



## Social Studies: Culture and People

**Competency:** The awareness of ourselves as both individuals and as members of a particular culture that is distinctive from and shares similarities with other cultures.

### Grade Level Competency: Kindergarten

Students will use reasoning to explain cultural aspects of different groups at various points in time.  
 Students will be able to provide evidence of personal and cultural values.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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 how our personal identities shape our understanding of ourselves and those around us.	I can compare similarities and differences between my culture and values to those of others in my community.	I can identify my personal cultural values.
<b>Impacts</b>		I can analyze how cultures shape our community over time.	I can recognize how our personal cultures make us unique and develop over time.	I can identify how my culture makes me who I am.

### MDE grade level benchmarks embedded explicitly in the rubric

#### Kindergarten

- 0.4.1.1.1 Use a variety of words to reference time in past, present and future; identify the beginning, middle and end of historical states.
- 0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.



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Grade Level Competency: Grades 1-2				
Students will use reasoning to explain cultural aspects of different groups at various points in time. Students will be able to provide evidence of personal and cultural values.				
Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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 how our personal identities shape our understanding of ourselves and those around us. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can compare similarities and differences between my culture and values to those of others in my community. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify my personal cultural values. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
<b>Impacts</b>		I can analyze how cultures shape our community over time. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can recognize how our personal cultures make us unique and develop over time. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify how my culture makes me who I am. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



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### Grade Level Competency: Grades 3-4

Students will use reasoning to explain cultural aspects of different groups at various points in time.  
Students will be able to provide evidence of personal and cultural values.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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 use reasoning to explain cultural aspects of different groups at various points in time and I can understand how cultures and individual identities shape ourselves and those around us.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can recognize how cultures and individual identities shape our understanding of ourselves and those around us.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I understand that there are different cultures and values other than my own.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4
<b>Impacts</b>		I can analyze an event through a perspective other than my own.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can provide evidence of personal and cultural values in myself and others.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4	I can observe differences in personal and cultural values.  <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4



## Social Studies: Culture and People

**Competency:** The awareness of ourselves as both individuals and as members of a particular culture that is distinctive from and shares similarities with other cultures.

### Grade Level Competency: Grades 5-6:

Students will explore the origin of personal and cultural values and develop an understanding of how these cultural concepts impact others.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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 apply my learning of culture to analyze multiple perspectives to deepen understanding of myself and those around me.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can analyze how cultures and individual identities shape our understanding of ourselves and those around us.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify how my culture and the culture of those around me shape my perspective.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
<b>Impacts</b>		I can analyze an event through multiple perspectives to provide insight to outcomes of events, giving evidence to justify my response.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can analyze an event through a perspective other than my own.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can explain an event through my own personal perspective.  <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6



## Social Studies: Culture and People

**Competency:** The awareness of ourselves as both individuals and as members of a particular culture that is distinctive from and shares similarities with other cultures.

### Grade Level Competency: Grades 7-8

Students will explore the origin of personal and cultural values and develop an understanding of how these cultural concepts impact others.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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	I can synthesize my learning of culture to make new connections to myself, those around me, and the world.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can apply my learning of culture to analyze multiple perspectives to deepen understanding of myself and those around me.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify how cultures and individual identities shape understanding of ourselves and those around us.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
<b>Impacts</b>	constructs entirely new ideas that are transformational.	I can use evidence to analyze the impact of culture on decisions and relationships in the world.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can understand and describe how culture has an impact on decisions and relationships.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can recognize that culture plays a role in decisions that are made.  <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8



## Social Studies: Culture and People

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### Grade Level Competency: Grades 9-12

Students will examine awareness of themselves as both individuals and members of a group, and will be able to evaluate implications of how points of view affect perceptions and relationships with others.

Criteria	Extending	Proficient	In Progress	Beginning
<b>Awareness of culture and multiple perspectives (family, customs, values, traditions, political, ideology)</b>	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 synthesize a variety of cultural perspectives and analyze different perspectives to deepen my understanding of myself and others.	I can apply my learning of culture to view the world from various perspectives to demonstrate understanding of myself and those around me.	I can recognize how cultures and individual identities shape our understanding of ourselves and those around us.
<b>Impacts</b>		I can explain the implications of interacting with the world through a variety of cultural lenses.	I can describe the implications of culture on decisions and relationships.	I can identify the effects of culture on decisions.