

# Grade Level Performance Indicator Progression *for* Social Studies

REVISED

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# GRADE LEVEL PERFORMANCE INDICATOR (GLPI) PROGRESSION FOR SOCIAL STUDIES

The Grade Level Performance Indicators (GLPIs) for the Hawaii Content and Performance Standards were developed to further refine the HCPS benchmarks by providing statements for each grade that describe student work and performance that result from quality instruction. The *Grade Level Performance Indicator Progression* is organized by strands and content standards and displays the progression of student performance from kindergarten through grade 12. For each benchmark, one or more grade level performance indicators are provided.

**TYPES OF STANDARDS.** The Grade Level Performance Indicator Progression identifies two types of standards, benchmarks, and indicators: essential and desirable.

**Essential** standards, benchmarks, and/or indicators are expectations for *all* students and *must* be addressed by schools in instruction. Students must be provided with learning opportunities to learn and attain the standards. **The essential standards, benchmarks, and/or indicators are indicated in boldface type in this document.**

**Desirable** standards, benchmarks, and/or indicators are standards that are expectations for *some* students. On the elementary level, the decision to address these standards is made collaboratively by school staff. The desirable standards are addressed in units or lessons as determined by teachers and student needs and interests. On the secondary level, schools make the decision to address desirable standards via their course offerings. Students choose to take elective courses based on their needs and interests. Desirable standards may be addressed in elective courses and in required courses as needs and interests indicate. *The desirable standards, benchmarks, and/or indicators are indicated by italic type in this document.*

**TARGET AUDIENCES.** The *Grade Level Performance Indicator (GLPI) Progression* is intended primarily for use by classroom teachers to design and plan standards-based instructional units, lessons, and/or activities. The GLPI Progression can also be used by school administrators and other school curriculum leaders. For example, the GLPI Progression can be used as reference points against which the school's curriculum can be mapped and compared. The GLPI Progression can also be used to communicate to parents what the school expects of their children.

**INTENDED USE.** The Grade Level Performance Indicators (GLPIs) should not be thought of as the only “indicators” of student performance and progress. While it is very likely that students are meeting the standards and benchmarks associated with that indicator if they can demonstrate what is described in the indicator, multiple forms of assessments are needed to validate student knowledge, skills, and ability to meet the standards.

The *GLPI Progression* was developed to provide grade-by-grade definition to the Hawaii Content and Performance Standards. The GLPIs provide clarity to grade level and subject area teachers as to what is expected of students as they attain the HCPS benchmarks. They provide coherence and lessen the likelihood of gaps or unnecessary repetition in the curriculum. Most importantly, the GLPIs are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms in each grade level across the

state. This ***GLPI Progression*** document, along with the other documents in the Standards Toolkit (Curriculum Framework, Content Area Scope and Sequence, and Instructional Guide), is to be used as a tool or resource that enables teachers and others who provide instructional and support services to students to focus on improving the quality of teaching.

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**GRADES K TO 3**

This section includes grade level and/or course performance indicators. The first column on the left contains the benchmark/s for the grade clusters K-3, 4-5, 6-8 and 9-12. The next columns contain the suggested grade level or course performance indicators that can be taught. Kindergarten through Grade 3 has a few examples of specific content. However; it is not until Grade 4 that the indicators become content specific.

**Standard 1: HISTORY: CHANGE, CONTINUITY, CAUSALITY—Students employ chronology to understand change and/or continuity and cause and/or effect in history.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Compare and contrast own lives with those of children in history.</b></p> <p><b>Recognize temporal structures (“Beginning”, “Middle” and “End”) and cause/effect in stories and historical narratives.</b></p>	<p>The student: <b>Tells or draws about own life, e.g., daily life of school, play, family.</b></p> <p><b>Tells or draws about children of the past.</b></p> <p><b>Tells own narrative (in sequence) from a calendar of events or story.</b></p>	<p>The student: <b>Tells or draws about own life and of children in history.</b></p> <p><i>Gives possible reasons for the similarities and differences.</i></p> <p><i>Sequences a series of events from a story.</i></p> <p><b>Identifies simple cause and effect in historical narratives.</b></p>	<p>The student: <b>Shows similarities and differences of own life with those of children in history.</b></p> <p><i>Gives possible reasons for the similarities and differences.</i></p> <p><b>Sequences a series of events from a story or historical narrative.</b></p> <p><b>Reconstructs cause/effect relationships from a story or historical narrative.</b></p>	<p>The student: <b>Shows similarities and differences of own life with those of children and/or adults in history.</b></p> <p><b>Writes possible reasons for the similarities and differences.</b></p> <p><b>Consistently sequences a series of events from a story or historical narrative.</b></p> <p><b>Consistently reconstructs cause/effect relationships from a story or historical narrative.</b></p>

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**Standard 2: HISTORY: HISTORICAL EMPATHY**—Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision-making.

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Identify issues and problems of their own community and those of communities in the past.</b></p>	<p>The student:  <b>Identifies a present problem.</b></p> <p><i>Contributes to class list of reasons for the problem.</i></p> <p><b>Talks about solutions and justifies them.</b></p> <p><b>Shows sympathy/caring in text or illustration.</b></p>	<p>The student:  <b>Identifies and explains a problem or issue of the past.</b></p> <p><b>Identifies and explains a present but similar problem or issue.</b></p> <p><i>Contributes possible reasons why there are problems.</i></p> <p><b>Proposes a solution for past or present issue/problem.</b></p> <p><b>Shows sympathy/caring in text or illustration.</b></p>	<p>The student:  <b>Identifies and explains verbally a similar problem or issue of the past.</b></p> <p><b>Identifies and explains verbally a similar present problem or issue.</b></p> <p><i>Shares possible reasons why there are problems.</i></p> <p><b>Proposes and explains a solution for past or present issue/problem.</b></p> <p><b>Shows empathy in illustration.</b></p>	<p>The student:  <b>Identifies and explains (written and/or illustrated) a problem or issue of the past.</b></p> <p><b>Identifies and explains (written and/or illustrated) a similar present problem or issue.</b></p> <p><b>Lists and explains possible or causes of the issues or problems.</b></p> <p><b>Proposes and explains a solution for past or present issue/problem.</b></p> <p><b>Shows empathy in text or illustration.</b></p>

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GRADES K TO 3

**Standard 3: HISTORY: HISTORICAL INQUIRY**—Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p>Find answers to historical questions in books and other sources.</p> <p>Describe/classify primary sources to make predictions and/or generalizations about nation or group of people.</p>	<p>The student: Asks own questions (I wonder why...) about the people under study.</p> <p>Suggests how to find answers to questions.</p>	<p>The student: Formulates own questions (I wonder why...) about the people and events under study.</p> <p>Locates answers to the questions.</p> <p>Explains/describes categories of artifacts and why the student grouped the objects the way he/she did.</p> <p>Makes generalizations, regarding the people under study, based on the primary sources reviewed.</p>	<p>The student: Formulates own questions (I wonder why...) about the people, events, and ideas under study.</p> <p><i>Gathers resources to answer questions.</i></p> <p><i>Generates classification scheme for primary sources, e.g., artifacts.</i></p> <p>Makes generalizations, regarding the people, events, and ideas under study, based on the primary sources reviewed.</p>	<p>The student: Formulates own questions (I wonder why...) about the people, events, and ideas under study.</p> <p>Locates answers to the questions and explains the answer.</p> <p><i>Generates classification scheme for primary sources, e.g., artifacts, photos, interviews.</i></p> <p><i>Explains and describes categories.</i></p> <p>Makes generalizations, regarding the people, events, or idea under study, based on the primary sources reviewed.</p>

**Standard 4: HISTORY: HISTORICAL PERSPECTIVES AND INTERPRETATIONS**—Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p>Explain how story can vary depending on the differing perspectives of the teller, writer, listener, and/or reader.</p>	<p>The student: Listens to others’ point of view of the same experience.</p> <p><i>Shares ideas on why people think differently.</i></p>	<p>The student: Identifies more than one point of view of a person (in literature or real life story).</p> <p>Shares ideas on why people think and act differently.</p>	<p>The student: Based on personal experience, e.g., an event in the classroom, shares own point of view of what happened and acknowledges others’ point of view of the same experience.</p> <p><i>Offers possible reasons for the difference.</i></p>	<p>The student: Identifies more than one point of view of a person, event, or period.</p> <p>Offers possible reasons for the difference.</p>

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**GRADES K TO 3**

**Standard 5: CULTURAL ANTHROPOLOGY: GOVERNANCE/POWER/AUTHORITY—Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Explain the purpose of rules and laws and participate in establishing rules.</b></p> <p><b>Explain the difference between authority and power without authority and make appropriate decisions to act on own or follow others.</b></p>	<p>The student: <b>Retells some class/school/library rules.</b></p> <p><b>Gives reasons for rules.</b></p> <p><i>Shares rules for home, class, school, etc.</i></p> <p><b>Shares/names people in school with legal authority.</b></p> <p><b>Shares ideas about people who exercise power without authority (“bossy” kids, bullies).</b></p> <p><i>Shares personal decision-making and justifications.</i></p>	<p>The student: <b>Identifies rules.</b></p> <p><b>Gives reasons for rules and laws.</b></p> <p><i>Gives a self-generated list of rules for home and class.</i></p> <p><b>Explains authority (valid, official, sanctioned, such as JPO) and its limits.</b></p> <p><b>Identifies people who exercise power without authority.</b></p> <p><b>Gives examples of personal decision-making.</b></p>	<p>The student: <b>Identifies/explains what rules/laws are.</b></p> <p><b>Writes reasons for rules and laws.</b></p> <p><i>Gives a self-generated list of rules for home, class, and school.</i></p> <p><b>Explains, with examples, authority (valid, official, sanctioned, such as JPO) and its limits.</b></p> <p><b>Explains power without authority (illegal, unofficial, such as bullying).</b></p> <p><b>Gives examples of situations of personal decision-making and justifications.</b></p>	<p>The student: <b>Illustrates and explains what rules/laws are.</b></p> <p><b>Tells what to do when others violate the rules/laws.</b></p> <p><b>Gives reasons for rules and laws, such as protecting rights, providing benefits, assigning responsibilities, and providing order and security.</b></p> <p><i>Gives a self-generated list of rules for home, class, school, and community.</i></p> <p><b>Explains, with examples, authority (valid, official, sanctioned, such as JPO) and its limits.</b></p> <p><b>Explains, with examples, power without authority (illegal, unofficial, such as bullying).</b></p> <p><b>Writes and shares examples of situations of personal decision-making and justifications.</b></p>

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**GRADES K TO 3**

**Standard 6: POLITICAL SCIENCE/CIVICS: DEMOCRACY—Students understand and demonstrate the principles and values underlying American constitutional democracy.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Recognize and demonstrate democratic values (i.e. fairness, cooperation, and participation in a group).</b></p> <p><b>Demonstrate respect for self and others, regardless of differences.</b></p>	<p>The student: <b>Describes democratic values, i.e., equality (no discrimination- “you can’t say you can’t play”.) and justice (fairness on playground).</b></p> <p><i>Talks about values at home such as unity/work together.</i></p> <p><b>Shares and takes care of each other and community goods and space (paint, books, table, and floor space).</b></p>	<p>The student: <b>Explains, with examples, democratic values such as equality and justice.</b></p> <p><i>Compares examples of democratic values in school, home and community.</i></p> <p><b>Shows and gives examples of respect for self and others.</b></p>	<p>The student: <b>Explains, with examples, democratic values such as liberty and unity in class and school.</b></p> <p><i>Compares examples of democratic values in school, home and community.</i></p> <p><b>Consistently shows and gives examples of respect for self and others, e.g., acceptance of individual differences.</b></p> <p><i>Tells why it is important to respect each others’ rights in class and school/community.</i></p>	<p>The student: <b>Explains, with examples, democratic values, i.e., equality, justice, liberty, and unity.</b></p> <p><i>Compares examples of democratic values in the larger community.</i></p> <p><b>Explains why it is important to respect each others’ rights in the larger world.</b></p>

**Standard 7: POLITICAL SCIENCE/CIVICS: GLOBAL COOPERATION, CONFLICT AND INTERDEPENDENCE—Students understand similarities and differences across cultural perspectives and evaluate the ways in which individuals, groups, societies, nations, and organizations change and interact.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Identify and evaluate how personal behaviors, decisions, actions, and/or inaction affect others in the school and community.</b></p>	<p>The student: <i>Retells a personal experience of a behavior.</i></p> <p><b>Gives examples of how a personal behavior affected others.</b></p> <p><i>Gives a critique of a personal behavior and its effects on others.</i></p>	<p>The student: <i>Describes and gives examples of personal behaviors, decisions, and/or actions.</i></p> <p><b>Predicts how personal behaviors, decisions, and/or action can affect others.</b></p> <p><i>Reflects on how a personal behavior/action affects others.</i></p>	<p>The student: <i>Relates personal behaviors, decisions, and actions.</i></p> <p><i>Determines how personal behaviors and actions can affect others.</i></p> <p><b>Judges how a personal behavior, decision, and action affect others.</b></p>	<p>The student: <i>Identifies examples of personal behaviors, decisions, and actions.</i></p> <p><i>Determines and shows how personal behaviors, decisions, and actions can affect others.</i></p> <p><b>Writes a critique of a personal behavior, decision, and/or action and its effects on others.</b></p>

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**GRADES K TO 3**

**Standard 8: POLITICAL SCIENCE/CIVICS: CITIZENSHIP/PARTICIPATION—Students understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Identify and exercise roles, rights, and responsibilities as citizens and participate in improving the quality of life in their community (classroom, school, neighborhood).</b></p>	<p>The student:  <b>Exhibits the roles that come with specific rights and responsibilities.</b></p> <p><i>Provides a peer and self-reflection on how he/she fulfills different roles and rights and responsibilities of each role.</i></p> <p><b>Joins and interacts in groups in constructive ways, e.g., shares, takes turns, celebrates self and others, and contributes positively.</b></p> <p>*See standard PS/C for next steps.</p>	<p>The student:  <b>Explains different roles, responsibilities, and rights.</b></p> <p><b>Explains own behavior, own rights and own responsibilities in different situations.</b></p> <p><b>Consistently joins and interacts in groups in constructive ways, e.g., shares, takes turns, celebrates self and others, and contributes positively.</b></p>	<p>The student:  <b>Demonstrates appropriate behaviors in different situations, e.g., role or job as line leader, role or job as play organizer.</b></p> <p><i>Shares and responds to feedback with others on his/her roles, rights, and responsibilities.</i></p> <p><b>Consistently cooperates in groups.</b></p>	<p>The student:  <b>Consistently demonstrates appropriate behaviors in different situations, e.g., knowing and acting upon the rights and responsibilities.</b></p> <p><b>Provides peer and self-reflections on how he/she fulfilled different roles as well as rights and responsibilities of each role.</b></p> <p><b>Takes both leader and follower roles in groups.</b></p>

