Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Kindergarten
Students will examine civic roles and responsibilities within a community, and be able to explain how to make a positive civic contribution.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can understand civic roles and responsibilities and can identify their impact in the community through connections to community events.	I can understand civic roles and responsibilities and can identify their impact in the community.	I can identify civic roles and responsibilities in the community.
Action		I can create and implement an action plan to solve the problem I have identified in the community.	I can create an action plan to solve the problem I have identified within the community.	I can identify ways that I can affect change in the community.
Cause and Effect		I can evaluate the causes and the consequences of decisions.	I can identify both the causes and consequences of decisions.	I understand decisions have consequences.

MDE grade level benchmarks embedded explicitly in the rubric

Kindergarten
0.1.1.1 Demonstrate Civic Skills in a classroom that reflect an understanding of civic values.

Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Grades 1-2

Students will examine civic roles and responsibilities within a community, and be able to explain how to make a positive civic contribution.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can understand civic roles and responsibilities and can identify their impact in the community through connections to community events. ☐ Grade 1 ☐ Grade 2	I can understand civic roles and responsibilities and can identify their impact in the community. ☐ Grade 1 ☐ Grade 2	I can identify civic roles and responsibilities in the community. ☐ Grade 1 ☐ Grade 2
Action		I can create and implement an action plan to solve the problem I have identified in the community. ☐ Grade 1 ☐ Grade 2	I can create an action plan to solve the problem I have identified within the community. ☐ Grade 1 ☐ Grade 2	I can identify ways that I can affect change in the community. ☐ Grade 1 ☐ Grade 2
Cause and Effect		I can evaluate the causes and the consequences of decisions. ☐ Grade 1 ☐ Grade 2	I can identify both the causes and consequences of decisions. ☐ Grade 1 ☐ Grade 2	I understand decisions have consequences. ☐ Grade 1 ☐ Grade 2

Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Grades 3-4

Students will examine civic roles and responsibilities within a community, and be able to explain how to make a positive civic contribution.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can examine civic roles and responsibilities within a community, and be able to explain how to make a positive civic contribution. ☐ Grade 3 ☐ Grade 4	I can recognize how civic roles and responsibilities within the community work and explore events that are occurring around me. ☐ Grade 3 ☐ Grade 4	I can understand civic roles and responsibilities and can identify their impact in the community. ☐ Grade 3 ☐ Grade 4
Action		I can create and implement an action plan to solve the civic issue I have identified. ☐ Grade 3 ☐ Grade 4	I can create an action plan to solve the civic issue I have identified. ☐ Grade 3 ☐ Grade 4	I can identify ways that I can affect civic change. ☐ Grade 3 ☐ Grade 4
Cause and Effect		I can analyze a variety of cause and effect relationships and evaluate their outcomes. ☐ Grade 3 ☐ Grade 4	I can identify and evaluate the cause and the effect of decisions. ☐ Grade 3 ☐ Grade 4	I can identify both the cause and effect of decisions. ☐ Grade 3 ☐ Grade 4

Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Grades 5-6:
Students will use their understanding of how civic systems work in order to participate in civic discourse and support or develop solutions to address problems.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can analyze events around the state and/or nation to identify a problem and potential options to address it. ☐ Grade 5 ☐ Grade 6	I can identify how the state and/or national government have impacted state and/or national issues. ☐ Grade 5 ☐ Grade 6	I can recognize how the state and/or national government work and explore events that are occurring around me. ☐ Grade 5 ☐ Grade 6
Action		I can create and implement an action plan to solve the problem I have identified. ☐ Grade 5 ☐ Grade 6	I can create an action plan to solve the problem I have identified. ☐ Grade 5 ☐ Grade 6	I can identify ways that I can affect change. ☐ Grade 5 ☑ Grade 6

Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Grades 7-8

Students will use their understanding of how civic systems work in order to participate in civic discourse and support or develop solutions to address problems.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can explain the impact that values and beliefs have on shaping people's views and how they engage with social and political systems as a result. ☐ Grade 7 ☐ Grade 8	I can explain the impact that people's values and beliefs have on shaping their views. ☐ Grade 7 ☐ Grade 8	I can identify the values and beliefs that shape people's views. ☐ Grade 7 ☐ Grade 8
Action		I can create and implement an action plan, refining it as I work to solve the problem I have identified. ☐ Grade 7 ☐ Grade 8	I can create and implement an action plan to solve the problem I have identified. ☐ Grade 7 ☐ Grade 8	I can create an action plan to solve the problem I have identified. ☐ Grade 7 ☐ Grade 8

Social Studies: Civic and Personal Engagement

Competency: The power of an individual or a group to influence or produce a desired result within a system.

Grade Level Competency: Grades 9-12

Students will engage in personal reflection and research, participate in civic discourse, and/or consider various resources in order to determine the best entry points to affect change on a personal or civic level. Students will analyze the impact and influence of the actions they take across different contexts and various roles.

Criteria	Extending	Proficient	In Progress	Beginning
Awareness	A complex performance or application of learning that is transferred to new or novel situations beyond the content area, makes extended or abstract connections to authentic, real-world, multifaceted situations, and/or constructs entirely new ideas that are transformational.	I can analyze the impact that my values and beliefs have on shaping my views, how I engage with social and political systems, and describe other perspectives that differ from my own.	I can explain the impact that my values and beliefs have on shaping my views and how I engage with social and political systems.	I can identify my values and beliefs and explain how they shape my views.
Action		I can evaluate methods of political, social or economic engagement and select the most effective one for a particular situation.	I can describe multiple methods of political, social or economic engagement, comparing and contrasting outcomes.	I can identify opportunities for participation in groups larger than myself and describe its purpose, goals, and methods.