

# Social Studies Grades 6-8

## PBGR

The social studies literate individual has developed a critical lens through which they recognize challenges, contemplate possible solutions, and consider the consequences of both action and inaction. They have become socio-politically conscious and socio-culturally responsive as they have strengthened their own identity and recognized the importance of community through stories, conflict, compromises, and resolutions. They recognize the legacy of sovereignty, authority, and power; the pros and cons of human-environment interaction; the value of development, including both the benefits and costs that it incurs; and the respect for all histories (past and present) as seen from multiple perspectives.

### Critical Proficiency

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#### Inquiry Process

#### Civics

#### Economics

#### Geography

#### History

**Inquiry Process** – Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions.

**Civics** – Students 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.

**Economics** – Students make sound economic decisions through understanding the interactions between humans, governments, economic systems and both the national and global marketplaces.

**Geography** – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

**History** – Students understand and evaluate change and continuity over time, recognize the multiplicity of points of view and make use of historical evidence in answering questions and developing arguments about the past.

#### Priority Performance Indicators

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##### Constructing Compelling and Supporting Questions

Explain how a question represents key ideas in the field and explain points of agreement that experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.1, 2, 3; His. 12)

##### Civic and Political Institutions

Explain the origins, functions, and structure of our constitutional form of government including the purpose, impact, powers, interactions, and limits, while considering the roles, powers, and responsibilities of citizens and comparisons to other forms of government. (D2. Civ. 1-6)

##### Economic Decision Making

Explain how economic decisions affect the well-being of individuals, businesses, and society including the consideration of alternative approaches or solutions to current economic issues. (D2. Econ. 1, 2)

##### Human Population: Spatial Patterns and Movements

Evaluate how long-term human induced environmental impact (e.g. human settlement, transportation, technology) has had positive and negative affects. (D2. Geo. 7, 8, 9)

##### Change, Continuity, Context

Classify series of historical events and developments as examples of change and continuity, and analyze connections among events and developments in broader historical contexts. (D2. His. 1, 2)

##### Gathering and Evaluating Sources

Identify evidence that draws information from multiple sources, determine credibility and detect possible limitations in the historical record based on evidence collected, and analyze how people's perspectives influenced what information is available in the sources they created. (D2. His. 6, 10, 12, 13; D3. 1, 2, 3)

##### Participation and Deliberation

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 and human rights. (D2. Civ. 7, 8, 10)

##### Exchange and Markets

Explain how markets exist and function for consumers, businesses, governments, and non-profits to facilitate the exchange of goods, services, labor, credit, and foreign exchange. (D2. Econ. 3, 4, 5, 6, 9)

##### Global Interconnections: Changing Spatial Patterns

Analyze how cultural and environmental characteristics vary among regions of the world and how those variances influence factors such as world trade, land use and population distribution. (D2. Geo. 10, 11, 12)

##### Perspectives

Analyze multiple factors that influenced the perspectives of people during different historical eras, and explain how and why perspectives of people have changed over time. (D2. His. 4, 5)

##### Communicating and Critiquing Conclusions

Construct arguments and explanations using reasoning, claims and evidence from multiple sources, while acknowledging the strengths, credibility and limitations of the arguments. (D2. His. 16; D4. 1, 2, 4)

##### Processes, Rules, and Laws

Compare historical and contemporary means of changing societies, including rules, laws, purpose, implementation and consequences of public policies, and differentiate among procedures for making decisions in multiple settings. (D2. Civ. 11-14)

##### The National Economy

Explain how monetary and fiscal policies are used to stabilize the economy and encourage growth, as needed. (D2. Econ. 10, 11, 12, 13)

##### Human Environment Interaction: Place, region, Culture

Explain how the physical, environmental, and human characteristics of places are both similar and different to other places and are connected to identities, culture, and decisions that influence the area and its' peoples. (D2. Geo. 4, 5, 6)

##### Causation and Argumentation

Explain multiple causes and effects of events and developments in the past and evaluate the influence(s) that led to each. (D3. His. 14, 15)

##### The Global Economy

Explain the barriers, costs, and benefits of trading with other nations to individuals, businesses, and society. (D2. Econ. 15)

##### Geographic Representations: Spatial Views of the World

Create and/or use maps, and other representations of familiar and unfamiliar places to explain spatial patterns and relationships of cultural and environmental characteristics. (D2. Geo. 1, 2, 3)