**SOCIAL STUDIES**

**GRADES K TO 3**

**Standard 9: POLITICAL SCIENCE/CIVICS: POLITICAL ANALYSIS—Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Create and use surveys, interviews, polls, and/or tallies to find information to solve a real problem or make a decision, e. g, create tally sheets to monitor frequency of littering.</b></p>	<p>The student:  <b>Given a real problem or choice, determines what data to collect and the best method of collection.</b></p> <p><i>Analyzes the data as a member of a group (collect, organize, categorize, prioritize, and select).</i></p> <p><b>Contributes ideas on how to categorize.</b></p> <p><b>Implements the solution or decision.</b></p> <p><i>Evaluates the result of the class solution or decision.</i></p>	<p>The student:  <b>Given a real problem or choice, states the problem/decision or choice in own words and decides what data to collect.</b></p> <p><b>Analyzes the data in small groups (organize, categorize, prioritize, and select).</b></p> <p><b>Explains the solution and implements it.</b></p> <p><i>Judges the impact of the solution or decision.</i></p>	<p>The student:  <b>Given a real problem or choice, explains what data to collect and suggests several methods of collection.</b></p> <p><b>Selects the best method and analyzes and explains the data to peers (organize, categorize, prioritize, and select).</b></p> <p><b>Implements the solution or decision and monitors its effectiveness.</b></p> <p><i>Evaluates the result of the solution or decision and plans next steps as a class.</i></p>	<p>The student:  <b>Given a real problem or choice, determines best data to collect and the best method of collection and explains the choice.</b></p> <p><b>Analyzes the data individually (organize, categorize, prioritize, and select).</b></p> <p><b>Implements the solution or decision.</b></p> <p><i>Monitors its effectiveness and makes adjustment if necessary.</i></p> <p><b>Evaluates the result of the solution or decision, plans, and records next steps.</b></p>

**SOCIAL STUDIES**

**GRADES K TO 3**

**Standard 10: CULTURAL ANTHROPOLOGY: CULTURAL SYSTEMS**—Students understand culture as a system of beliefs, knowledge, and practices shared by a group.

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Explain how different cultural beliefs, knowledge, and/or practices are expressed in language, stories, music, art, and celebrations.</b>	The student: <b>Identifies holidays/celebrations of different cultures.</b>  <b>Explains what different people do to celebrate holidays or special occasions.</b>	The student: <i>Tells what cultures (own and/or different) say about their beliefs and/or knowledge through stories and celebrations.</i>  <b>Explains what own culture says about their practices through stories and celebrations.</b>	The student: <b>Explains what cultures (own and/or different) say about their beliefs and/or knowledge through music and art.</b>  <b>Interprets (personally construct) and validates what cultures (own and/or different) say about their practices through music and art.</b>	The student: <b>Interprets (personally construct) and validates what cultures (own and/or different) say about their beliefs, knowledge, and practices through language, stories, music, and art.</b>

**Standard 11: CULTURAL ANTHROPOLOGY: CULTURAL DIVERSITY AND UNITY**—Students understand and respect the myriad of ways that society addresses human needs and wants.

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Describe and distinguish among values and/or beliefs, and practices of different groups and demonstrate the ability to view situations through the eyes of others.</b>	The student: <b>Gives simple explanation of cultural practices.</b>  <i>Gives examples of values/beliefs of cultures of children in the class.</i>  <b>Gives examples of practices of cultures of children in the class.</b>	The student: <i>Constructs definitions of beliefs of cultures.</i>  <i>Describes beliefs of cultures under study.</i>  <i>Explains how beliefs are similar or different.</i>  <b>Gives examples of practices of the cultures under study.</b>  <b>Explains how practices are similar or different.</b>  <b>Begins to accept opinions/viewpoints of others.</b>	The student: <b>Personally constructs definitions of values or beliefs and practices of cultures.</b>  <b>Describes and gives examples of values or beliefs of cultures under study.</b>  <i>Shows how they are similar or different.</i>  <b>Describes and gives examples of practices of cultures under study.</b>  <i>Shows how they are similar or different.</i>  <b>Accepts opinions of others.</b>	The student: <i>Personally constructs definitions of values/beliefs and practices of cultures.</i>  <b>Explains values/beliefs of cultures being studied.</b>  <b>Explains how they are similar or different.</b>  <b>Explains practices of cultures being studied.</b>  <b>Explains how they are similar or different.</b>  <b>Displays skill in accepting opinions/viewpoints of others.</b>

**Standard 12: CULTURAL ANTHROPOLOGY: CULTURAL DYNAMICS/CHANGE AND CONTINUITY**—Students understand culture as dynamic, selective, adaptive, and ever-changing.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p><b>Demonstrate how language, art, music, traditions, and other cultural elements can change over time and give possible reasons for that change.</b></p>	<p>The student: <i>Shares how toys or tools/simple appliances have changed over time.</i></p>	<p>The student: <b>Talks about how artifacts have changed over time.</b>  <i>Hypothesizes why these artifacts have changed.</i></p>	<p>The student: <b>Talks about how traditions and artifacts have changed over time.</b>  <b>Hypothesizes why these traditions and artifacts have changed.</b></p>	<p>The student: <b>Traces the development of components, e.g., music, art, stories, etc. of a selected culture.</b>  <i>Points out how each component changed over a span of time.</i>  <b>Hypothesizes or interprets why these components have changed.</b></p>

**Standard 13: CULTURAL ANTHROPOLOGY: CULTURAL INQUIRY**—Students use the tools and methodology of social scientists to explain and interpret ideas and events.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p><b>Collect and examine artifacts of cultures to make informed decisions and/or judgments based on evidence found.</b></p>	<p>The student: <b>Categorizes artifacts in an appropriate way (function, material, and shape).</b>  <b>Investigates the items and record the findings.</b>  <i>States an appropriate idea about the artifacts.</i></p>	<p>The student: <b>Gathers and sorts various artifacts and/or facsimiles, photos, pictures, of artifacts.</b>  <b>Examines the items and records the findings.</b>  <i>Makes hypotheses about the culture based on the findings.</i></p>	<p>The student: <b>Gathers various artifacts and photos and classifies them in an appropriate way.</b>  <b>Investigates the items and records the findings on a graph or chart.</b>  <b>Makes hypotheses or conclusions about several cultures based on the findings.</b></p>	<p>The student: <b>Gathers, sorts, and labels artifacts, facsimiles, photos, and pictures of artifacts of several cultures.</b>  <b>Investigates the items, records the findings and reports on them to class.</b>  <b>States conclusions or hypotheses about the cultures based on the findings.</b></p>

**SOCIAL STUDIES**

**GRADES K TO 3**

**Standard 14: GEOGRAPHY: WORLD IN SPATIAL TERMS**—Students use geographic representations to organize, analyze, and present information on people, places, and environments.

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<p><b>Read and make geographic representations (i.e., maps, globes, charts, and models) to locate and describe locations, distances and directions and scale.</b></p>	<p>The student:  <b>Locates and describes objects on the map.</b></p> <p><b>Shows the natural features of the environment being studied.</b></p> <p><i>Uses some geographical terms to describe a specific location.</i></p>	<p>The student:  <b>Creates a pictorial map of home, school, or neighborhood that includes the title, author’s name, date, and simple legend.</b></p> <p><b>Shows the selected features (man-made or natural) of the environment being studied.</b></p> <p><b>Uses geographical terms to describe the human or physical features of a place.</b></p>	<p>The student:  <b>Creates a model of neighboring community that includes the title, author’s name, and date.</b></p> <p><b>Shows the selected features (man-made and/or natural) of the neighboring community.</b></p> <p><b>Uses some geographical terms to describe human and physical features of a place.</b></p>	<p>The student:  <b>Creates a map of particular area that includes the title, author’s name, date, orientation, and simple legend.</b></p> <p><b>Shows the selected features (man-made and/or natural) of the environment being studied.</b></p> <p><b>Uses precise geographical terms to describe the human/physical features of a place.</b></p>

**Standard 15: GEOGRAPHY: PLACES AND REGIONS**—Students understand how distinct physical and human characteristics shape places and regions.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p><b>Use physical and human characteristics to compare and contrast places and regions, near and far.</b></p>	<p>The student:  <b>Describes the physical characteristics of the school’s immediate neighborhood.</b></p> <p><i>Describes the physical characteristics of another place (beach, park, etc.).</i></p> <p><i>Tells how the physical characteristics makes places special.</i></p>	<p>The student:  <b>Describes the similarities and differences of the physical characteristics (landforms, climate) of a community with another.</b></p> <p><b>Describes the similarities and differences of the human characteristics (landmarks, population, products) of a community with another.</b></p> <p><b>Shows how the physical and human characteristics of a place/region determine the uniqueness of a place/region.</b></p>	<p>The student:  <b>Describes and illustrates the similarities and differences of the physical characteristics (landforms, climate) of a community with another.</b></p> <p><b>Describes and illustrates the similarities and differences of the human characteristics (buildings, businesses) of a community with another.</b></p> <p><b>Shows by constructing a map or picture how the physical and human characteristics of a place/region determine the uniqueness of a place/region.</b></p>	<p>The student:  <b>Describes and gives reasons for the similarities and differences of the physical characteristics (landforms, climate) of a community (known area) with another (unknown).</b></p> <p><b>Describes and gives reasons for the similarities and differences of the human characteristics (landmarks, population, products) of a community (area) with another.</b></p> <p><b>Describes in a report and/or map how the physical and human characteristics of a place/region determine the uniqueness of a place/region.</b></p>

**Standard 16: GEOGRAPHY: HUMAN SYSTEMS**—Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<b>Examine and explain the factors that influence where people migrate and settle.</b>	Not at this grade.	Not at this grade.	The student: <b>Points out factors that influence where people migrate and settle, such as climate.</b>  <i>Shares some possible reasons why people settle in certain places.</i>	The student: <b>Identifies factors that influence where people migrate and settle, e.g., natural resources, major waterways, physical features, natural hazards, connections, populations, and climate.</b>  <b>Determines reasons why people settle in a particular place.</b>

**Standard 17: GEOGRAPHY: ENVIRONMENT AND SOCIETY**—Students demonstrate stewardship of earth’s resources through the understanding of society and the physical environment.

BENCHMARKS K-3	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<b>Explain how people depend on, adapt to, and modify the physical environment in their community and demonstrate stewardship of a local environment.</b>	The student: <b>Tells about plants as a resource.</b>  <b>Tells about wind or clean air as a resource.</b>  <b>Tells about fresh running water as resource.</b>  <b>Draws a picture of people using resources.</b>  <i>Gives examples of how people changed the environment.</i>	The student: <b>Identifies the earth’s resources within land, air, and water.</b>  <b>Describes how and why people use earth’s resources to meet their needs.</b>  <i>Describes how people change the environment.</i>  <b>Creates and implements a plan to sustain and preserve a part of the environment.</b>	The student: <b>Identifies and label the earth’s resources within land, air, and water.</b>  <b>Describes and explains how and why people use earth’s resources to meet their needs.</b>  <i>Describes how people change the environment for better or worse.</i>  <b>Creates and implements a plan to sustain and preserve a neighboring marsh, field, stream, etc.</b>	The student: <i>Identifies, labels, and explains the earth’s resources within land, air and water.</i>  <i>Explains and illustrates how and why people use earth’s resources to meet their needs.</i>  <b>Describes and evaluates how people change the environment.</b>  <b>Creates, implements, and evaluates a plan to sustain and preserve a part of the environment under study, if applicable.</b>

**SOCIAL STUDIES**

**GRADES K TO 3**

**Standard 18: ECONOMICS: LIMITED RESOURCES AND CHOICE—Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Identify and explain a scarcity situation.</b>	<p><i>The student:</i> <b>Tells about wants and not getting everything you want.</b></p> <p><b>Tells about a specific situation that occurred in the classroom, e.g., having to make a choice.</b></p> <p><i>Evaluates the problem/issue/situation.</i></p>	<p>The student: <i>Gives an explanation of scarcity.</i></p> <p><b>Explains basic needs of people.</b></p> <p><b>Explains wants of people.</b></p> <p><i>Describes a scarcity problem/issue/situation.</i></p> <p><i>Collaboratively evaluates the problem/issue/situation.</i></p>	<p>The student: <b>Gives an explanation of scarcity and illustrates it.</b></p> <p><i>Describes a scarcity problem/issue/situation.</i></p> <p><i>Evaluates and self-reflects on problem/issue/situation.</i></p>	<p>The student: <i>Constructs and illustrates an explanation of scarcity.</i></p> <p><b>Explains a scarcity problem/issue/situation.</b></p> <p><b>Evaluates the problem/issue/situation.</b></p> <p><i>Decides on the best alternative and explain why it is the best.</i></p>

**Standard 19: ECONOMICS: ROLE AND FUNCTION OF MARKETS—Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Give examples of buyers and sellers from a list of goods and services.</b>	<p>The student: <b>Identifies and describes a buyer, e.g., a parent or caregiver.</b></p> <p><b>Identifies and describes a seller, e.g., a storeowner or other producer.</b></p> <p><i>Identifies and describes goods, e.g., shampoo, pet supplies.</i></p> <p><i>Identifies and describes services, e.g., veterinarian, hairdresser, etc.</i></p> <p><i>Tells how markets are places where people buy and sell goods and services.</i></p>	<p>The student: <i>Develops definitions of buyers and sellers.</i></p> <p><i>Develops definitions of goods and services.</i></p> <p><b>Explains connection among buyers and sellers and goods and services.</b></p>	<p>The student: <b>Produces a definition of buyers and sellers with examples of each (community businesses).</b></p> <p><b>Produces a definition of goods and services with examples of each (within community).</b></p> <p><i>Explains connection between buyers and seller and goods and services within community.</i></p>	<p>The student: <i>Constructs definitions of buyers and sellers with examples of each (businesses in area of exploration).</i></p> <p><i>Constructs definitions of goods and services with examples of each (businesses in area of exploration).</i></p> <p><b>Explains and illustrates connection among buyers and sellers and goods and services.</b></p>

