



## SOCIAL STUDIES COMPETENCY RUBRIC

Competency	Not Yet	On Track	Mastery	Exceed
1-Acting like a historian	not participating in classroom discussion	<p>Attempts all tasks using techniques and structures taught in class.</p> <p>Thinking critically about news sources, biases and injustices.</p> <p>Read and comment on youthvoices.com</p> <p>Can express what they learned and what they are confused about.</p> <p>asks questions to further understanding</p>	<p>completes majority of class work-makes plans to finish work in labs or home</p> <p>Challenges biases, news sources and injustices based on evidence based opinions.</p> <p>shares work on youth voice</p> <p>Can express how their understanding was changed</p> <p>can connect content across units</p> <p>asks thick questions that inspire debate about history</p>	<p>completes , revises and assists students with work</p> <p>Attempts to develop an idea to prevent biases and injustices.</p> <p>respond and revise youth voices work based on feedback</p> <p>Can predict what today's learning will impact future understanding</p> <p>asks thicks questions and attempts to answer them</p>
Reading Informational Texts		summarize readings-and attempt to use reading techniques with (scaffolding)	<p>Independently analyze readings using reading techniques.</p> <ul style="list-style-type: none"> <li>• annotations</li> <li>• graphic organizers</li> </ul>	<p>completes readings selecting the strategy they need, using techniques of their interest.</p> <p>synthesizes multiple readings on the same topic</p>

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<p>Writing informational Texts</p> <p>WHST 1</p>		<p>suggests a argument/thesis/claim</p> <p>can identify evidence to support claim with graphic organizer</p> <p>completes drafts</p>	<p>introduce a clear arguments/ thesis/claim</p> <p>uses logic to support the argument....</p> <p>supports claim with 3 piece of relevant evidence</p> <p>completes drafts, revisions and publishes work on youthvoices.com</p>	<p>Using writing techniques to objectively challenge counter arguments, while creating a claim.</p> <p>can determine the three most relevant pieces of evidences to support their claim/argument/ thesis from multiple sources</p> <p>evidence is text based with quotations and citations</p> <p>completes drafts, multiple revisions and publishes work on youthvoices.com</p>
<p>Awareness of Cross-Cultural Difference and Identity</p>		<p>respects all cultures</p> <p>explores human behaviors from multiple cultures</p> <p>Define geographical features</p> <p>can analyze different maps and charts</p>	<p>understands and values the identity and qualities of various cultures</p> <p>can describe how identity is shaped by geographical features, key events and leaders</p> <p>Understands how geographical features impact identity</p> <p>creates accurate maps and charts</p>	<p>can compare various cultures</p> <p>can describe how identity is shaped by geographical features, key events and leaders</p> <p>Create a variety of maps and charts</p> <p>compare maps and charts charts over time</p> <p>uses maps and charts to support claims/arguments</p>
<p>Understands Changes and Patterns throughout History</p>		<p>recognizes major changes in a society over time</p>	<p>Identify cause and affect relationships of major changes within society.</p>	<p>recognizes patterns of cause and affect relationships of major changes within society.</p>

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Understands various systems of Government, Authority and Power		<p>defines systems of government</p> <p>identifies key political leaders</p> <p>describe the purpose of authority and laws</p>	<p>analyzes the pros and cons of different systems of government</p> <p>defines the role and impact of various political leaders</p> <p>understanding the motivation and impact for laws</p>	<p>evaluates the effectiveness of various systems or government</p> <p>understands the rise, fall and legacy of key political leaders</p> <p>evaluate the validity and effectiveness of laws</p>