



Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Kindergarten				
Students will articulate who has power in various contexts. Students will investigate the choices they are in charge of making and who they affect.				
Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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 that individuals have various responsibilities (things they are in charge of) in varying settings.	I can identify who the leader (person in charge) is in a familiar setting.	I can understand that there are leaders (people in charge) in all settings.
Impact		I can identify the choices I am responsible for and who my choices may affect.	I understand the choices I am responsible for and how my choices affect me.	I understand that I am responsible for certain choices.
MDE grade level benchmarks embedded explicitly in the rubric				
Kindergarten				

Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Grades 1-2				
Students will articulate who has power in various contexts. Students will investigate the choices they are in charge of making and who they affect.				
Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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 that individuals have various responsibilities (things they are in charge of) in varying settings. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can identify who the leader (person in charge) is in a familiar setting. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I can understand that there are leaders (people in charge) in all settings. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2
Impact		I can identify the choices I am responsible for and who my choices may affect. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I understand the choices I am responsible for and how my choices affect me. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2	I understand that I am responsible for certain choices. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2



Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Grades 3-4

Students will articulate who has power in various contexts.

Students will investigate the choices they are in charge of making and who they affect.

Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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.	<p>I can justify who is the leader in various local settings by providing evidence.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify the roles and responsibilities, including who is in charge, given a certain setting.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can understand that people have different roles and responsibilities in various settings.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>
Impact		<p>I can explain the choices I am responsible for and reflect on the impact my choices have on others.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify the choices I am responsible for and understand the impact my choices have on others.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>	<p>I can identify that I am responsible for certain choices and the impact they have on myself.</p> <p><input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4</p>



Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Grades 5-6:

Students will evaluate the development and impact of power structures and the importance and purpose of the individual and collective within those structures.

Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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 identify power structures and describe how decisions are made. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify and explain power structures. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify power structures. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
Impact		I can identify some benefits and drawbacks of power structures and explain the impact it has on different people in the system. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can explain the impact of power structures on the different people in the system. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6	I can identify the impact power structures have. <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6



Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Grades 7-8

Students will evaluate the development and impact of power structures and the importance and purpose of the individual and collective within those structures.

Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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 identify power structures, explain their purposes, and analyze how decisions are made. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify power structures and describe how decisions are made. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can explain what a power structure is. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8
Impact		I can analyze the benefits and drawbacks of power structures and evaluate the impact it has on different people in the system. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify some benefits and drawbacks of power structures and describe the impact it has on different people in the system. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	I can identify the benefits and drawbacks of a power structure. <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8



Social Studies: Power

Competency: Understanding the foundations and impact of power structures.

Grade Level Competency: Grades 9-12

Students will evaluate the impact of power, and use that evaluation to support relevant conclusions.

Criteria	Extending	Proficient	In Progress	Beginning
Power Structures	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 justify reasons for different types of power structures as influenced by economics, culture, ideals, values, religion and the extent to which power structures reflect or respond to the interests or needs of people and groups.	I can analyze existing power structures and I can compare and contrast the benefits and drawbacks.	I can identify power structures that impact a given topic or situation.
Impact		I can analyze the acquisition and development of power structures and use that information to predict potential changes in power dynamics.	I can describe the process of how power is acquired and explain how power structures change.	I can identify that power is acquired and that it evolves.