**SOCIAL STUDIES**

**GRADES K TO 3**

**Standard 20: ECONOMICS: ECONOMIC INTERDEPENDENCE—Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Identify personal exchanges and trades and explain how they (students) benefited from the exchange/trade.</b>	<p>The student: <i>Tells about or draws a personal exchange.</i></p> <p><b>Tells about or draws how the exchange helped everybody.</b></p>	<p>The student: <b>Explains several kinds of personal exchanges.</b></p> <p><i>Explains the consequences of the exchanges.</i></p>	<p>The student: <i>Explains/illustrates several kinds of personal exchanges.</i></p> <p><b>Explains/illustrates the consequences of the exchanges.</b></p>	<p>The student: <i>Explains/illustrates several kinds of personal exchanges (businesses in area of exploration).</i></p> <p><b>Explains/illustrates the consequences of the exchanges (businesses in area of exploration).</b></p>

**Standard 21: ECONOMICS: ROLE OF GOVERNMENT—Students understand how the government influences the well-being of people and institutions.**

<b>BENCHMARKS K-3</b>	<b>GRADE K PERFORMANCE INDICATORS</b>	<b>GRADE 1 PERFORMANCE INDICATORS</b>	<b>GRADE 2 PERFORMANCE INDICATORS</b>	<b>GRADE 3 PERFORMANCE INDICATORS</b>
<b>Explain that the government provides many things that we use (parks, roads, schools, and police and fire protection).</b>	<p>The student: <b>Discusses why fire and police departments need to protect us.</b></p> <p><i>Tells about some goods and services that government provides for us.</i></p>	<p>The student: <i>Talks about the responsibility of government to provide goods and services (local community government).</i></p> <p><b>Gives examples of services provided by the government.</b></p>	<p>The student: <b>Discusses the responsibility of government to provide goods and services (local government agencies).</b></p> <p><b>Gives examples of goods and services provided by the government.</b></p>	<p>The student: <b>Discusses and writes about the responsibility of government to provide goods and services (government agencies in area of exploration).</b></p> <p><i>Tells about and illustrates examples of goods and services provided by the government.</i></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 1: HISTORY: CHANGE, CONTINUITY, CAUSALITY**—Students employ chronology to understand change and/or continuity and cause and/or effect in history.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Place people and events in chronological order to explain causal relationships between and among people and events.</b></p> <p><b>Identify change and continuity in historical eras.</b></p>	<p>The student: <i>Selects key people and events in early monarchies.</i></p> <p><b>Organizes the key people and events of the monarchy into a chronology.</b></p> <p><b>Using the chronology of the monarchy, explains causes and effects (between/among key people and events).</b></p> <p><b>Using the chronology, explains how key people and events changed or stayed the same over time.</b></p>	<p>The student: <b>Selects key people, events, and/or ideas in the Revolutionary War (RW).</b></p> <p><b>Organizes the key people, events, and/or ideas of the RW into a chronology.</b></p> <p><b>Using the chronology of the RW, explains causes and effects (between/among the key people, events, and/or ideas).</b></p> <p><b>Using the chronology of the RW, explains how key people, events, and/or ideas changed or stayed the same over time.</b></p>

**Standard 2: HISTORY: HISTORICAL EMPATHY**—Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision-making.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Explain how rules/laws and values of a society determine the behavior and attitudes of its members.</b></p>	<p>The student: <i>Defines the values of Hawaii as reflected in its rules and laws.</i></p> <p><b>Gives specific examples of the values and rules/laws such as kapu system or Splintered Paddle, rule of man.</b></p> <p><b>Connects behaviors and attitudes of Hawaiians to their values and rules/laws.</b></p>	<p>The student: <b>Explains the values of society (three cultures Native American, West Europeans, West Africans) as reflected in its rules and/or laws.</b></p> <p><i>Illustrates examples of the values and rules/laws of society under study.</i></p> <p><b>Relates the behaviors and attitudes of the society under study to its values and rules/laws.</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 3: HISTORY: HISTORICAL INQUIRY—Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”**

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<b>Distinguish historical fact from opinion.</b>	<p>The student:  <b>Points out inferences (deductive or inductive reasoning/logic) from primary and secondary sources regarding pre-contact life.</b></p> <p><b>Categorizes inferences into fact or opinion.</b></p> <p><b>Supports facts with evidence.</b></p>	<p>The student:  <b>Draws inferences (deductive or inductive reasoning/logic) from primary and secondary sources.</b></p> <p><b>Categorizes inferences into fact or opinion and explains.</b></p> <p><b>Supports facts with documented evidence.</b></p>

**Standard 4: HISTORY: HISTORICAL PERSPECTIVES AND INTERPRETATIONS—Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.**

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<b>Explain how beliefs and education and/or the society in which a person resides shape his/her “point of view.”</b>	<p>The student:  <b>Describes events and persons of different role groups in Hawaii from different perspectives or frame of reference (point of view).</b></p> <p><b>Identifies and describes some of the beliefs/values (kapu) and education/learning of Hawaii.</b></p> <p><b>Based on the above beliefs/education, offers reasons for the different perspectives, frames of reference, or point of view.</b></p>	<p>The student:  <b>Describes similar events, persons, and ideas from the different perspectives or frames of reference (point of view) of Columbus and Tainos (de las Casas).</b></p> <p><b>Identifies and describes some of the beliefs/values and education/learning of Europe and Native American (Tainos) during the same period.</b></p> <p><b>Based on the above beliefs/education, offers reasons for the different perspectives, frames of reference, or point of view.</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 5: CULTURAL ANTHROPOLOGY: GOVERNANCE/POWER/AUTHORITY**—Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Identify and describe the branches of government and apply this knowledge in the classroom.</b></p> <p><b>Develop criteria to create and evaluate rules and laws, e.g., draft class/school rules that meet these criteria.</b></p>	<p>Not at this grade.</p> <p>The student: <b>Proposes guidelines for self/peer/adult generated rules for class.</b></p> <p><b>Discusses strengths and weakness of the rules.</b></p>	<p>The student: <b>Explains, with examples, the functions of the three branches of government.</b></p> <p><b>Explains how the functions of government, e.g., making laws, are similar and/or different to classroom functions.</b></p> <p><b>Articulates guidelines (oral or written) for self/peer/adult generated rules for class.</b></p> <p><b>Identifies the strengths and weaknesses of the rules.</b></p>

**Standard 6: POLITICAL SCIENCE/CIVICS: DEMOCRACY**—Students understand and demonstrate the principles and values underlying American constitutional democracy.

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Explain and demonstrate the values and principles of American democracy as reflected in key documents (Declaration of Independence, Constitution, Bill of Rights, speeches, and events).</b></p>	<p>Not at this grade.</p>	<p>The student: <b>Identifies and validates the American democratic values (equality of opportunity) and principles (decisions based on majority rule) which are found in key documents such as the Declaration of Independence and/or other primary sources, e.g., period art.</b></p> <p><b>Explains, with examples, the extent to which the ideals (values and principles) have been realized, evolved, and/or changed over time.</b></p> <p><b>Exhibits (e.g., participate in voicing opinions) behaviors and language that exemplifies those values/principles.</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 7: POLITICAL SCIENCE/CIVICS: GLOBAL COOPERATION, CONFLICT AND INTERDEPENDENCE—Students understand similarities and differences across cultural perspectives and evaluate the ways in which individuals, groups, societies, nations, and organizations change and interact.**

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture	GRADE 5 PERFORMANCE INDICATORS U.S. History
<p><b>Identify and evaluate how a community or region’s collective behaviors, decisions, actions or inaction impact and/or interrelate with the behaviors and decision of others.</b></p>	<p>The student:  <b>Specifies a region’s (‘ahupua‘a) decision or action.</b></p> <p><i>Describes how the people of the place under study came to a decision, action or inaction.</i></p> <p><i>Gives examples of the impact of the collective behaviors/decision on others.</i></p> <p><b>Assesses the impact of the behavior or decision on the people of the place and others.</b></p>	<p>The student:  <b>Describes a community or region’s (regions involved in Indian removal) decision or action.</b></p> <p><i>Explains how the people of the places under study came to the decision, action, or inaction.</i></p> <p><i>Gives examples of the impact of the collective behaviors/decision on others.</i></p> <p><b>Assesses the impact of the behavior or decision on the people (Native Americans and white persons and others of the place).</b></p>

**Standard 8: POLITICAL SCIENCE/CIVICS: CITIZENSHIP/PARTICIPATION—Students understand roles, rights (personal, economic, political),and responsibilities of American citizens and exercise them in civic action.**

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture	GRADE 5 PERFORMANCE INDICATORS U.S. History
<p><b>Demonstrate citizenship (roles, rights and responsibilities) by engaging in civic action, e.g., proposing alternatives to conflict or inequalities and practicing ho‘oponopono.</b></p>	<p>The student:  <b>Explains his/her roles, rights, and responsibilities (personal and social) as a citizen in various situations.</b></p> <p><b>Explains the roles, rights, and responsibilities of Alii, Kahuna, Konohiki, Maka‘ainana, Lawai‘a, Mahi‘ai, Kauwa during Hawai‘i monarchy.</b></p> <p><i>Identifies and selects a problem he/she wants/needs to address.</i></p> <p><i>Suggests a solution to address the problem.</i></p> <p><i>Implements the solution.</i></p> <p><i>Self-assesses own actions as he/she implements solution.</i></p>	<p>The student:  <b>Explains his/her roles, rights, and responsibilities (personal and social) as a citizen in various situations.</b></p> <p><b>Identifies and selects a problem he/she wants/needs to address.</b></p> <p><b>Creates a solution to address the problem.</b></p> <p><b>Implements the solution.</b></p> <p><b>Reflects on the solution (self-assesses own actions).</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 9: POLITICAL SCIENCE/CIVICS: POLITICAL ANALYSIS**—Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.

<p align="center"><b>BENCHMARKS</b> 4-5</p>	<p align="center"><b>GRADE 4 PERFORMANCE INDICATORS</b> Hawaiian History and Culture</p>	<p align="center"><b>GRADE 5 PERFORMANCE INDICATORS</b> U.S. History</p>
<p>Use the tools and methods of political scientists, including polls, analysis, and perspective-taking to investigate issues or events of relevance to them, e.g., taking polls on voter issues.</p>	<p>Not at this grade.</p>	<p>The student:  <b>Based on a issue/problem/concern, selects and creates appropriate tools (e.g., opinion polls to get varying perspectives) and methods to collect data related to the issue.</b>   <b>Organizes data.</b>   <i>Identifies the different perspectives.</i>   <b>Comes to a conclusion, generalization, or agreement depending on issue.</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 10: CULTURAL ANTHROPOLOGY: CULTURAL SYSTEMS**—Students understand culture as a system of beliefs, knowledge, and practices shared by a group.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Explain how language, stories, music, dance, artifacts, traditions, beliefs, values, and behaviors are elements of culture and contribute to the preservation of cultures.</b></p>	<p>The student:  <b>Interprets and/or illustrates how Hawaiian culture is composed of items (arts, artifacts), ideas (beliefs, values), and behaviors, (observable practices).</b></p> <p><i>Gives examples of the items, (significant artifacts to Hawaiian culture), ideas (polytheism or kapu system of Hawaii), and behaviors, (food preparation and eating customs of old Hawaii).</i></p> <p><b>Gives examples of how the components of Hawaiian culture sustain the culture or not.</b></p>	<p>The student:  <b>Interprets and/or illustrates how the culture of early American Colonists is composed of items (arts, artifacts), ideas (beliefs, values) and behaviors (observable practices).</b></p> <p><i>Gives examples of the items, ideas and behaviors of the colonists.</i></p> <p><i>Gives examples of how the components of the cultures sustain the culture or get assimilated.</i></p>

**Standard 11: CULTURAL ANTHROPOLOGY: CULTURAL DIVERSITY AND UNITY**—Students understand and respect the myriad of ways that society addresses human needs and wants.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Examine and explain how individuals, groups, and/or nations deal with conflict, cooperation, and interdependence to become more adept at perspective- taking.</b></p>	<p>The student:  <b>Gives examples of how individuals, groups, and/or nations handle relations (agreements/disagreements and collaboration).</b></p> <p><b>Reflects on how an individual becomes more open-minded as a result of studying how others agree, disagree, and collaborate.</b></p>	<p>Not at this grade.</p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 12: CULTURAL ANTHROPOLOGY: CULTURAL DYNAMICS/CHANGE AND CONTINUITY**—Students understand culture as dynamic, selective, adaptive, and ever-changing.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p>Give examples and explain how change in culture and cultural elements can facilitate or disrupt understanding.</p> <p>Analyze different ways of handling cultural differences within and across groups.</p>	<p>The student:  <b>Traces how Hawaiian culture has changed.</b></p> <p><b>Points out the effects (e.g., facilitative or disruptive) of the changes on the people’s behaviors and/or values.</b></p> <p><b>Collects and organizes data of different methods on conflict resolution within and among different groups or cultures (religious, political, social, or family methods).</b></p> <p><b>Examines the data and comes to a conclusion(s) on the advantages/disadvantages of each method.</b></p>	<p>Not at this grade.</p>

