

### Conceptual Understanding

Students know and are able to apply key concepts of inquiry and analysis within each SS standard. (i.e., Ideas as powerful forces for change within history, how geographical forces affect population change and movement, etc.)

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
<ul style="list-style-type: none"> <li>The student can <b>evaluate</b> concepts in order to make reasonable and defensible predictions.</li> <li>The student will <b>transfer</b> concepts and make connections <b>independently</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>analyze</b> predictions and arguments using the concept and supporting evidence in order to make choices or explain courses of action.</li> <li>The students can <b>draw inferences</b> that show an understanding of the connections the concept has to the subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>summarize</b> or <b>demonstrate</b> an understanding of the concept.</li> <li>The student can <b>explain</b> the concept showing an understanding of some of the connections to the subject matter currently being taught.</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates little understanding of the concept.</li> </ul>

### Content Knowledge

Students understand and are able to successfully explain key elements of each unit of study. ( i.e., important figures in history, necessary vocabulary for economics, tools used by the geographer, core documents in civics, etc.)

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
<ul style="list-style-type: none"> <li>The student applies a <b>wide range</b> of terminology accurately, <b>fluently</b> and appropriately.</li> <li>The student uses <b>detailed</b> relevant facts to show understanding through accurate <b>and precise</b> descriptions, explanations and examples.</li> <li>The student <b>transfers</b> content and makes connections <b>independently</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses <b>appropriate content</b> terminology accurately.</li> <li>The student uses <b>relevant facts to show understanding</b> through <b>accurate</b> descriptions, explanations and examples.</li> </ul>	<ul style="list-style-type: none"> <li>The student uses <b>some content</b> terminology (both subject specific and skills oriented) <b>accurately and appropriately</b>.</li> <li>The student uses <b>mostly relevant facts and usually shows understanding</b> through descriptions, explanations and examples though they may be <b>basic or superficial</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student demonstrates little understanding of the content.</li> </ul>

### Research & Source Analysis

Students not only read and interpret text but are able to research and analyze key primary source documents in support of the unit. Within this comes the understanding of the different interpretations of events.

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
<ul style="list-style-type: none"> <li>The student <b>independently</b> locates, selects, documents, and uses a <b>wide range of relevant</b> information including a variety of appropriate <b>primary and secondary sources</b> showing <b>different perspectives</b>.</li> <li>The student utilizes the research process to show a <b>high level of critical analysis</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student selects, <b>documents</b>, and uses <b>relevant</b> information from a <b>wide variety of sources with little assistance</b>.</li> <li>The student utilizes the research process to show <b>satisfactory evidence and depth of analysis</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>The student selects</b>, but may need some assistance, and uses <b>mostly relevant</b> information but documentation may be <b>inadequate</b>.</li> <li>The student uses the research process but it lacks the <b>required depth in analysis</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student, <b>with assistance</b>, can select and use <b>some relevant</b> information but the sources are <b>inadequate</b>.</li> <li>The student displays <b>minimal analytical skills</b>.</li> </ul>

### Presentation & Communication of Content

Students will be able to convey their understanding of key concepts through a variety of modes: written, oral, digital, presentation, debate, etc.

Advanced Understanding 4	Meets the Standard 3	Approaching 2	Does Not Meet 1
<ul style="list-style-type: none"> <li>The student <b>communicates</b> information that is <b>always relevant to the topic</b>.</li> <li>The student organizes information into a <b>well-developed and logical sequence</b>, appropriate to the format required or chosen.</li> <li>The student presents and expresses in a <b>clear, concise, effective, and possibly creative manner</b>.</li> <li>The student uses language, <b>and extensive and superlative visual and technological representation</b> always appropriate to the audience and the format.</li> </ul>	<ul style="list-style-type: none"> <li>The student <b>communicates</b> information that is <b>relevant to the topic</b>.</li> <li>The student uses a <b>structure appropriate</b> to the task and sequences the content <b>logically</b>.</li> <li>The student presents and expresses ideas <b>clearly</b>.</li> <li>The student <b>pays attention to the audience and purpose</b> in terms of <b>appropriate language, and visual and technological representation as needed</b>.</li> <li>The student communicates in a manner which <b>does not interfere with understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student communicates information that is <b>mostly relevant to the topic</b>.</li> <li>The student <b>attempts to structure and sequence</b> the work but is <b>not always successful</b>.</li> <li>The student presents and expresses in a way that is <b>occasionally unclear or inappropriate</b>.</li> <li>The student communicates in a <b>manner which may interfere with understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The student <b>communicates</b> information that <b>may not be relevant to the topic</b>.</li> <li>The student attempts to structure the work, but it may be <b>unclear and/or inappropriate</b> as required by the format.</li> <li>The student presents in a way that is <b>unclear and imprecise</b>.</li> <li>The student communicates in a <b>manner which interferes with understanding</b>.</li> </ul>