

# Social Studies - Frederick County Public Schools

## Graduation Competencies and Performance Standards Overview

### Discipline Specific Graduation Competency 1: Civics & Government

Understand the historical development and current status of the fundamental concepts and processes of authority, power, governance and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

1A **Structure & Function of Political Systems** - Investigate how various forms of government and political systems in the United States and the world have evolved and changed over time and impacted political institutions, citizens' individual rights and civil liberties, economic freedom and the development of rules and laws.

1B **Government, Individual & Collective Action** - Assess the conditions, actions and motivations of Government, individuals and groups that contribute to conflict and the methods used to reduce tensions and/or bring about change locally, nationally, and internationally.

### Discipline Specific Graduation Competency 2: People and Cultures

Understand the diversity and commonality, human interdependence, and global cooperation and conflict of the people of Maryland, the United States, and the World through a multicultural and historic perspective.

2A **Cultural Diversity** - Compare the diversity of various cultures, commonalities and disparities, across time and/or place and assess the impact of political, social, economic, religious, artistic, and technological contributions of various cultural groups to the world, both past and present.

2B **Globalization & Interdependence** - Assess the factors that influence human interdependence, global conflict and cooperation across time and place, and how these factors influence and are influenced by globalization.

### Discipline Specific Graduation Competency 3: Geographic Understanding/Spatial Reasoning

Use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time and across place.

3A **Human Environment Interaction** - Assess the interactions between human actions and environmental systems: modifications/adaptations of/to the environment, development of patterns of local, state, national, and global land use over time and public policies that address geographic issues and challenges.

3B **Location/Place/Spatial Understanding** - Use geographic concepts, skills, and tools (maps, globes, photographs, GIS, mental maps, spatial thinking) to assess the spatial organization and interrelationships of people, places, and environments across time and space.

3C **Movement/Cooperation & Conflict** - Assess factors that lead to cooperation and conflict among peoples, the movement and interactions of various groups of people, the control of resources and how these factors as well as the forces of globalization influence the division and control of the Earth's surface over time.

3D **Place & Region** - Assess interrelationships among physical (geographic) and human characteristics that shape the identity of places and regions around the world, as well as factors that have caused these places and regions to change over time.

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### Discipline Specific Graduation Competency 4: Economics

Develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4A	<b>Economics/Government &amp; Institutions</b> - Assess relationships between government systems and economic systems, and how government can influence changes in the economy, the role of financial institutions, stock markets, and government policies in personal, business, national, and international economies.
4B	<b>Economic Systems</b> - Assess a variety of economic systems and how each system addresses the basic economic questions and their impact on economic development at different scales (locally, regionally, nationally, globally) by analyzing: patterns and networks of economic interdependence, specialization, comparative advantage, scarcity, supply and demand, and technology and communication.

### Discipline Specific Graduation Competency 5: Historical Thinking & Reasoning

Examine significant ideas, beliefs, themes, and events in local, state, national and world history; by applying historical thinking skills including: periodization, contextualization, continuity and change over time, historical causation, comparison, synthesis and interpretation.

5A	<b>Continuity &amp; Change Over Time</b> - Assess processes that lead to change within societies and institutions that result in innovation and the development of new ideas, values, and ways of life to identify continuities and change over time between societies.
5B	<b>Themes in History</b> - Investigate how the development and persistence of enduring themes in history impacted societal issues, trends, and events.
5C	<b>Periodization/Cause &amp; Effect</b> - Assess the causes and consequences of pivotal events in the context within which they occurred.

### Performance Standards (Content) Scoring Criteria for Competency 1-5

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
<b>Competency 1-5</b>	I can accurately demonstrate knowledge acquisition of key concepts from the task as they apply to the standard by: defining, identifying, listing, recalling.	I can accurately demonstrate knowledge understanding/application of key concepts from the task as they apply to the standard by: classifying, inferring, categorizing, organizing, modifying, predicting, interpreting.	I can accurately demonstrate knowledge analysis through strategic thinking and complex reasoning by using key concepts from the task as they apply to the standard by: critiquing, investigating, assessing, comparing.	I can accurately demonstrate knowledge augmentation through extended thinking by using key concepts from the task as they apply to the standard by: synthesizing, creating, analyzing, evaluating.

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### Discipline Specific Graduation Competency 6: Social Studies Skills & Processes

Collaboratively and independently use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, economic, geographic, cultural (people of the nations of the world) concepts and issues by using disciplinary and inquiry literacies (research, present, and defend) to apply these issues and concepts to current events.

6A	<b>Sourcing</b> - Assess the credibility of a source based on authority, origin, type, context, and corroborative value identifying credible, relevant information contained therein.
6B	<b>Constructing Arguments</b> - Critique conclusions by constructing arguments using precise and knowledgeable claims, using evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

### Performance Standards Scoring Criteria for Competency 6

Performance Standards	1 - Emergent	2 - Approaching	3 - Proficient	4 - Exemplary
6A Assess the credibility of a source based on authority, origin, type, context, and corroborative value identifying credible, relevant information contained therein.	I can <b>identify</b> a variety of primary and secondary sources.	I can <b>explain</b> factors that contribute to the credibility of sources based on authority, origin, type, context, and corroborative value.	I can <b>assess</b> the credibility of a source based on authority, origin, type, context, and corroborative value identifying credible, relevant information contained therein.	I can <b>defend</b> the credibility of a source based on authority, origin, type, context, and corroborative value identifying credible, relevant information contained therein.
6B Critique conclusions by constructing arguments using precise and knowledgeable claims, using evidence from multiple sources, while acknowledging counterclaims.	I can <b>identify</b> the main argument and conclusions of a source.	I can <b>summarize</b> the conclusions of multiple sources using precise and knowledgeable claims.	I can <b>critique</b> conclusions by constructing arguments using precise and knowledgeable claims, using evidence from multiple sources, while acknowledging counterclaims.	I can <b>evaluate</b> conclusions by constructing arguments using precise and knowledgeable claims, using evidence from multiple sources, while <b>analyzing</b> counterclaims and evidentiary weaknesses.