**Standard 13: CULTURAL ANTHROPOLOGY: CULTURAL INQUIRY**—Students use the tools and methodology of social scientists to explain and interpret ideas and events.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p>Use the tools and methods of anthropologists to compare, analyze, and interpret patterns of behavior to make informed decisions and solutions.</p>	<p>The student:  <b>Forms a hypothesis or question on cultural/social behaviors of Hawaiian culture.</b></p> <p><b>Collects and examines data to find similarities and/or differences.</b></p> <p><b>Points out a pattern that emerges from the data.</b></p> <p><b>Based on the data analysis, suggests a solution or comes to a decision regarding behavior under study.</b></p>	<p>The student:  <b>Forms a hypothesis or question on cultural behaviors (religious diversity in colonies).</b></p> <p><b>Collects and examines data to find similarities and/or differences.</b></p> <p><i>Proposes a pattern that emerges from the data.</i></p> <p><b>Based on the data analysis, proposes a solution or comes to a decision regarding behavior under study.</b></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 14: GEOGRAPHY: WORLD IN SPATIAL TERMS**—Students use geographic representations to organize, analyze, and present information on people, places, and environments.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<b>Collect, organize, and analyze data to interpret and construct geographic representations.</b>	The student: <b>Shows organization of collected data (e.g., the presence of endemic species in Hawaii).</b>  <b>Constructs a map that includes collected geographic data.</b>  <b>Plots the locations of the species on the map.</b>  <b>Explains the meanings (i.e., the distribution of the species), patterns (i.e., of distribution), and relationships (i.e., of the species to other species and to the environment) found in geographic data.</b>	The student: <b>Shows organization of collected data (i.e., the slave trade routes).</b>  <b>Constructs a map, globe, graph, chart, model, etc. that includes collected geographic data.</b>  <b>Explains the meanings, patterns and relationships found in geographic data.</b>

**Standard 15: GEOGRAPHY: PLACES AND REGIONS**—Students understand how distinct physical and

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<b>Use physical and human characteristics to compare places and regions in Hawaii, the United States, and/or other countries.</b>	The student: <i>Shows similarities and differences of the physical characteristics of places and regions in Polynesia.</i>  <i>Shows similarities and differences of the human characteristics of places and regions in Polynesia.</i>  <i>Applies this knowledge to draw conclusions.</i>	The student: <b>Shows and describes similarities and differences of the physical characteristics of places and regions in early America.</b>  <b>Shows and describes similarities and differences of the human characteristics of places and regions in early America.</b>  <b>Applies this knowledge to draw conclusions and make connections.</b>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 16: GEOGRAPHY: HUMAN SYSTEMS—Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.**

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Compare and contrast how human events influence settlement patterns in Hawaii, the United States, and/or other parts of the world.</b></p>	<p>The student:  <b>Describes how human events (migrations of Hawaiians) including social, political, and economic factors, influenced settlement patterns in different regions of the world (Polynesia).</b></p> <p><i>Applies this knowledge to form generalizations and/or inferences.</i></p>	<p>The student:  <b>Describes how human events in the colonies including social, political, and economic factors, influence settlement patterns.</b></p> <p><b>Applies this knowledge to form generalizations and inferences.</b></p>

**Standard 17: GEOGRAPHY: ENVIRONMENT AND SOCIETY—Students demonstrate stewardship of earth’s resources through the understanding of society and the physical environment.**

<b>BENCHMARKS 4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Analyze the consequences of human modification of the physical environment in Hawaii, the United States, and/or other parts of the world and implement a plan of action to address the consequences.</b></p>	<p>The student:  <b>Identifies effects of human activity on the physical environment (water use).</b></p> <p><i>Assesses the positive and negative consequences on the environment.</i></p> <p><i>Devises and carries out a plan to address the negative consequences.</i></p>	<p>The student:  <b>Identifies effects of human activity on the physical environment (regions).</b></p> <p><i>Assesses the positive and negative consequences on the environment under study.</i></p> <p><i>Devises, carries out, and evaluates a plan to address the negative consequences.</i></p>

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 18: ECONOMICS: LIMITED RESOURCES AND CHOICE**—Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<b>Describe a personal decision-making situation that requires a choice and identify the opportunity cost of the decision.</b>	Not at this grade.	The student: <b>Describes a personal problem/issue/situation relating to immigrant groups.</b>  <b>Describes the choices available.</b>  <i>Describes the consequences of each of the choices.</i>  <b>Evaluates the opportunity cost (best alternative given up when making a choice).</b>

**Standard 19: ECONOMICS: ROLE AND FUNCTION OF MARKETS**—Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<b>Interpret demand and supply schedules to determine the market price for a product.</b>	The student: <b>Explains, with examples, from ‘ahupua’a, the ideas of supply and demand.</b>  <b>Explains how prices of goods and services determine peoples’ decisions to buy/sell.</b>  <i>Describes how the Hawaiians shared food and products.</i>	Not at this grade.

**SOCIAL STUDIES**

**GRADES 4 TO 5**

**Standard 20: ECONOMICS: ECONOMIC INTERDEPENDENCE**—Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Describe the interdependence between households and business.</b></p>	<p>The student:  <b>Using the ahupua’a, explains and gives examples of production and consumption (farming, fishing, and production of goods).</b></p> <p><b>Explains and/or illustrates a series of exchanges among households (savers and consumers) and business (producers of goods/services).</b></p> <p><i>Describes a typical day in the economic life of a Hawaiian in an ‘ahupua’ a.</i></p>	<p>The student:  <i>Explains and gives examples of production and consumption in the colonies.</i></p> <p><b>Explains and illustrates a series of exchanges among households (savers and consumers) and business (producers of goods/services).</b></p>

**Standard 21: ECONOMICS: ROLE OF GOVERNMENT**—Students understand how the government influences the well-being of people and institutions.

<b>BENCHMARKS</b> <b>4-5</b>	<b>GRADE 4 PERFORMANCE INDICATORS</b> <b>Hawaiian History and Culture</b>	<b>GRADE 5 PERFORMANCE INDICATORS</b> <b>U.S. History</b>
<p><b>Explain that governments raise money by taxing citizens to pay for goods and services it provides.</b></p>	<p>The student:  <i>Explains and gives examples of government (early Hawaiian government) goods and services.</i></p> <p><i>Describes how state government provides goods and services to us today.</i></p> <p><b>Explains and compares different types of taxes in early Hawaiian government and in today’s state government and how they pay for goods and services.</b></p>	<p>The student:  <b>Explains/illustrates/gives examples of government goods and services (U.S. government).</b></p> <p><b>Explains and compares different types of taxes and how they pay for goods and services.</b></p>

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**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 1: HISTORY: CHANGE, CONTINUITY, CAUSALITY—Students employ chronology to understand change and/or continuity and cause and/or effect in history.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Identify possible causal relationships in historical chronologies.</b></p> <p><b>Offer fact based explanations for change and/or continuity.</b></p>	<p><b>Crusades:</b> The student: <b>Defines the connections between causes and effects of the Crusades.</b></p> <p><b>Identifies the extent/type of effects (whether the effects are indirect, unintended, long-term, or immediate, etc.).</b></p> <p><b>Selects, people, and events of the Crusades that caused change(s) and justifies its/their importance within the chronology.</b></p> <p><b>Europe Transforms:</b> The student: <i>Describes the connections between cause and effect relationships using the events of 1300-1500 in Europe.</i></p> <p><i>Identifies the extent/type of effects (whether the effects are indirect, unintended, long-term, or immediate, etc.).</i></p> <p><i>Selects people and events that caused change and justify their importance with chronology.</i></p>	<p><b>Pre-unification/Unification:</b> The student: <b>Explains the connections between cause and effect (unification) relationships.</b></p> <p><b>Illustrates extent/type of effects (whether the effects are indirect, unintended, long term, or immediate, etc.).</b></p> <p><b>Selects ideas and people that caused change(s) and justifies its/their importance within the chronology.</b></p> <p><b>Sugar Plantation:</b> The student: <b>Explains the connections between cause and effect relationships.</b></p> <p><i>Explains how sugar plantations got started.</i></p> <p><b>Describes growth and expansion of plantations due to immigration, transportation, businesses.</b></p> <p><b>Explains the effects of sugar on Hawaii’s economy, social makeup, and politics, etc.</b></p> <p><i>Determines the extent/type of effects of plantation development for</i></p>	<p><b>Contact: Europeans/Polynesia, Micronesia, and Melanesia:</b> The student: <b>Describes the connections between causes of exploration/further contact with the Pacific and the effects on selected islands of the Island groups.</b></p> <p><i>Identifies the extent/type of effects of exploration of the selected islands (whether the effects are indirect, unintended, long term or immediate, etc.).</i></p> <p><b>Selects exploration/contact that caused change/s and justifies its/their importance within the chronology.</b></p> <p><b>Governments: Polynesia, Micronesia, and Melanesia:</b> <b>Describes the connections between causes/effects for different types of governments on an island from each of the three groups.</b></p> <p><b>Identifies the extent/type of effects of changing governments (whether the effects are indirect, unintended, long-term or immediate, etc).</b></p>	<p><b>Revolutionary War:</b> The student: <b>Given the period between the French and Indian War and the Treaty of Paris, uses historical evidence to interpret the connections between cause and effect relationships.</b></p> <p><b>Identifies the extent/type of effects (whether the effects are indirect, unintended, long term, or immediate, etc.).</b></p> <p><b>Selects themes, people, events, and/or ideas of the Revolutionary era that caused change/s and justify its/their importance within the chronology.</b></p> <p><b>New Technologies in Early America:</b> <i>Interprets the connections between (causes) new technologies and (effects) widening disparities between the North and South.</i></p> <p><i>Identifies the extent/type of effects (whether the effects are indirect, unintended, long-term, immediate, etc.)</i></p> <p><i>Selects themes, people and/or</i></p>

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<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
		<p><i>different ethnic groups (whether the effects are indirect, unintended, long term or immediate, etc.).</i></p> <p><b>Selects ideas (technology, e.g., machinery, irrigation, transportation) and people (contributions of ethnic groups) that caused change/s and justifies its/their (ideas and/or people) importance within the</b></p>	<p><b>Justifies the importance of change within the chronology.</b></p>	<p><i>events or ideas (new technology) and trace its/their development over time to explain continuity in history.</i></p> <p><i>Selects themes, people, and/or events or ideas (new technology) that caused change and justifies their importance within the chronology.</i></p>

SOCIAL STUDIES

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**Standard 2: HISTORY: HISTORICAL EMPATHY**—Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision-making.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS World Cultures & History	GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom	GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies	GRADE 8 PERFORMANCE INDICATORS U.S. History
<p><b>Develop historical empathy-analyzing the past on its own terms; not judging it solely by present-day norms and values.</b></p>	<p>The student: <b>Identifies the values and norms of Medieval Europe.</b></p> <p><b>Specifies how Crusades were a reflection of the values and norms of the era.</b></p> <p><i>Summarizes the feelings, thoughts, and experiences of the people of Crusades.</i></p> <p><b>If applicable, identifies the connections between present day events, issues, and decisions (War on Terrorism, religious issues) with those of the Crusades.</b></p>	<p>The student: <b>Identifies and explains the Hawaiian and white values and norms of the Mahele era (see simple idea).</b></p> <p><b>Illustrates how the Mahele was a reflection of the values and norms of the era.</b></p> <p><b>Examines the feelings, thoughts, and experiences of the people of the specific era.</b></p> <p><b>If applicable, gives examples of the connections between present-day events, issues, and decisions with those of the past era.</b></p>	<p>The student: <b>Identifies and/or explains the values and norms of pre-contact people in the three major Pacific island groups.</b></p> <p><b>Shows how an event, issue, or decision was a reflection of the values and norms of pre-contact.</b></p> <p><b>Explains the feelings, thoughts, and experiences of the people of the pre-contact era.</b></p> <p><b>If applicable, explains the connections between present day events, issues, and decisions with those of pre-contact.</b></p>	<p><b>Great Awakening:</b> The student: <b>Defines the values and norms of colonists in 18<sup>th</sup> century colonial America.</b></p> <p><b>Interprets how the Great Awakening was a reflection of the values and norms of the era.</b></p> <p><i>Interprets the feelings, thoughts, and experiences of the people of the specific era.</i></p> <p><i>If applicable, identifies the connections between contemporary events, issues, and decisions with those of the Great Awakening</i></p> <p><b>Jackson’s Presidency (1829-1837):</b> The student: <b>Given the period of Andrew Jackson’s presidency, uses historical evidence to define the values and norms (ideals, principles, customs, institutions, canons, and/or standards) of the era.</b></p> <p><b>Interprets how an event, issue, or decision of Jackson’s presidency was a reflection of the values and norms of his era.</b></p> <p><b>Interprets the feelings, thoughts, and experiences of the people of the specific era.</b></p> <p><i>If applicable, identifies the connections between contemporary events, issues, and decisions with those of the past era.</i></p>

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Standard 3: **HISTORY: HISTORICAL INQUIRY**—Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS World Cultures and History	GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom	GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies	GRADE 8 PERFORMANCE INDICATORS U.S. History
<p>Frame and answer questions through historical research.</p> <p>Differentiate between primary and secondary sources, recognizing the potential and limitations of each.</p>	<p><b>Ancient Egypt, Sumer, China, etc.:</b> The student: <b>Given Ancient Egypt, Sumer, northern China, Mid-East, and ancient Israel, generates a set of historical questions that includes factual ones, ones that shape understanding, and ones that require reflection (why, how, what if).</b></p> <p><b>Organizes questions by content, theme, or topic.</b></p> <p><i>Reviews multiple sources (internet, facsimiles of primary sources, trade books, texts, art, etc.) to answer historical questions.</i></p> <p><i>Checks the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of their research.</i></p> <p><i>Determines the advantages and disadvantages of resources selected.</i></p> <p><b>Renaissance:</b> The student: <b>Given the Renaissance, generates a set of historical questions that includes factual ones, ones that shape understanding, and ones that require reflection (why, how, what if).</b></p> <p><b>Organizes questions by content, theme, or topic.</b></p> <p><b>Review multiple sources (internet, facsimiles of primary sources, trade books, texts, art, etc.) to answer</b></p>	<p><b>Missionaries and Plantation Immigrants</b> The student: <b>Creates a set of historical questions that includes factual ones, ones that shape understanding, and ones that require reflection (why, how, what if).</b></p> <p><i>Categorizes questions by content, theme or topic.</i></p> <p><b>Consults multiple sources to answer historical questions.</b></p> <p><b>Inspects the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of their research.</b></p> <p><b>Determines the advantages and disadvantages of resources selected.</b></p>	<p><b>Doing History: Polynesia, Micronesia, and Melanesia</b> The student: <b>Develops a set of historical questions that includes factual ones, ones that shape understanding, and ones that require reflection (why, how, what if).</b></p> <p><i>Classifies questions by content, theme, or topic.</i></p> <p><b>Selects multiple sources to answer historical questions.</b></p> <p><b>Tests the validity of resources (using sound criteria, e.g., source, objectivity, accuracy, current-cy) to determine their usefulness in the context of their research.</b></p> <p><b>Shows the advantages and disadvantages of resources selected.</b></p>	<p><b>Equity for all</b> The student: <b>Establishes a set of historical questions, both factual ones (what where, when), ones that shape understanding (why, how), and ones that require reflection (what if, who might).</b></p> <p><b>Differentiates questions by content, theme, or topic.</b></p> <p><b>Examines multiple sources to answer historical questions.</b></p> <p><b>Evaluates the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of the research.</b></p> <p><b>Determines the advantages and disadvantages of resources selected.</b></p>

