

Missouri Social Studies Proficiency Level Descriptors

Grade 4

Step 1

Students

- identify symbols of the United States.
- show some limited understanding of community services and local government, how needs are met by organizations such as businesses or schools;
- the need for and use of money, and the basic rights and responsibilities of U.S. citizens.
- know some basic landforms and bodies of water;
- are learning to locate information about topics in U.S. history
- are beginning to read simple visual material such as maps or pictures.

Progressing

Students

- can match U.S. symbols with their meanings,
- identify some key U.S. documents, the three branches of government, and the basic elements of the electoral process;
- have some knowledge about major changes in U.S. history such as the Louisiana Purchase and the impact of pioneers;
- compare aspects, such as education, of past and present life in the United States;
- show some knowledge of basic concepts such as natural resources;
- recognize most information on graphs, charts, maps, photos, illustrations, and other simple visual materials;
- show some ability to use map skills, including finding locations relative to Missouri and finding specific locations.

Nearing Proficiency

Students

- identify and describe basic elements in key U.S. documents;
- know the basic rights and responsibilities of U.S. citizens, the purposes of the branches of government, elements of the democratic process, and some government services;
- identify the causes and effects of historical events and changes, such as those in transportation, as they relate primarily to Missouri history;
- recognize supply and demand;
- identify regions, physical or climatic features, life forms of regions, and show knowledge of Missouri's geography;
- recognize contributions made by U.S. and Missouri historical figures;
- use tools such as timelines, charts, graphs, and maps to make comparisons, find information, show understanding of chronological order, and find locations.

Proficient

Students

- interpret symbols of the U.S. and identify the basic purpose of key U.S. documents;
- make connections between basic rights or responsibilities of U.S. citizens, government services or processes, and real-life situations;
- follow multi-step directions, and make inferences or draw conclusions about documents, events, or geographical elements;
- apply basic economic concepts, such as barter or human resources, to past and present situations;
- use knowledge of institutions or groups in the U.S. to identify problems and changes;
- interpret visual materials such as maps or primary sources, draw and justify conclusions, make decisions, compare and contrast and use multiple resources to solve problems;
- know-how to use library resources such as atlases.

Advanced

Students

- understand democratic principles, such as majority rule;

- make multiple inferences and evaluate, summarize and categorize events, changes and contributions of people in U.S. history as it relates to Missouri;
- analyze concepts, such as equality, and events involving particular groups from different perspectives;
- analyze, evaluate, and support answers involving simple geographic information and understand how geographic elements such as landforms affect movement and communication;
- analyze advantages and disadvantages of solutions to problems, evaluate visual material, and make multiple inferences.

Grade 8

Step 1

Students

- comprehend and interpret historical documents and demonstrate knowledge of the principles and processes of government at the local, state, and national levels;
- know simple economic concepts such as the reason for the costs of items;
- gather information from written and visual sources;
- use geographic tools such as graphs, maps or illustrations to solve problems, identify major world sites and regions, and identify environmental consequences of the use of resources.

Progressing

Students

- provide one-step responses that apply basic knowledge of government at local, state, and national levels, and identify principles and processes of government;
- read and comprehend primary sources, distinguish between what is true and untrue, and identify some major events of U.S. up to 1880 and world history up to 1450;
- show knowledge of economic terms such as taxes;
- can distinguish broad geographic regions;
- draw conclusions, identify and apply information from given sources, such as written and visual material, and identify and recognize fundamental social studies concepts and vocabulary.

Nearing Proficiency

Students

- recognize rights and responsibilities of citizens, identify purposes of government documents, and the functions, similarities, and differences in the processes, principles and ideas of government systems;
- identify cause-and-effect relationships and apply knowledge of local, state, and national government;
- have knowledge of and use primary sources such as diary entries and photographs to begin to infer, interpret, compare time periods, and determine cause-and-effect relationships in U.S. history up to 1880 and world history up to 1450;
- understand and apply knowledge of economic concepts, such as market economy, to personal, current, and historical situations;
- determine the relationship of one location to another and determine cause-and-effect relationships concerning environmental issues;
- develop explanations using a variety of sources, such as historical documents, narratives, visual sources, and detailed maps.

