

Social Studies Grade 9 Interactions and Interdependence (IN)				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
IN9.1 Explain what constitutes a society.	<ul style="list-style-type: none"> • With help, I can identify a few characteristics or attributes that formulate a definition of society. • With help, I can identify a few ways in which one of the civilizations studied meets society criteria. 	<ul style="list-style-type: none"> • I can identify some characteristics or attributes that formulate a definition of society. • I can identify some ways in which one of the civilizations studied meets society criteria. 	<ul style="list-style-type: none"> • I can explain several characteristics and attributes that formulate a definition of a society. • I can explain several ways in which one of the civilizations studied meets society criteria. 	<ul style="list-style-type: none"> • I can compare a wide variety of characteristics and attributes that formulate a definition of society. • I can compare a wide variety of ways in which several civilizations meet society criteria.
Comments				

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Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
IN9.2 Compare the factors that shape worldviews in a society, including: <input type="checkbox"/> time and place; <input type="checkbox"/> culture; <input type="checkbox"/> language; <input type="checkbox"/> religion; <input type="checkbox"/> gender identity; <input type="checkbox"/> socio-economic situation; <input type="checkbox"/> education.	<ul style="list-style-type: none"> • With help, I can identify a few factors shaping the world views of a society studied, including time and place, culture, language, religion, gender identity, socio-economic situation, OR education. • With help, I can propose a few reasons for similarities and differences between worldviews. 	<ul style="list-style-type: none"> • I can explain some of the factors shaping the world views of a society studied, including time and place, culture, language, religion, gender identity, socio-economic situation, OR education. • I can propose some reasons for similarities and differences between worldviews. 	<ul style="list-style-type: none"> • I can compare the factors shaping the world views of a society studied, including time and place, culture, language, religion, gender identity, socio-economic situation, AND education. • I can propose several reasons for similarities and differences between worldviews. 	<ul style="list-style-type: none"> • I can compare the factors shaping the world views of several societies to my own world view, including time and place, culture, language, religion, gender identity, socio-economic situation, AND education. • I can hypothesize a wide variety of reasons for similarities and differences between worldviews.
Comments				

Social Studies Grade 9 1 - Beginning				
Outcome	1 - Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
IN9.3 Analyze the ways a worldview is expressed in the daily life of a society.	<ul style="list-style-type: none"> With help, I can identify a few ways a worldview is expressed in the daily life of a society, including literature, the arts, cultural celebrations and traditions, education, sports and recreation, OR architecture. 	<ul style="list-style-type: none"> I can identify some ways a worldview is expressed in the daily life of a society, including literature, the arts, cultural celebrations and traditions, education, sports and recreation, OR architecture. 	<ul style="list-style-type: none"> I can explain many ways a worldview is expressed in the daily life of a society, including literature, the arts, cultural celebrations and traditions, education, sports and recreation, AND architecture. 	<ul style="list-style-type: none"> I can compare a wide variety of ways worldviews are expressed in the daily life of several societies, including literature, the arts, cultural celebrations and traditions, education, sports and recreation, AND architecture.
Comments				
IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.	<ul style="list-style-type: none"> With help, I can identify a few examples of the influence of worldview on choices, decisions OR interactions in a society. 	<ul style="list-style-type: none"> I can identify how the worldview of a society impacts the choices, decisions OR interactions that people in that society make. 	<ul style="list-style-type: none"> I can explain how the worldview of a society impacts the choices, decisions AND interactions that people in that society make 	<ul style="list-style-type: none"> I can draw conclusions about how the worldview of a society impacts the choices, decisions AND interactions that people in that society make
Comments				