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BENCHMARKS 6-8	<b>GRADE 6 PERFORMANCE INDICATORS</b> World Cultures and History	<b>GRADE 7 PERFORMANCE INDICATORS</b> History of the Hawaiian Kingdom	<b>GRADE 7 PERFORMANCE INDICATORS</b> Pacific Island Studies	<b>GRADE 8 PERFORMANCE INDICATORS</b> U.S. History
	<p>historical questions.</p> <p><b>Checks the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy, to determine their usefulness in the context of their research.</b></p> <p><b>Determines the advantages and disadvantages of resources selected.</b></p> <p><b>China, Mongols, SE Asia, Korea, and Japan in the 6<sup>th</sup> to 8<sup>th</sup> Centuries:</b>                      The student:  <b>Given the Asian countries listed in the title, generates a set of historical questions that includes factual ones, ones that shape understanding, and ones that require reflection (why, how, what if).</b></p> <p><b>Organizes questions by content, theme or topic.</b></p> <p><i>Reviews multiple sources (internet, primary sources, trade books, texts, art, etc.) to answer historical questions).</i></p> <p><b>Tests the validity of resources using sound criteria, e.g., source, objectivity, accuracy, current-cy to determine their usefulness in the context of the research.</b></p> <p><i>Determines the advantages and disadvantages of resources selected.</i></p>			

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**Standard 4: HISTORY: HISTORICAL PERSPECTIVES AND INTERPRETATIONS**—Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures &amp; History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Analyze and accept multiple perspectives and interpretations to avoid historical linearity and inevitability.</b></p>	<p>The student: <b>Based on the society and or event, etc. under study, identifies the factors that colored the outlook of an individual or group in: Ancient Greece, Rome, East Africa, India, and China.</b></p> <p><b>Gives examples of historical contingency; how different choices could have led to different consequences.</b></p> <p><b>Defends or challenges various decisions.</b></p>	<p>The student: <b>Based on Hawaii prior to the overthrow, identifies and explains the factors (economic, political, social) that color the outlook of an individual or group (Hawaiians, politicians, plantation owners).</b></p> <p><b>Defends or challenges various perspectives (interpretations) of the overthrow.</b></p> <p><b>Constructs examples of historical contingency; how different choices could have led to different consequences.</b></p>	<p>The student: <b>Based on Pacific Island cultures, identifies the factors (beliefs, norms, values) that color the outlook of specific Pacific Island cultures-one from each group.</b></p> <p><b>Determines the beliefs, values, and norms of the European explorers, traders, whalers, missionaries.</b></p> <p><b>Constructs examples of historical contingency; how different choices could have led to different consequences.</b></p> <p><b>Defends or challenges various perspectives (interpretations) of an event, a person’s actions, and/or period in history.</b></p>	<p><b>Constitutional Convention:</b> The student: <i>Based on the Constitutional Convention, identifies the factors that colored the supporters of the various plans for government.</i></p> <p><i>Constructs examples of historical contingency; how different choices could have led to different consequences.</i></p> <p><i>Defends or challenges the various plans.</i></p> <p><b>War:</b> The student: <b>Based on the Civil War, identifies the factors that colored both the supporters of the North and the South.</b></p> <p><b>Constructs examples of historical contingency: how different choices could have led to different consequences.</b></p> <p><b>Defends or challenges various perspectives (interpretations) of an event, a person’s actions, and/or period in history.</b></p> <p><b>Reconstruction:</b> The student: <b>Given the period of Reconstruction, identifies the factors that colored the outlook of various groups after the Civil War.</b></p> <p><b>Explains how the conflicting goals of each group was a reflection of its perspectives.</b></p> <p><b>Constructs examples of historical contingency: how different choices could have led to different consequences.</b></p> <p><b>Defends or challenges various perspectives (interpretations) of an event, a person’s actions, and/or period in history.</b></p>

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**GRADES 6 TO 8**

**Standard 5: CULTURAL ANTHROPOLOGY: GOVERNANCE/POWER/AUTHORITY—Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<b>Explain the purposes and structures of governments (local, state, national, and international) and demonstrate participation in their local government e.g., letter writing, campaign, holding election signs.</b>	Not in this course.	Not in this course.	<b>Contemporary Governments in the Pacific:</b> The student: <b>Explains responsibilities of each of the types of government that selected islands experienced (monarchy, free association, trust territory, and independence).</b>  <b>Describes how governments were/are organized, e.g., levels, branches, departments/agencies.</b>	The student: <b>Identifies and explains the responsibilities of government.</b>  <b>Shows how the state and national governments are organized, e.g., levels, branches, departments/agencies.</b>  <b>Participates in an action that addresses a need.</b>  <b>Explains and evaluates the results of the action.</b>

**Standard 6: POLITICAL SCIENCE/CIVICS: DEMOCRACY—Students understand and demonstrate the principles and values underlying American constitutional democracy.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<b>Analyze different interpretations of key documents across times, places, and national moods, and evaluate, take, and defend a position on competing ideas.</b>	Not in this course.	Not in this course.	Not in this course.	The student: <b>Explains the original intent of the Bill of Rights.</b>  <b>Shows documentation of framers’/authors’ intent.</b>  <b>Compares different views of the meaning of the Bill of Rights from different times, places, and/or moods.</b>  <b>Supports one of the views using relevant facts.</b>

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**GRADES 6 TO 8**

**Standard 7: POLITICAL SCIENCE/CIVICS: GLOBAL COOPERATION, CONFLICT AND INTERDEPENDENCE—Students understand similarities and differences across cultural perspectives and evaluate the ways in which individuals, groups, societies, nations, and organizations change and interact.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Argue the influences of America on other nations and/or organizations and vice versa and take and defend a position on particular interactions, both historical and contemporary.</b></p>	<p>The student:  <b>Details an event/interaction involving the U.S. and another country or international organization.</b></p> <p><b>Specifies how culture or action shaped or changed each other, both historical and contemporary, e.g., traces/establishes the cultural/political relationship.</b></p> <p><b>Includes key actions and decisions made that had major effects on each other.</b></p> <p><b>Summarizes the reactions/responses of each entity to the above actions/decisions.</b></p> <p><b>Defends or opposes one of the country’s actions/decisions (takes a position and defends it based on evidence).</b></p>	<p>Not in this course.</p>	<p>The student:  <b>Describes an event/interaction involving the U.S. and another country or international organization.</b></p> <p><b>Explains how the culture of selected island shaped or changed each other (U.S.), both historical and contemporary, e.g., traces/establishes the cultural/political relationship.</b></p> <p><b>Explains and summarizes the reactions/responses of each entity to the above event.</b></p> <p><b>Supports or opposes one of the country’s actions/decisions (take a position and defend it based on evidence).</b></p>	<p>The student:  <b>Investigates an event/interaction involving the U.S. and another country or international organization’s (Mexico/Native American westward expansion).</b></p> <p><b>Shows how culture or action shaped or changed each other in both historical and contemporary times, e.g., traces/establishes the cultural/political relationship.</b></p> <p><b>Investigates and explains the reactions/responses of each entity to the specific event.</b></p> <p><b>Defends or opposes one of the country’s actions/decisions (takes a position and defends it based on evidence).</b></p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 8: POLITICAL SCIENCE/CIVICS: CITIZENSHIP/PARTICIPATION**—Students understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS</b> World Cultures and History	<b>GRADE 7 PERFORMANCE INDICATORS</b> History of the Hawaiian Kingdom	<b>GRADE 7 PERFORMANCE INDICATORS</b> Pacific Island Studies	<b>GRADE 8 PERFORMANCE INDICATORS</b> U.S. History
<p><b>Explain the significance of citizenship and participate responsibly for the common good, e.g. select and study an issue or problem and plan and implement a civic action.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:  <b>Explains the roles and responsibilities (social, political, and economic) of citizens.</b></p> <p><b>Explains the significance/importance of civic participation in a democracy.</b></p> <p><b>Selects a concern, issue, or problem that requires positive action for a designated group/community. *See PS/C below for process.</b></p> <p><b>Creates a plan of action related to the solution (identifies the stakeholders involved and the steps to take).</b></p> <p><b>Includes some evidence of implementation of the plan (letter writing campaign, circulating petition, testifying to appropriate decision-makers).</b></p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 9: POLITICAL SCIENCE/CIVICS: POLITICAL ANALYSIS—Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS</b> World Cultures and History	<b>GRADE 7 PERFORMANCE INDICATORS</b> History of the Hawaiian Kingdom	<b>GRADE 7 PERFORMANCE INDICATORS</b> Pacific Island Studies	<b>GRADE 8 PERFORMANCE INDICATORS</b> U.S. History
<p><b>Explain and apply tools and methods drawn from political science to examine political issues and/or problems.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:</p> <p><b>Develops a tool/method to gather information relating to the issue or problem.</b></p> <p><b>Gives a rationale for use of the tool/method.</b></p> <p><b>Analyzes information gathered to identify:</b></p> <ul style="list-style-type: none"> <li>• <b>Stakeholders</b></li> <li>• <b>Multiple perspectives</b></li> <li>• <b>Pros and cons</b></li> <li>• <b>Possible consequences</b></li> </ul>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 10: CULTURAL ANTHROPOLOGY: CULTURAL SYSTEMS—Students understand culture as a system of beliefs, knowledge, and practices shared by a group.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Describe and analyze the ways in which different cultures have influenced and continue to influence families, communities, nations, and/or world.</b></p>	<p>The student: <i>Gives examples of the exchange of the beliefs, knowledge, and practices of Muslim families in America with those of non-Muslim Americans.</i></p> <p><i>Shows how those examples (beliefs, knowledge, and/or practices) have significantly influenced and continue to influence each or one of the cultures.</i></p>	<p>The student: <b>Gives examples of the exchange of the beliefs, knowledge, and practices of missionaries/immigrants with those of the Hawaiians (families, communities, and nation).</b></p> <p><b>Interprets how those examples (beliefs, knowledge, and/or practices) have significantly influenced and continue to influence each or one of the cultures.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 11: CULTURAL ANTHROPOLOGY: CULTURAL DIVERSITY AND UNITY—Students understand and respect the myriad of ways that society addresses human needs and wants.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among different individuals, groups, and/or nations, and suggest alternative win-win solutions to persistent contemporary and emerging global issues.</b></p>	<p>Not in this course.</p>	<p>The student:  <b>Provides a statement of the persistent contemporary and/or global problem/issue (race relations) of the cultures/individuals.</b></p> <p><b>Gives examples and clarifies the specific conditions and/or motivations that contribute or have contributed to conflict between the cultures/individuals (social, economic, political).</b></p> <p><b>Proposes a viable solution to the problem/issue of the cultures/individuals under study.</b></p>	<p>The student:  <b>Generates a statement of the persistent contemporary and/or global problem/issue of the cultures/individuals under study.</b></p> <p><b>Constructs examples and defines the motivations that contribute or have contributed to conflict between/among the islands and/or U.S. (social, economic, political, military)</b>  <b>AND/OR</b></p> <p><b>Constructs examples and defines the specific conditions and/or motivations, e.g., that contribute or have contributed to cooperation and/or interdependence between/among the islands and/or U.S. (social, economic, political).</b></p> <p><b>Proposes and develops a viable solution to the problem/issue of the cultures/individuals under study.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 12: CULTURAL ANTHROPOLOGY: CULTURAL DYNAMICS/CHANGE AND CONTINUITY—Students understand culture as dynamic, selective, adaptive, and ever-changing.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups, e.g., stereotyping, ethics.</b></p>	<p>The student:  <b>Identifies cultural phenomenon/difference or problem such as stereotyping.</b>   <b>Documents how the cultural phenomenon/difference or problem has changed over time.</b>   <b>Describes how different groups have responded to the changing phenomenon, difference, or problem.</b>   <b>Explains and justifies how one would respond to cultural phenomenon, difference, or problem.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 13: CULTURAL ANTHROPOLOGY: CULTURAL INQUIRY—Students use the tools and methodology of social scientists to explain and interpret ideas and events.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p>Use tools, theories, and methods of anthropologists to examine persistent current issues and social problems and use the data to analyze personal and collective decision.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:  <b>Given the issue selected in CA or PS/C, identifies a current issue/problem for one island in each group.</b></p> <p><b>Collects relevant data by using appropriate tools, theory, and methods of the cultural anthropologist.</b></p> <p><b>Categorizes and use data to make an informed decision(s).</b></p> <p><b>Interprets and evaluates the decisions and/or solutions that the data indicated.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 14: GEOGRAPHY: WORLD IN SPATIAL TERMS**—Students use geographic representations to organize, analyze, and present information on people, places, and environments.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Interpret and construct geographic representations to explain human and physical distributions and patterns.</b></p>	<p>The student:  <b>Makes geographic representations of ancient river valleys of Mesopotamia, Egypt, and Indus that show relevant and essential data: title, scale, directional indicators, and legend or key.</b></p> <p><b>Plots distribution/density (cities, trade routes, and agricultural areas) of human and/or physical features.</b></p> <p><b>Explains/interprets patterns drawn from the distribution data.</b></p> <p><b>Explains population density in relation to human and physical elements (farmers, traders, city dwellers, and nomadic groups).</b></p>	<p>Not in this course.</p>	<p>The student:  <b>Constructs geographic representation of one island/group in each of the three major groups that shows relevant and essential data: title, scale, directional indicators, and legend or key.</b></p> <p><b>Depicts distribution/density of human (early settlement patterns) and/or physical features (distribution of natural resources).</b></p> <p><b>Explains and interprets patterns drawn from the distribution data.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 15: GEOGRAPHY: PLACES AND REGIONS—Students understand how distinct physical and human characteristics shape places and regions.**

