WRVSU **Content Area: Grades 9-12**

Critical Proficiency-Inquiry Process

I can act as social scientists as they ask questions, think critically, solve problems, and share.

Priority Performance Indicators
Constructing Compelling and Supporting Questions ● I can generate and use a variety of questions about a topic of study to further inquiry and reflect on an enduring issue(s) in the field.
Gathering and Evaluating Sources ● I can determine and gather the varied types of sources that will be helpful in answering compelling and supporting questions, taking into account the need for multiple points of view, secondary interpretations, and the types and limitations of sources available.
Communicating and Critiquing Conclusions ● I can construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weakness.

Critical Proficiency-Civics

I can act as productive citizens by understanding the history, foundations, and principles of our American democracy through multiple lenses, and by acquiring the ability to become engaged in civic and democratic processes.

Priority Performance Indicators
Civic & Political Institutions ● I can analyze the powers and responsibilities of local, state, national, and international civic and political institutions, including the impact of established laws, constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures.
Participation & Deliberation ● I can apply civic virtues and democratic principles in multiple settings and analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights.
Processes, Rules, and Laws ● I can evaluate the processes and rules by which people make decisions, govern themselves, address public concerns, change societies, promote the common good, and protect rights.

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Critical Proficiency-Economics

I can make sound economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.

Priority Performance Indicators
Economic Decision Making ● I can analyze how scarcity influences individual and societal decisions regarding established goals, and the advantages and disadvantages pertaining to the resources available to achieve those goals.
Exchange and Markets ● I can evaluate the extent to which competition among buyers and sellers exists, and the consequences of competition, or lack thereof, within specific markets.
The National Economy ● I can use economic indicators and current data to evaluate and explain the influences on changes in spending, production, money supply, policies and the current and future state of the national economy.
The Global Economy ● I can explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution.

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Critical Proficiency- Geography

I can use geographic inquiry and reasoning to propose solutions to local,national, and global.

Priority Performance Indicators
Human Population: Spatial Patterns and Movements ● I can analyze how historic events, long-term climate variability and the diffusion of ideas, technologies, and cultural practices have influenced human migration patterns and population distribution.
Global Interconnections: Changing Spatial Patterns ● I can evaluate how changes in the physical systems of the earth contribute to conflict and cooperation.
Human Environment Interaction: Place, Region, Culture ● I can analyze relations between physical systems and humans, including political and economic decisions, to determine how they influence each other.
Geographic Representations: Spatial Views of the World ● I can create and/or use maps to analyze spatial patterns of cultural and environmental characteristics, and to help explain relationships between places/regions and their cultural, political and economic systems.

Critical Proficiency- History

I can understand and evaluate change and continuity over time, recognize the multiplicity of points of view and make appropriate use of historical evidence in answering questions and developing arguments about the past.

Priority Performance Indicators
Change, Continuity, Context ● I can evaluate how historical events and developments were shaped by unique circumstances,individuals and groups, and how their significance both changes over time and is shaped by historical context.
Perspectives ● I can analyze and explain how historical context shapes peoples' perspectives, how perspective-influencing factors change over time, and how peoples' present perspectives shape interpretations of the past, including that which is written and acknowledged as history.