <ul style="list-style-type: none"> Masters the correct use and citation of primary and secondary sources. Brings in a primary source to share, or hosts a guest. | <ul style="list-style-type: none"> Identifies four or more primary and secondary sources of information. Uses correct format (MLA) to cite both secondary and primary sources in a project, paper or presentation. | <ul style="list-style-type: none"> Identifies primary and secondary sources of information. | <ul style="list-style-type: none"> Finds differences between primary and secondary sources of information. |

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| SE.PR 3.04 | Creates a personal point of view by using opposing viewpoints. | <ul style="list-style-type: none"> Teaches others how to persuade an audience of two different points of view on an issue, selecting credible sources. | <ul style="list-style-type: none"> Looks at an issue from different points of view. Defends personal viewpoint using credible sources. Effectively communicates viewpoints to persuade an audience. Demonstrates the ability to support the opposing viewpoint on an issue using credible sources. | <ul style="list-style-type: none"> Looks at an issue from different points of view. Tries to support opposing viewpoints on an issue using credible sources. | <ul style="list-style-type: none"> Communicates personal viewpoint to an audience (speech, presentation, paper, advertisement, etc.) |
| SE.PR 3.05 | Compares and contrasts a current event to a global historical event. | <ul style="list-style-type: none"> Teaches others how to: Compare and contrast historical events to current events. Present information in a clear and effective way (use of visual tools) | <ul style="list-style-type: none"> Researches a current event. Compares and contrasts current events to a global historical event. Uses visual tools to present information in a clear and effective way. Defends how the information supports the statements or shows contrasting viewpoints and why. Correctly cites sources. | <ul style="list-style-type: none"> Selects a current event. Compares and contrasts current events to a global historical event. | <ul style="list-style-type: none"> Identifies current events. |

Content Standards

| Standard | | Advanced | Proficient | Developing | Emerging |
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| SE.WH 3.01 | Analyzes the cultures of Eastern Empires by examining their significant ideas, institutions, people, and events. | <ul style="list-style-type: none"> Teaches others about the beliefs, values, traditions, geography and history of one Eastern Empire. Uses an assessment tool to gauge student learning. | <ul style="list-style-type: none"> Examines the beliefs, values, traditions, geography and history of one Eastern Empire. Compares and contrasts the historical empire to present day. | <ul style="list-style-type: none"> Describes the beliefs, values, traditions, geography and history of one Eastern Empire. | <ul style="list-style-type: none"> Explores the beliefs, values, traditions, geography and history of one Eastern Empire. |
| SE.WH 3.02 | Examines how Western Civilizations changed and developed over time. | <ul style="list-style-type: none"> Presents proficient work to peers. Uses peer feedback to enhance project. | <ul style="list-style-type: none"> Uses research to explain the changes one Western Civilization experienced through time. | <ul style="list-style-type: none"> Researches the chronology of one Western Civilization. | <ul style="list-style-type: none"> Understands the meaning of a “Western Civilization”. |

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| SE.WH 3.03 | Analyzes the historical contributions of significant individuals and groups during the beginning of civilization. | <ul style="list-style-type: none"> Teaches others about one specific contribution of an individual or group. Uses an assessment tool to gauge student learning | <ul style="list-style-type: none"> Analyzes the major contributions during the beginning of civilization and discusses the lasting impacts. Explains how specific environments and places impacted individuals and groups during the beginning of civilization. | <ul style="list-style-type: none"> Describes important contributions of individuals and groups in the beginning of civilization. | <ul style="list-style-type: none"> Identifies groups and individuals alive during the beginning of civilization. |
| SE.WH 3.04 | Explores imperialism and US involvement in both world wars. | <ul style="list-style-type: none"> All of proficient and: Presents peers with additional information and resources. Checks for student understanding using an informal assessment tool. | <ul style="list-style-type: none"> Relates imperialism to the beginnings of both world wars. Discusses causes and effects of both world wars Explains and defends US involvement in both world wars Compares and contrasts different viewpoints of each war | <ul style="list-style-type: none"> Describes imperialism List causes of both world wars | <ul style="list-style-type: none"> Briefly explains “Imperialism” |
| SE.WH 3.05 | Analyzes the significant ideas, people, and events of the Middle Ages. | <ul style="list-style-type: none"> All of proficient and: Reinterprets an idea, event or person from the Middle Ages and relates it to present day. | <ul style="list-style-type: none"> Examines the causes and effects of significant people, events and ideas during the Middle Ages. Discusses the lasting impact of those events. | <ul style="list-style-type: none"> Describes significant people, events and ideas during the Middle Ages. | <ul style="list-style-type: none"> Identifies major events during the Middle Ages. |
| SE.WH 3.06 | Analyzes the significant contributions and ideas of Ancient Greek and Roman governments. | <ul style="list-style-type: none"> All of proficient and: connects Ancient Greek and Roman government practices to different modern day governing styles. | <ul style="list-style-type: none"> Describes the structures of Ancient Greek and Roman governments. Defends decisions made by leaders within each government and discusses the lasting impacts of those decisions. | <ul style="list-style-type: none"> Describes the structures of Ancient Greek and Roman governments. | <ul style="list-style-type: none"> Explores the governments of Ancient Greek and Roman governments. |

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| SE.WH 3.07 | Analyzes exploration and expansion during the Renaissance. | <ul style="list-style-type: none"> • Presents a project revolving around one country’s viewpoint and actions during exploration and expansion. • Uses peer feedback to enhance project. | <ul style="list-style-type: none"> • Discusses the wants/needs for exploration and expansion. • Compares and contrasts how different societies produced and distributed goods | <ul style="list-style-type: none"> • Identifies important events and people during the Renaissance. • Describes the wants/needs for exploration and expansion | <ul style="list-style-type: none"> • Defines “Renaissance” |
| SE.WH 3.08 | Analyzes the significant scientific, technological and societal changes during the Age of Enlightenment and the Scientific Revolution. | <ul style="list-style-type: none"> • All of proficient and: Relates these events to contemporary world problems and proposes a solution to one based on research and knowledge | <ul style="list-style-type: none"> • Explains events during this time period that influenced science, technology, and society • Describes the causes and effects of major revolutions during this time period | <ul style="list-style-type: none"> • Lists events during this period that influenced science, technology, and society. | <ul style="list-style-type: none"> • Briefly describe the Age of Enlightenment and Scientific Revolution. |
| SE.WH 3.09 | Explores relationships and societies at the global level during the 21st century. | <ul style="list-style-type: none"> • All of proficient and: Researches a global issue • Uses data based research to lead a discussion | <ul style="list-style-type: none"> • Explains how significant events during the 21st century affect global interactions and relationships • Examines critical issues and their impact at the global level | <ul style="list-style-type: none"> • Summarizes how these events may impact global relationships. | <ul style="list-style-type: none"> • Brainstorms significant events during the 21st century |
| SE.WH 3.10 | Analyzes civic responsibilities and the roles of citizens across the world. | <ul style="list-style-type: none"> • Researches and provides peers with a real world example of a civic responsibility • Uses peer feedback to enhance project | <ul style="list-style-type: none"> • Compares and contrasts civic responsibilities across the world. • Defends the importance of civic responsibilities and their impact on a democracy | <ul style="list-style-type: none"> • Describes civic responsibilities across the world. | <ul style="list-style-type: none"> • Understands citizens have civic responsibilities across the world. • Lists two of those responsibilities |