<p><b>BENCHMARKS 6-8</b></p>	<p><b>GRADE 6 PERFORMANCE INDICATORS</b> World Cultures and History</p>	<p><b>GRADE 7 PERFORMANCE INDICATORS</b> History of the Hawaiian Kingdom</p>	<p><b>GRADE 7 PERFORMANCE INDICATORS</b> Pacific Island Studies</p>	<p><b>GRADE 8 PERFORMANCE INDICATORS</b> U.S. History</p>
<p><b>Use physical and human characteristics to compare and analyze major world regions, countries, and cities.</b></p>	<p>The student <b>Shows evidence of the physical and human characteristics of world regions, countries, or cities (early humans of Africa, Eurasia and Americas).</b></p> <p><b>Uses data to compare the regions, countries, or cities.</b></p> <p><b>Makes a summary based on the comparison of the physical and human characteristics of world regions (Africa, Eurasia, and Americas).</b></p>	<p>The student: <i>Points out the physical and human characteristics of the Hawaiian Island chain during monarchy and another Pacific Island chain/region during same period.</i></p> <p><b>Uses data to compare the human characteristics of the two regions.</b></p> <p><b>Makes an inference based on the comparison of the physical and human characteristics of Hawaiian Island chain during monarchy and another Pacific Island chain or region during same period.</b></p>	<p>The student: <b>Presents evidence of the physical (flora and fauna) and human characteristics (settlement and economic patterns) of the islands in Polynesia, Micronesia, and Melanesia.</b></p> <p><i>Uses data to compare Polynesia, Micronesia, and Melanesia.</i></p> <p><b>Makes an inference based on the comparison of the physical and human characteristics of Polynesia, Micronesia, and Melanesia.</b></p>	<p>The student: <b>Shows evidence of the physical and human characteristics of the Northern and the Southern regions of the United States during Antebellum.</b></p> <p><b>Uses the data to compare the pre-civil war North and South.</b></p> <p><b>Shows the advantages and disadvantages each region would have in the event of civil war.</b></p> <p><b>Draws a conclusion(s) based on the comparison of the physical and human characteristics.</b></p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 16: GEOGRAPHY: HUMAN SYSTEMS—Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Analyze how demographic patterns, cultural landscapes, cultural diffusion, economic activities, territoriality, and urbanization affect places.</b></p>	<p>The student:  <b>Given Mayan, Aztec, and Incan cultures, describes how demographic concepts (birth and death rates, population growth) affect places.</b></p> <p><b>Offers some examples of the cultural elements (technology, religious rites, clothing) of the places (Aztec, Incan, and Mayan) under study.</b></p> <p><b>Shows pattern(s) of cultural diffusion on the place under study, how alliances, warfare, and trading affected diffusion.</b></p> <p><b>Organizes and explains some of the economic activities such as farming, markets, trading of the places.</b></p> <p><i>Gives reasons for conflict over territoriality issues (land and water use).</i></p> <p><i>Explains causes and consequences of urbanization.</i></p> <p><i>Formulates a conclusion about the place under study, based on the data.</i></p>	<p>The student:  <b>Illustrates how demographic concepts (birth and death rates, population growth) affect places.</b></p> <p><b>Provides examples of the cultural elements of the place under study.</b></p> <p><b>Discovers pattern(s) of cultural diffusion on the place under study.</b></p> <p><b>Classifies and explains some of the economic activities of the place.</b></p> <p><b>Gives reasons for conflict over territoriality issues (land and water use).</b></p> <p><b>Explains causes and consequences of urbanization.</b></p> <p><b>Formulates a conclusion about the groups, based on the above data.</b></p>	<p>The student:  <b>Explains how demographic concepts (birth and death rates, population growth) affect different islands in the three groups.</b></p> <p><b>Gives examples of the cultural elements (religious, political, social, etc.) of the three groups of islands.</b></p> <p><b>Illustrates pattern(s) of cultural diffusion on the three groups.</b></p> <p><b>Classifies and explains some of the economic activities of the three groups.</b></p> <p><b>Gives reasons for conflict over territoriality issues (land and water use).</b></p> <p><b>Explains causes and consequences of urbanization.</b></p> <p><b>Formulates a conclusion about the groups, based on the above data.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 17: GEOGRAPHY: ENVIRONMENT AND SOCIETY—Students demonstrate stewardship of earth’s resources through the understanding of society and the physical environment.**

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Analyze the distribution of natural resources, variations of physical systems, natural hazards, and positive and negative environmental impacts in different parts of the world and engage in an environmental care-taking action/project.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:  <b>Based on the geographic issues of the Pacific, selects one or more to investigate.</b></p> <p><b>Plots and/or describes the pattern of resource distribution.</b></p> <p><b>Explains how humans adapt to the physical system in the location.</b></p> <p><b>Describes the effects of natural hazards on the people.</b></p> <p><b>Assesses different viewpoints regarding positive and negative use of environment.</b></p> <p><b>Using above data, plans and implements an environmental act that benefits social and/or environmental conditions on earth.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 18: ECONOMICS: LIMITED RESOURCES AND CHOICE**—Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Give examples of choice and opportunity cost for individuals, business, and/or government.</b></p>	<p>The student:  <b>Constructs and explains the ideas of choice and opportunity cost (medieval).</b>   <b>Analyzes choice and opportunity cost for individuals (serfs, lords,) businesses (guilds) and/or government (church, monarchies).</b>   <b>Summarizes with a concluding statement.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**Standard 19: ECONOMICS: ROLE AND FUNCTION OF MARKETS**—Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<p><b>Explain how the price of a good or service can cause a shortage or surplus.</b></p>	<p>The student:  <b>Gives an account of interactions between consumers (nobles) and producers (serfs, peasants) in the medieval manorial system.</b>   <b>Explains and gives examples of today’s market.</b>   <b>Describes how prices were set under the medieval manorial system.</b>   <i>Compares medieval producers to today’s producers.</i>   <b>Explains conditions of shortages and surpluses of the medieval era and today.</b></p>	<p>The student:  <b>During monarchy, explains and gives examples of interactions between consumers/producers in the market place (sugar producers in Hawaii with buyers from U.S.).</b>   <b>Explains how producers set prices.</b>   <b>Explains supply and demand of sugar during monarchy.</b>   <b>Explains conditions of shortages and surpluses during the monarchy.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 6 TO 8**

**Standard 20: ECONOMICS: ECONOMIC INTERDEPENDENCE**—Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<b>Describe and give examples of the economic interdependence among countries around the world.</b>	<p>The student:  <b>Using the Silk Road, constructs a definition of a global market (international trade).</b></p> <p><b>Compares that definition to a definition of today’s global market.</b></p> <p><b>Gives examples of the types of resources available during era of Silk Road, where they originate and how they contribute to global market.</b></p> <p><b>Gives examples from today’s world and compares the two.</b></p> <p><b>Gives examples of exports and imports between global buyers and sellers from both the Silk Road era and today.</b></p>	Not in this course.	Not in this course.	Not in this course.

**Standard 21: ECONOMICS: ROLE OF GOVERNMENT**—Students understand how the government influences the well-being of people and institutions.

<b>BENCHMARKS 6-8</b>	<b>GRADE 6 PERFORMANCE INDICATORS World Cultures and History</b>	<b>GRADE 7 PERFORMANCE INDICATORS History of the Hawaiian Kingdom</b>	<b>GRADE 7 PERFORMANCE INDICATORS Pacific Island Studies</b>	<b>GRADE 8 PERFORMANCE INDICATORS U.S. History</b>
<b>Explain the opportunity cost of the government providing public goods and services.</b>	Not in this course.	Not in this course.	Not in this course.	<p>The student:  <b>Lists public policies (mercantilism), goods, and/or services of a government.</b></p> <p><b>Compares the costs and benefits of the policy(ies), goods, and/or services.</b></p> <p><b>Makes a conclusion based on the analysis.</b></p>

SOCIAL STUDIES

GRADES 9 TO 12

Standard 1: HISTORY: CHANGE, CONTINUITY, CAUSALITY—Students employ chronology to understand change and/or continuity and cause and/or effect in history.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History	GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy	GRADE 10 PERFORMANCE INDICATORS U.S. History	GRADE 11 PERFORMANCE INDICATORS World History
<p>Analyze cause and effect relationships and multiple causation of change.</p> <p>Explain how change occurs at varying rates during different time periods and/or in different regions of the world.</p>	<p>The student: <b>Explains the multiple causes and effects of the overthrow.</b></p> <p><i>Describes major turning points that led to overthrow.</i></p> <p><b>Categorizes the causes/effects into types (e.g., social, political, cultural, technological, etc.) and importance.</b></p> <p><i>Establishes connections between and among the causes and effects to explain multiple causes of change.</i></p> <p><b>Determines the major change/s that occurred because of the causes and effects.</b></p> <p><i>If applicable, using the overthrow, describes the change in terms of time.</i></p> <p><i>If applicable, compares rate of change (after overthrow) to another event.</i></p>	<p>Not in this course.</p>	<p>The student: <b>Given immigration in early 20<sup>th</sup> century explains its multiple causes.</b></p> <p><b>Given the same time period, determines the multiple effects immigration had on the U.S. and on each immigrant group.</b></p> <p><b>Categorizes the causes/effects into types (e.g., social, political, cultural, technological, economic, etc.) and importance.</b></p> <p><b>Establishes connections between and among causes and effects of immigration to explain the multiple changes to the immigrant group and to America as a whole.</b></p> <p><b>Determines the major change(s) that occurred because of the causes and effects.</b></p> <p><i>If applicable, using the period of immigration that occurred in early 20<sup>th</sup> century describes the change(s) in terms of time (for both the immigrant groups and for American society).</i></p> <p><b>Great Depression:</b> The student: <b>Explains the multiple causes of the Great Depression.</b></p> <p><b>Determines the multiple effects of the Great Depression.</b></p>	<p><b>The Renaissance:</b> The student: <i>Explains the multiple causes of the Renaissance.</i></p> <p><i>Determines multiple effects of the Renaissance.</i></p> <p><b>Explains how the key people and ideas affected the Renaissance in these areas: art, literature, music, science, and philosophy.</b></p> <p><b>Categorizes the causes/effects into types (e.g., social, political, cultural, technological, economic, etc.) and importance.</b></p> <p><i>Establishes connections between and among the causes and effects of the Renaissance to explain multiple causes of change within Europe.</i></p> <p><b>Determines the major change(s) that occurred because of the causes and effects (Renaissance).</b></p> <p><b>Describes the rate of change(s) that resulted during the Renaissance in terms of time.</b></p> <p><b>Protestant Reformation:</b> The student: <i>Explains the multiple causes of the Protestant Reformation.</i></p> <p><i>Determines multiple effects of the Protestant Reformation.</i></p>

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History	GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy	GRADE 10 PERFORMANCE INDICATORS U.S. History	GRADE 11 PERFORMANCE INDICATORS World History
			<p><b>Categorizes the causes/effects of the Great Depression into types, (e.g., social, political, cultural, technological, etc.) and importance.</b></p> <p><b>Establishes connections between and among the causes and effects of the Great Depression to explain multiple causes of change.</b></p> <p><i>Determines the major change(s) that occurred because of the Great Depression.</i></p> <p><i>If applicable, using the above issue, event or idea, describes the change(s) in terms of time.</i></p> <p><b>Pearl Harbor:</b> The student: <i>Given the topic of the bombing of Pearl Harbor, explains its multiple causes.</i></p> <p><i>Determines the multiple effects resulting from the bombing of Pearl Harbor.</i></p> <p><i>Categorizes the causes/effects into types (e.g. social, political, cultural, technological, etc.) and importance.</i></p> <p><i>Establishes connections between and among the causes and effects to explain multiple causes of change.</i></p> <p><i>Determines the major change(s) that occurred because of the causes and effects.</i></p> <p><i>If applicable, using the above event, issues or idea, describes the change(s) in terms of time.</i></p>	<p><b>Categorizes the causes/effects into types (e.g., social, political, cultural, technological, etc.) and importance.</b></p> <p><b>Establishes connections between and among the causes and effects of the Protestant Reformation to explain multiple causes of change worldwide.</b></p> <p><i>Determines the major change(s) that occurred because of the Protestant Reformation.</i></p> <p><b>If applicable, describes the change(s) that resulted during the Protestant Reformation in terms of time.</b></p> <p><b>European Colonization and Imperialism:</b> The student: <b>Explains the multiple causes of European colonization and imperialism.</b></p> <p><b>Determines multiple effects of European colonization and imperialism in places such as Africa, Asia, Southeast Asia, and the Americas.</b></p> <p><b>Categorizes the causes/effects into types (social, political, cultural, technological, etc.) and importance.</b></p> <p><b>Establishes connections between and among the causes and effects of European exploration to explain multiple causes of change.</b></p> <p><b>Determines the major change(s) that occurred in each place because of European colonization/and or imperialism.</b></p>

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			<p><b>Civil Rights Era (1954-1968)</b> The student: <b>Given the issue of civil rights, explains the multiple causes of civil rights issues/actions.</b></p> <p><b>Determines multiple effects of the American civil rights movement from 1954-1968.</b></p> <p><b>Categorizes the causes/effects into types (e.g., social, political, cultural, technological, etc.) and importance.</b></p> <p><b>Establishes connections between and among the causes and effects of the civil rights movement to explain multiple causes of change.</b></p> <p><b>Determines the major change(s) that resulted because of the causes and effects of the civil rights movement.</b></p> <p><b>Using the civil rights movement between 1954-1968, describes the primary change that occurred in terms of time.</b></p>	<p><b>If applicable, describes the rate of change in each major area.</b></p>

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**Standard 2: HISTORY: HISTORICAL EMPATHY**—Students learn to judge the past on its own terms and use that knowledge to understand present day issues, problems, and decision-making.