Proficient

Students

- compare key documents of the U.S., give examples of the rights and duties of all levels of government and of individuals in a federal system, and apply their knowledge of rights to real-life situations;
- apply the knowledge of the principles and processes of government in a democracy and of historical documents to given scenarios;
- know the chronology of major events and inventions in U.S. history up to 1880 and in world history up to 1450, including the Middle Ages;
- understand economic concepts and relationships and can explain, interpret, and draw conclusions about topics such as the business cycle and investment;
- interpret, analyze, and create multi-dimensional geographical sources such as maps and illustrations;
- use knowledge of cultural and governmental interactions, and of changes and their impact on society;
- infer, interpret, apply, and draw conclusions using a variety of sources, primary and secondary, such as historical documents, narratives, visual sources or maps, and communicate clearly, give two-step responses, and have knowledge of the research process.

Advanced

Students

- analyze the principles and processes of local, state, and national governments, synthesize information from a combination of sources, and discriminate between fact and opinion;

- demonstrate knowledge of historical events of the U.S. history up to 1880 and world history up to 1450 and can place them in context ;
- analyze economic concepts related to history, geography, and personal and public decisions, and predict outcomes related to these decisions;
- use geographic tools to interpret the past, explain the present, or make predictions;
- support their conclusions with information from resources such as government documents and detailed maps, do multiple-step tasks, integrate content, justify application of principles to specific situations, communicate points of view, and evaluate source material.

Grade 11

Step 1

Students

- show some limited understanding of basic economic terms and ideas;
- identify basic features of major world cultures and identify basic ideas about historical events in Post-Reconstruction U.S. and in world history after 1450;
- identify basic economic principles;
- identify basic information on charts, maps, graphs, and other visual materials.

Progressing

Students

- recognize the basic principles of governmental systems;
- can interpret the roles of individuals in the work place, in the political process, and demonstrate partial understanding of influencing the political process;
- identify central issues and recognize contributions of various groups in the development of post-Reconstruction U.S. history and after 1450 in world history after 1450;
- identify economic consequences of principles such as the business cycle, surplus, and distribution;
- understand and use specific information from charts, graphs, and maps to identify characteristics of major geographic regions.

Nearing Proficiency

Students

- understand and apply previously learned principles of government within specific situations;
- recognize the influence of literature and the arts and their impact on or reflection of political and social change;
- distinguish between fact and opinion and recognize the different viewpoints in Post-Reconstruction U.S. history and in world history after 1450;
- identify economic concepts such as surplus, apply basic economic principles such as surplus distribution, production, and the business cycle, and identify the consequences of the application of these principles;
- recognize and identify geographical regions, patterns and trends using maps, charts, and graphs.

Proficient

Students

- are able to interpret principles of U.S. government;
- use charts, graphs, maps, written materials, and political cartoons to explain various political systems;
- demonstrate the influence of active participation in social institutions and an understanding of other cultures and religions;
- draw conclusions and predict consequences about events, people, places, and actions associated with Post-Reconstruction U.S. history and the world history after 1450;
- apply knowledge of economics, major economic concepts, and the interdependence of the global economy, and predict the consequences of the business cycle;
- interpret information from geographic sources such as maps, charts, and graphs.

Advanced

Students

- analyze and evaluate principles of various governmental systems, such as democracies and autocracies, and key documents contributing to U.S. political systems;
- recognize the roles and functions of international institutions;
- identify the basis for positions on a given social, cultural, or political issue;
- identify and define relevant information and make connections between events, people, places, and actions associated with Post-Reconstruction U.S. history and world history after 1450;
- compare and contrast the effects of economic decisions on the global economy;
- analyze and evaluate geographic regions' weather and demographic patterns and trends, using maps, charts, and graphs.