

<b>Strand:</b> ES 2 - SS.6.7 - With teacher direction, construct arguments using claims and evidence from multiple sources.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● SS.6.7 - With teacher direction, construct arguments using claims and evidence from multiple sources.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ source</li> <li>○ reasoning</li> <li>○ evidence</li> <li>○ claim</li> <li>○ analyze</li> <li>○ justify</li> <li>○ bias</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ With teacher direction, the student can construct basic arguments with claims supported by some evidence from a limited number of sources.</li> <li>○ The student can provide an argument that may be underdeveloped and rely on a few sources, with connections between the claim and evidence being somewhat unclear or basic.</li> <li>○ The student needs significant teacher guidance to structure the argument and integrate sources effectively.</li> </ul> </li> </ul>	●

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand:</b> ES 4 - SS.6.13 - Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● SS.6.13 - Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ culture</li> <li>○ beliefs</li> <li>○ values</li> <li>○ customs</li> <li>○ traditions</li> <li>○ ethnicity</li> <li>○ diversity</li> <li>○ identity</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ recognize some basic element of culture and provide a general explanation of how cultural beliefs and values might be acquired</li> <li>○ make an effort to explain how culture is learned but with limited detail and clarity</li> <li>○ provide explanations that are somewhat basic or generic and need more specific examples or a better connection to the concepts discussed</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	●

<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand:</b> ES 5 - SS 6.14 - Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● SS 6.14 - Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ society</li> <li>○ influence</li> <li>○ conformity</li> <li>○ interaction</li> <li>○ socialization</li> <li>○ community</li> <li>○ roles</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ The student provides basic explanations of how groups form and how they might influence each other, but the details are somewhat vague or incomplete.</li> <li>○ The student shows a basic understanding of how groups work and how people in groups affect each other.</li> <li>○ Explanations are general, with few specific examples or lacking depth.</li> </ul> </li> </ul>	●

	<ul style="list-style-type: none"> <li>o The understanding of social influences is somewhat basic, and more guidance is needed to reach a fuller comprehension.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand:</b> ES 6 - SS.6.17 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>Score 3.0</b>	SS.6.17 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.	•
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o cultural characteristics</li> <li>o physical characteristics</li> <li>o environmental characteristics</li> <li>o regions</li> <li>o geography</li> <li>o demographics</li> <li>o climate</li> <li>o urbanization</li> <li>o migration</li> <li>o influence</li> <li>o impact</li> </ul> </li> <li>• performs basic processes, such as: <ul style="list-style-type: none"> <li>o provide a basic explanation of how cultural, physical, and environmental characteristics affect the lives of people but lacks detail or clarity</li> <li>o make an effort to connect characteristics to human experiences but with limited insight or specificity</li> <li>o provide explanation that are somewhat basic or generic and need more detailed examples or a better understanding of the casual relationships</li> </ul> </li> </ul>	•

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>Score 1.0</b>	<b>With help, partial success at score 2.0 content</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand:</b> ES 7 - SS.6.18 - Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● SS.6.18 - Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ transportation</li> <li>○ communication</li> <li>○ technology</li> <li>○ globalization</li> <li>○ trade</li> <li>○ migration</li> <li>○ mobility</li> <li>○ innovation</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ offer basic explanations of how transportation, communication, and technology influence global movement but lacks detail and depth</li> <li>○ identify some effects of technological changes but struggles to connect these changes with border global dynamics fully</li> </ul> </li> </ul>	●

	<ul style="list-style-type: none"> <li>o provide explanations that are somewhat basic, lacking in specific examples or detailed analysis, and require further development for clarity and accuracy</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand:</b> ES 8 - SS.6.22 - Explain multiple causes and effects of events and developments in the past.		
<b>Topic:</b> World Regions and Cultures		
<b>Grade:</b> 6th grade		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● SS.6.22 - Explain multiple causes and effects of events and developments in the past.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	●
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ causes</li> <li>○ effects</li> <li>○ events</li> <li>○ developments</li> <li>○ consequences</li> <li>○ influences</li> <li>○ outcome</li> <li>○ correlation</li> <li>○ sequence</li> </ul> </li> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>○ recognize some causes and effects but finds it hard to explain how they are connected</li> <li>○ provide explanations that are somewhat basic, lacking specific examples or detailed analysis, and need further development for clarity and insight</li> <li>○ at this level, students can often identify historical events but may fail to comprehensively connect causes with their multiple effects, or may provide explanations that are too generalized</li> </ul> </li> </ul>	●

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	