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<p><b>Apply knowledge of historical periods to assess contemporary issues and decision making.</b></p>	<p>The student:  <b>Identifies the historical period (Mahele) and relates it to a present-day issue (local land issues).</b></p> <p><b>Describes the factors and people that influenced the people (of the Mahele) in their decision-making (Land Laws).</b></p> <p><b>Evaluates the decision (Land Laws) based on the political, social, or economic conditions (factors) of the historical era, e.g., ethics, legal/practical costs, effectiveness, petitions by Hawaiians.</b></p> <p><b>Identifies factors that influence decision-making on the present-day land issues.</b></p> <p><b>Evaluates the present-day issue and/or decision under study.</b></p>	<p>Not in this course.</p>	<p><b>“Jim Crow”:</b>  The student:  <b>Identifies the period of the “Jim Crow” south and relates the ideas of that time to a contemporary issue of discrimination, exclusion, etc.</b></p> <p><b>Describes the factors that influenced the people of that era in their decision-making (e.g., to formulate and carryout such laws or to fight against them).</b></p> <p><b>Evaluates the decision based on the political, social, or economic conditions of the historical era, e.g., ethics, legal/practical costs, effectiveness.</b></p> <p><b>Examines the effect geography had on this issue.</b></p> <p><b>Identifies factors that influence decision-making on contemporary issues/decision that have to do with discrimination, exclusion, etc.</b></p> <p><b>Evaluates the contemporary issue/decision under study.</b></p>	<p><b>Age of Revolutions:</b>  The student:  <b>Given the topic of pre-20<sup>th</sup> century world revolutions, relates those issues to issues in 20<sup>th</sup> century revolutions.</b></p> <p><b>Describes the factors that influenced the people of the pre-20<sup>th</sup> century world in their decision to revolt.</b></p> <p><b>Evaluates the decision based on the political, social, or economic conditions of the historical era, e.g., ethics, legal/practical costs, effectiveness.</b></p> <p><b>Identifies factors that influence decision-making on the contemporary issue(s)/decision.</b></p> <p><b>Describes the factors that influence the people of the 20<sup>th</sup> centuries to revolt.</b></p> <p><b>Evaluates the contemporary issue/decision under study.</b></p>

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			<p><i><b>F.D.R. and the Holocaust:</b></i>                      The student:  <i>Identifies the period of the Holocaust and relates the ideas that led to the Holocaust to the issue of facial/racial/ethnic profiling calls for tighter immigration, etc. that exist today.</i></p> <p><i>Describes the factors that influenced the Roosevelt administration in its decision to take a less-than aggressive stance against the atrocities.</i></p> <p><i>Evaluates the Roosevelt administration’s decision to take such a stance based on the political, social, or economic conditions of the historical era, e.g., ethics, legal/practical costs, effectiveness.</i></p> <p><i>Identifies the factors that influence decision-making on the contemporary issue/decision.</i></p> <p><i>Evaluates the contemporary issue/decision under study.</i></p>	

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Standard 3: **HISTORY: HISTORICAL INQUIRY**—Students use the tools and methods of historians to transform learning from memorizing historical data to “doing history.”

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<p><b>Distinguish information that is relevant vs. irrelevant and essential vs. incidental to research and assess the credibility of the source.</b></p> <p><b>Use appropriate evidence gathered from historical research in written, oral, visual or dramatic presentations.</b></p>	<p><b>Historical /Contemporary- People/Issues/Events:</b> The student: <b>After determining the historical inquiry, documents his/her selection of sources based on: authenticity, authority, consistency, completeness, bias, distortions, etc.</b></p> <p><i>Documents and justifies the appropriateness and significance of selected information to topic under study.</i></p> <p><b>Using above historical information, presents a historical interpretation or analysis of key people, events, or ideas to address the historical inquiry.</b></p>	<p>Not in this course.</p>	<p><b>WW I:</b> The student: <b>Documents and justifies the appropriateness and significance of selected information to the key people, events, or ideas of WW I.</b></p> <p><b>Documents and justifies the selection of sources based on authenticity, authority, consistency, completeness, bias, distortions, etc.</b></p> <p><b>Presents a historical interpretation or analysis of key people, events or ideas to address the historical inquiry.</b></p> <p><b>Decades of the 20<sup>th</sup> Century:</b></p> <p>The student: <b>Documents and justifies the appropriateness and significance of selected information to the key people/events/ideas of the decade under study.</b></p> <p><b>Documents and justifies selection of sources based on authenticity, authority, consistency, completeness, bias, distortion, etc.</b></p>	<p><b>World Religions:</b> The student: <b>Documents and justifies the appropriateness and significance of selected information to the topic of world religions.</b></p> <p><i>Documents and justifies the selection of sources based on authenticity, authority, consistency, completeness, bias, distortions, etc.</i></p> <p><b>Using above historical information, presents a historical interpretation or analysis of key people, events, or ideas to address the historical inquiry.</b></p> <p><b>Feudalism: Europe and Japan:</b> The student: <i>Given the topic “Feudalism: Europe and Japan”, documents and justifies the appropriateness and significance of the selected information to the topic.</i></p> <p><i>Documents and justifies the selection of sources based on authenticity, authority, consistency, completeness, bias, distortion, etc.</i></p>

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			<p><b>Presents a historical interpretation or analysis of key people/event/ideas to address the historical inquiry.</b></p>	<p><i>Presents a historical interpretation or analysis of key people/event/ideas to address the historical inquiry.</i></p> <p><b>The Holocaust:</b> The student: <b>Documents and justifies the appropriateness and significance of selected information to the key people/events/ideas of the Holocaust.</b></p> <p><b>Documents and justifies the selection of sources based on authenticity, authority, consistency, completeness, bias, distortions, etc.</b></p> <p><b>Presents a historical interpretation or analysis of key people/event/ideas to address the historical inquiry.</b></p>

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Standard 4: HISTORY: HISTORICAL PERSPECTIVES AND INTERPRETATIONS—Students explain historical events with multiple interpretations rather than explanations that point to historical linearity or inevitability.

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<p>Assess the quality of historical interpretations based on the arguments they advance and the evidence they use.</p>	<p><b>World War II-Pearl Harbor:</b> The student: <b>Identifies conflicting opinions, interpretations, and value judgments in historical writing on the bombing of Pearl Harbor.</b></p> <p>Analyzes (categorizes, infers, and concludes) the factors (social, economic, political, environmental, etc.) that influence a writer’s point of view.</p> <p>Points out strengths and weaknesses of each writer’s interpretation.</p> <p><b>Controversial Issues:</b> The student: <b>Identifies conflicting opinions, interpretations, and value judgments in historical writing on the overthrow, Annexation, Statehood, Hawaiian Homes, and Kamehameha Schools.</b></p> <p>Analyzes (categorizes, infers, and concludes) the factors (social, economic, political, environmental, etc.) that influence/d the writer/s’ point of view.</p>	<p>The student: <b>Identifies conflicting opinions, interpretations, and/or value judgments on the idea of “Government” in the writings of Hobbes, Locke, Montesquieu, and Rousseau during the period known as the Enlightenment.</b></p> <p>Analyzes (categorizes, infers, and concludes) the factors (social/economic/political/environmental/religious) that influence/d the writer’s point of view.</p> <p>Connects these factors to the ideas expressed in the various writings.</p> <p><i>Points out strengths and weaknesses of each writer’s interpretation.</i></p> <p>Constructs an opinion on the worth or value of the interpretation/opinion based on the writer’s point of view and the strength and weaknesses of arguments.</p> <p>Support his/her decision using specific examples from the arguments.</p>	<p><b>The Gilded Age and the Progressive Era:</b> The student: <b>Identifies conflicting opinions, interpretations, and/or value judgments in historical writing regarding the Gilded Age and Progressive Era.</b></p> <p>Analyzes (categorizes, infers, and concludes) the factors (social, economic, political, environmental, etc.) that influence/d the writer’s point of view.</p> <p>Points out strengths and weaknesses of each writer’s interpretation.</p> <p>Constructs an opinion on the worth or value of the interpretation based on the writer’s point of view and the strengths and weaknesses of arguments.</p> <p><b>Vietnam War:</b> The student: <b>Identifies conflicting opinions, interpretations, and/or value judgments in historical writing about the Vietnam War.</b></p>	<p><b>Japan and WW II:</b> The student: <b>Identifies conflicting opinions, interpretations, and/or value judgments in historical writing regarding WW II in the Pacific.</b></p> <p>Analyzes (categorizes, infers, and concludes) the factors (social, economic, political, environmental, etc.) that influence/d the writer’s point of view.</p> <p>Points out strengths and weaknesses of each writer’s interpretation.</p> <p>Constructs an opinion on the worth or value of the interpretation based on the writer’s point of view and the strengths and weaknesses of arguments.</p>

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	<p><b>Points out strengths and weaknesses of each writer’s interpretation.</b></p> <p><b>Constructs an opinion on the worth or value of the interpretation based on the writer’s point of view and the strengths and weaknesses of arguments.</b></p>		<p><i>Analyzes (categorizes, infers, and concludes) the factors (social, economic, political, environmental, etc.) that influenced the writer’s point of view.</i></p> <p><i>Points out the strengths and weaknesses of each writer’s interpretation.</i></p> <p><b>Constructs an opinion on the worth or value of the interpretation based on the writer’s point of view and the strengths and weaknesses of arguments.</b></p>	

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**Standard 5: CULTURAL ANTHROPOLOGY: GOVERNANCE/POWER/AUTHORITY—Students understand the ways and reasons people and groups create governments and use this knowledge to make reasoned decisions.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Analyze how governments acquire, use, and justify power, e.g., how limited governments differ from unlimited ones.</b></p>	<p>The student: <b>Describes U.S. government’s exercise of power in the overthrow.</b></p> <p><b>Explains the basis of the government’s authority Constitution, Divine law, international law, military strength, other.</b></p> <p><b>Determines the degree to which the government’s action follows the rule of law or not.</b></p>	<p>The student: <b>Describes the government’s exercise of power.</b></p> <p><b>Constructs definitions of various types of government under study.</b></p> <p><b>Explains the basis of the government’s authority Constitution, Divine law, international law, military strength, other.</b></p> <p><b>Determines the degree to which the government’s action follows the rule of law or not.</b></p> <p><b>Gives examples of the action/s taken by the government under study.</b></p>	<p>The student: <b>Describes U.S. government’s exercise of power in the Japanese Internment.</b></p> <p><b>Explains the basis of the government’s authority Constitution, Divine law, international law, military strength, other.</b></p> <p><b>Determines the degree to which the government’s action follows the rule of law or not.</b></p>	<p>Not in this course.</p>

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**Standard 6: POLITICAL SCIENCE/CIVICS: DEMOCRACY—Students understand and demonstrate the principles and values underlying American constitutional democracy.**

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<p>Analyze the historical development of the principles and ideals of American constitutional government and evaluate the extent to which they have been realized.</p>	<p>Not in this course.</p>	<p><b>Foundations of American Government:</b> The student: <b>Explains relevant constitutional principles (separation of powers, checks and balances, federalism, representative government, limited government) and ideals (concern for common good).</b></p> <p><b>Outlines key historical events/ideas that contributed to the establishment and/or expansion of the selected principle(s)/ideal(s).</b></p> <p><b>Defends a position on the degree to which the principle(s)/ideal(s) is/are attained.</b></p> <p><b>Bill of Rights:</b> The student: <b>Explains relevant constitutional principles (separation of powers, checks and balances, federalism, representative government, limited government) and ideals (concern for common good).</b></p> <p><b>Outlines key historical events/ideas that contributed to the establishment and/or expansion of the selected principle(s)/ideal(s).</b></p> <p><b>Defends a position on the degree to which the principle(s)/ideal(s) is/are attained.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>

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**Standard 7: POLITICAL SCIENCE/CIVICS: GLOBAL COOPERATION, CONFLICT AND INTERDEPENDENCE—Students understand similarities and differences across cultural perspectives and evaluate the ways in which individuals, groups, societies, nations, and organizations change and interact.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Analyze and evaluate the interconnections of local and regional issues with global challenges and how this changes over time and with technology.</b></p> <p><b>Explain the United States’ changing role in international policies and relations and the strength and limitations of U.S. influence on foreign affairs.</b></p>	<p>The student: <b>Investigates a local or regional issue, e.g., sovereignty for indigenous people and connects Hawaiian sovereignty to other indigenous groups, with global connections.</b></p> <p><i>Traces the issue (e.g., sovereignty) over time and determines how technology (e.g., transportation) changed over time.</i></p>	<p>The student: <b>Investigates a local or regional issue with global connections.</b></p> <p><b>Traces the issue and determines how technology affected/changed issue over time.</b></p> <p><b>Identifies U.S. foreign policy regarding an international issue or location (broad foreign policy such as isolationism, imperialism, anti-communism, or specific foreign policy such as diplomacy, alliances, foreign aid, trade, military intervention, and covert action).</b></p> <p><b>Shows development of or shift in reasons for policy.</b></p> <p><b>Evaluates the positive and/or negative impact of U.S. role in an issue or location.</b></p>	<p>The student: <b>Investigates a local or regional issue with global connections within the topic of the Cold War.</b></p> <p><b>Traces the issue of time.</b></p> <p><b>Determines and sequences the major events that contributed to the Cold War and determines how technology affected/changed the issues of the Cold War.</b></p> <p><b>Identifies U.S. foreign policy regarding the international issue/events/locations of the Cold War (broad foreign policy such as isolationism, imperialism, anti-communism, or specific foreign policy such as diplomacy, alliances, foreign aid, trade, military intervention, and covert action).</b></p> <p><b>Shows development of or shift in reasons for U.S. policy of Cold War.</b></p> <p><b>Evaluates the positive and/or negative impact of U.S. role in Cold War issues/events.</b></p>	<p>The student: <b>Investigates a local or regional issue (growth of totalitarian governments after WW I) with global connections.</b></p> <p><b>Traces the issue over time.</b></p> <p><b>Examines the impact of these totalitarian governments and how their actions led us to WW II, and determines how technology affected/changed the issue.</b></p> <p><b>Identifies U.S. foreign policy regarding an international issue or location (broad foreign policy such as isolationism, imperialism, anti communism, or specific foreign policy such as diplomacy, alliances, foreign aid, trade, military intervention, and covert action).</b></p> <p><b>Explains the foreign policy the U.S. adopted as a result of the actions of totalitarian governments.</b></p> <p><b>Shows development of or shift in reasons for policy.</b></p> <p><b>Evaluates the positive and/or negative impact of U.S. role in an issue or location (totalitarian governments).</b></p>

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**Standard 8: POLITICAL SCIENCE/CIVICS: CITIZENSHIP/PARTICIPATION**—Students understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.

