



**Content Area: Grades 6-8**

### **Critical Proficiency- Inquiry**

<b>Priority Performance Indicators</b>
<ul style="list-style-type: none"><li>• I can manage the relationship between relevant supporting questions and compelling questions.</li></ul>
<ul style="list-style-type: none"><li>• I can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources</li></ul>
<ul style="list-style-type: none"><li>• I can explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li></ul>

### **Critical Proficiency- Evaluation of Sources & Use of Evidence**

<b>Priority Performance Indicators</b>
<ul style="list-style-type: none"><li>• I can gather relevant information from multiple sources and use it to support claims.</li></ul>
<ul style="list-style-type: none"><li>• I can note the limitations of gathered evidence such as its intended use, origin, and authority.</li></ul>
<ul style="list-style-type: none"><li>• I can develop claims and counterclaims while pointing out the strengths and limitations of both.</li></ul>

### **Critical Proficiency- Communication & Action**

<b>Priority Performance Indicators</b>
<ul style="list-style-type: none"><li>• I can present adaptations of arguments and explanations on topics of interest in a way that is designed to engage an audience.</li></ul>
<ul style="list-style-type: none"><li>• I can critique the structure and credibility of explanations and arguments</li></ul>
<ul style="list-style-type: none"><li>• I can draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</li></ul>
<ul style="list-style-type: none"><li>• I can assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</li></ul>



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- I can apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

### **Critical Proficiency- Application of Disciplinary Concepts- Civics**

#### **Priority Performance Indicators**

- I can distinguish the role of people, organizations and institutions in a variety of governmental and nongovernmental context (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders, as well as political parties, interest groups, and the media).
- I can examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- I can explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries and how the role of government shapes society
- I can explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- I can compare historical and contemporary means of changing societies, and promoting the common good.

### **Critical Proficiency- Application of Disciplinary Concepts- History**

#### **Priority Performance Indicators**

- I can analyze connections among events and developments in broader historical contexts.
- I can use the inquiry process, including further questioning, to determine why people, events and the developments they shaped are historically significant.
- I can analyze multiple factors that influenced the perspectives of people during different historical era, how those perspectives changed over time and are reflected in the historical record.
- I can detect possible limitations in the historical records based on information such as maker, date, place of origin, intended audience, perspective and purpose.



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- I can explain multiple causes and effects of events and developments in the past.

### Critical Proficiency- Economics

Priority Performance Indicators
<ul style="list-style-type: none"><li>• I can explain how economic decisions affect the well-being of individuals, businesses, and society and evaluate alternative approaches.</li></ul>
<ul style="list-style-type: none"><li>• I can explain the role and effect of market forces (buyers, sellers, competition, supply, demand, and innovation) on the production and distribution of goods and services, and its effect on human beings.</li></ul>
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<ul style="list-style-type: none"><li>• I can use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the Economy.</li></ul>
<ul style="list-style-type: none"><li>• I can explain how barriers and openness to trade affect individuals, communities, and nations.</li></ul>

### Critical Proficiency- Geography

Priority Performance Indicators
<ul style="list-style-type: none"><li>• I can construct and use maps to represent and explain the spatial patterns of cultural and environmental characteristics.</li></ul>
<ul style="list-style-type: none"><li>• I can explain and analyze the combinations of cultural, economic and environmental characteristics that make places both similar to and different from other places.</li></ul>
<ul style="list-style-type: none"><li>• I can evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</li></ul>
<ul style="list-style-type: none"><li>• I can analyze the ways in which cultural and environmental characteristics vary among various regions of the world, how those characteristics affect trade, and how trade affects people in those places.</li></ul>