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<p>*These benchmarks can be taught in either order. <b>Analyze and evaluate the role that political parties play in American politics and participate in political life, e.g., contacting public officials.</b></p> <p><b>Debate positions on issues regarding rights and responsibilities, come to consensus on the issues and take action to gain larger community involvement on the issues, e.g., a service learning project.</b></p>	<p>The student: <b>Describes the characteristics of political parties (philosophy, platform, support base) in three different eras.</b></p> <p><b>Explains and assesses how political parties affected Hawaii at time of the overthrow.</b></p> <p><b>Explains and assesses the role of political parties in Hawaii after WWII.</b></p> <p><b>Explains and assesses political parties in Hawaii today.</b></p> <p><b>Describes what the political parties do to implement their platform (such as nominating candidates, conducting campaigns, influencing public opinion, and forming coalitions).</b></p> <p><b>Describes politics after the overthrow.</b></p> <p><b>Describes roles of unions and veterans after WWII.</b></p> <p><b>Describes today’s implementation of political platforms.</b></p> <p><b>Explains how political parties affect the outcome of a situation, e.g., passing legislation.</b></p>	<p>The student: <b>Presents pros and cons on an issue regarding rights and responsibilities (such as voting, joining political parties or special interest groups, obeying the law, respecting rights of others, paying taxes, serving on juries, staying informed on public issues, civil disobedience).</b></p> <p><b>Agrees on the best course of action for the issue selected.</b></p> <p><b>Creates and implements action plan to gain community involvement.</b></p> <p><b>Reflects on effectiveness of citizen action.</b></p> <p><b>Describes characteristics of political parties such as philosophy, platform, support base.</b></p> <p><b>Describes what the political parties do to implement their platform (such as nominating candidates, conducting campaigns, influencing public opinion, forming coalitions).</b></p> <p><b>Explains how political parties affect the outcome of a situation, e.g., passing legislation.</b></p> <p><b>Presents evidence of political participation, e.g., contact public officials, working for a campaign or cause, petitioning, etc.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>

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**Standard 9: POLITICAL SCIENCE/CIVICS: POLITICAL ANALYSIS**—Students understand and use the tools and methods of the political scientist to explain ideas, events, and behaviors and use this knowledge to make reasoned decisions.

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<b>Apply tools and methods drawn from political science to develop and support a position on political issues.</b>	Not in this course.	The student: <b>Shows evidence of data collection (e.g., research, surveys, and questionnaires).</b>  <b>Interprets data that results in a position on a political issue.</b>  <b>Explains his/her analysis of the data to document selected position.</b>  <b>Shows use of data to defend position.</b>  <b>States position and documents with the data and analysis.</b>	Not in this course.	Not in this course.

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 10: CULTURAL ANTHROPOLOGY: CULTURAL SYSTEMS**—Students understand culture as a system of beliefs, knowledge, and practices shared by a group.

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Describe similarities and differences in ways cultures use rules, folkways, mores, and taboos to define individual rights and responsibilities and analyze the implications of those beliefs and actions on the larger community.</b></p>	<p>The student:</p> <ul style="list-style-type: none"> <li><b>Compares two or more cultures in Hawaii (Japanese, Filipino, Puerto Rican, Korean, etc.).</b></li> <li><b>Describes rules of each that relate to individual rights and responsibilities.</b></li> <li><b>Describes folkways and mores of each that relate to individual rights and responsibilities.</b></li> <li><b>Describes taboos of each that relate to individual rights and responsibilities.</b></li> <li><b>Discusses the similarities and differences of the above.</b></li> <li><b>Infers how each culture’s collective behaviors and attitudes are shaped by the rules, mores, taboos, etc.</b></li> </ul>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 11: CULTURAL ANTHROPOLOGY: CULTURAL DIVERSITY AND UNITY—Students understand and respect the myriad of ways that society addresses human needs and wants.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Analyze issues of cultural assimilation and preservation from the perspective of diverse ethnic and racial groups in Hawaii, the U.S., and/or the world and work collaboratively with individuals or groups to support and honor cultural diversity and unity (e pluribus unum).</b></p>	<p>The student:</p> <p><b>For each ethnic group selected, discusses the extent to which homogenization (assimilation) of the respective cultures has occurred (from their ethnic group’s perspective).</b></p> <p><b>For each ethnic group selected, discuss the extent to which sustainability or maintenance of the respective cultures has occurred for each (from their perspective).</b></p> <p><b>Discusses reasons why these are issues/problems or not for each of the cultures.</b></p> <p><b>Develops a personal plan of action to honor diversity and unity.</b></p> <p><b>Evaluates his/her effort based on the plan to honor diversity and unity.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 12: CULTURAL ANTHROPOLOGY: CULTURAL DYNAMICS/CHANGE AND CONTINUITY—Students understand culture as dynamic, selective, adaptive, and ever-changing.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Evaluate the impact of cultural change on individuals, groups, and issues.</b></p> <p><b>Demonstrate an understanding of the relationship among culture, cultural change/s, and individuals, groups, or issues.</b></p>	<p>The student:</p> <p><b>Selects an individual, group (recent immigrants to Hawaii), or issue, that has been impacted by cultural change.</b></p> <p><b>Determines the impact or extent of change on the individual; group (recent immigrants) or an issue.</b></p> <p><b>Explains how change affects the culture as a whole and how change affects individuals, groups, or issues.</b></p>	<p>Not in this course.</p>	<p><b>Multicultural America:</b></p> <p>The student:</p> <p><b>Selects an individual, group, or issue that has been impacted by changing culture.</b></p> <p><b>Determines the impact of the changing culture on the individual, groups, or issue.</b></p> <p><b>Describes the effect of the change in terms of a value judgment.</b></p> <p><b>Identifies the norms of the culture in which the individual, group, or issue exists.</b></p> <p><b>Identifies the change(s) that occurred or are occurring and how the change(s) are/were a reflection of the social conditions of the time.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 13: CULTURAL ANTHROPOLOGY: CULTURAL INQUIRY—Students use the tools and methodology of social scientists to explain and interpret ideas and events.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Use the research tools, procedures, and skills of anthropologists to develop informed positions on issues.</b></p>	<p>The student:  <b>Considers and describes a social or cultural (economic) issue based on recent immigrants to Hawaii.</b></p> <p><b>Examines the issue from the perspectives and methods of a cultural anthropologist.</b></p> <p><b>After analyzing data, develops a position paper on the issue.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 14: GEOGRAPHY: WORLD IN SPATIAL TERMS**—Students use geographic representations to organize, analyze, and present information on people, places, and environments.

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Use tools and methods of geographers to construct, interpret, and evaluate qualitative and quantitative data.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:  <b>Selects and shows useful geographic information from a variety of sources that reveal major migrations in the 19<sup>th</sup> and 20<sup>th</sup> centuries in the U.S.</b></p> <p><b>Analyzes information (e.g., draws inferences, identifies trends and patterns, proposes relationships, and draws conclusions).</b></p> <p><b>Interprets information obtained from research to determine possible push/pull factors.</b></p> <p><b>Formulates valid generalizations about migrations and patterns of migrations based on the geographic inquiry.</b></p>	<p>The student:  <b>Selects and shows useful geographic data from a variety of sources on the cities of Chang-an, Constantinople, Baghdad, and Timbuktu during the period 500-1500 CE.</b></p> <p><b>Analyzes information (e.g., draws inferences, identifies trends and patterns, proposes relationships, and draws conclusions) on regions of the world during this period.</b></p> <p><b>Formulates valid generalizations based on the geographic inquiry.</b></p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 15: GEOGRAPHY: PLACES AND REGIONS—Students understand how distinct physical and human characteristics shape places and regions.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Use physical and human characteristics of places and regions to evaluate how regional systems are structured, connected, and change over time.</b></p>	<p>The student:  <b>Explains types and/or functions of regional systems (urban areas in Hawaii) based on multiple human and physical characteristics.</b>   <b>Explains the interrelationship(s) within parts of regional systems.</b>   <b>Identifies human and physical changes (boundaries, migration) within a regional system over time.</b>   <b>Uses the information gathered to evaluate (predicts, concludes judges, or summarizes) the human and/or physical effects on regions.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:  <b>Given the Classical civilizations of the ancient world (China, India, Greece, Rome, Persia), explains the types (formal, functional, or perceptual) and/or functions of these regional systems based on multiple human and physical characteristics.</b>   <b>Explains the interrelationships within parts of the civilizations.</b>   <b>Identifies political, social, economic, and/or religious structures within the civilization.</b>   <b>Explains how these structures impacted the civilization.</b>   <b>Identifies human and physical changes (boundaries, migration) within regional systems over time.</b>   <b>Uses the information gathered to evaluate (predicts, concludes, judges, or summarizes) the human and/or physical effects on regions.</b></p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 16: GEOGRAPHY: HUMAN SYSTEMS—Students understand how people organize their activities on earth through their analysis of human populations, cultural mosaic, economic interdependence, settlement, and conflict and cooperation.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Evaluate how political, social, and economic factors impact settlement, development, and territorial cooperation and conflicts.</b></p>	<p><i>The student:</i>  <b>Based on modern Hawaii and own island, explains how political/social/economic factors affect local settlement and/or growth.</b></p> <p><b>Traces the selected settlement’s development based on its political/social/economic factors.</b></p> <p><b>Explain how the political/social/economic factors determine cooperation and/or conflict.</b></p>	<p>Not in this course.</p>	<p>The student:  <b>Based on particular cities under study, explains how political/ social/economic factors affected their settlement and/or growth during the 19th and 20th century.</b></p> <p><b>Traces a city’s development based on political/social/economic factors.</b></p> <p><b>Explains how political/social/economic factors determine cooperation and/or conflict.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 17: GEOGRAPHY: ENVIRONMENT AND SOCIETY—Students demonstrate stewardship of earth’s resources through the understanding of society and the physical environment.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Evaluate consequences of human activities on earth and implement a plan of action for the use and stewardship of local and global resources.</b></p>	<p>The student:  <b>Explains ways in which technology has expanded human capabilities to modify the environment.</b>   <b>Explains the positive/negative effects of human action on the physical environment.</b>   <b>Selects a consequence and devises a solution/remedy/system to recover and/or sustain resources.</b>   <b>Implements his/her solution/remedy/system (e.g., lobby for policy change).</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 18: ECONOMICS: LIMITED RESOURCES AND CHOICE—Students understand costs and benefits of economic choice and use this knowledge to make sound economic decisions.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Explain why their choices and opportunity costs are subjective and explain why they differ with individuals and society.</b></p>	<p>The student:  <b>Given any immigrant group in Hawaii, constructs a definition of choice and opportunity cost for the group.</b></p> <p><b>Gives examples of trade-offs in school/home/larger community, e.g. smaller home for shorter commute or multiple family dwellings.</b></p> <p><b>Examines the different decisions that individuals/families/businesses make, e.g., prices, wages, and investments.</b></p> <p><b>Explains how groups weigh costs/benefits associated with alternative choices.</b></p> <p><b>Explains how people have differing values, interests, and abilities and how these affect their choices.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 19: ECONOMICS: ROLE AND FUNCTION OF MARKETS—Students understand how markets function and analyze the role of prices and incentives to realize how economic interactions affect human behavior.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Compare market structures, their barriers for entry, and how they promote market efficiency and lower prices.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>The student:</p> <p><b>Constructs explanation of types of market structures in the American economy during the Reagan administration.</b></p> <p><b>Gives examples of specific types of the market structures during the Reagan administration and their opportunities or barriers for new entrants.</b></p> <p><b>Describes how prices, productions, and consumers provide market efficiency.</b></p> <p><b>Identifies ways in which prices and consumers affected the market during the Reagan administration.</b></p>	<p>Not in this course.</p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 20: ECONOMICS: ECONOMIC INTERDEPENDENCE—Students evaluate the costs and benefits of trade among individuals, nations, and organizations to explain why trade results in higher overall levels of production and consumption.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Analyze how the distribution of the world’s resources, political stability ,and national efforts encourage or discourage trade and the flow of investment patterns.</b></p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p>Not in this course.</p>	<p><b>Economic Interdependence after WWII:</b> The student: <b>Charts the distribution of selected world resources within countries of study.</b></p> <p><b>Gives example of current and/or past situations where political problems encouraged or discouraged trade.</b></p> <p><b>Discusses national efforts such as trade restrictions and/or laws that encourage/d or discouraged trade.</b></p> <p><b>Comes to a conclusion or generalization about trade and the flow of investment patterns.</b></p>

**SOCIAL STUDIES**

**GRADES 9 TO 12**

**Standard 21: ECONOMICS: ROLE OF GOVERNMENT—Students understand how the government influences the well-being of people and institutions.**

<b>BENCHMARKS 9-12</b>	<b>GRADE 9 PERFORMANCE INDICATORS Modern Hawaiian History</b>	<b>GRADE 9 PERFORMANCE INDICATORS Participation in a Democracy</b>	<b>GRADE 10 PERFORMANCE INDICATORS U.S. History</b>	<b>GRADE 11 PERFORMANCE INDICATORS World History</b>
<p><b>Explain economic roles of government such as providing public goods and services redistributing of income, encouraging employment, and sustaining reasonable rates of economic growth.</b></p> <p><b>Analyze the function of the Federal reserve System and the government role to set policy and how these policies influence the economy.</b></p>	<p>Not in this course.</p>	<p>The student: <b>Identifies various economic roles of government(s).</b></p> <p><b>Explains some goods and services provided by governments (local, state, and federal).</b></p> <p><b>Explains ways governments redistribute income.</b></p> <p><b>Explains how government encourages employment.</b></p> <p><b>Explains how governments sustain reasonable rates of economic growth.</b></p> <p><b>Gives examples of programs and/or roles and explains governments' purpose for the programs.</b></p> <p><b>Assesses the effectiveness of government's programs/roles.</b></p> <p><b>Constructs a definition of the Federal Reserve System (FRS).</b></p> <p><b>Describes the responsibilities of the FRS.</b></p> <p><b>Gives examples of government policy setting and how the policies affect the economy.</b></p>	<p>The student: <b>Identifies various economic roles of government.</b></p> <p><b>Gives examples of government's programs/roles during F. D. R.'s administration and explains government's purposes for them.</b></p> <p><b>Assesses the effectiveness of government's programs/roles during F. D. R. 's administration.</b></p> <p><b>Constructs a definition of the Federal Reserve System (FRS).</b></p> <p><b>Describes the responsibilities of the FRS.</b></p> <p><b>Give examples of policies during F. D. R.'s administration and explains how they affected U.S./other economic activities.</b></p> <p><b>Identifies situation where economic action was warranted.</b></p>	<p>Not in this course.</p>