

Park Ridge Public Schools
Social Studies Report Card Rubrics
Kindergarten

The social studies curriculum provides students with fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Grading Key

- 3 - Grade Level Benchmark - Consistently meets expectations for this trimester (where we want student to be)
- 2 - Inconsistently meets the expectations for this trimester
- 1 - Rarely or never meets the expectations for this trimester
- ES – Exceeding Standards - Independently and Consistently Exceeds Standards
- NA – Not assessed

Standard #	Grade Level Expectation
Standard 1: Demonstrates knowledge of Social Studies concepts:	<p>Consistently meets expectations for this trimester</p> <ul style="list-style-type: none"> • Demonstrates the knowledge of grade level content and skills to make informed decisions that reflect fundamental rights and core democratic values with teacher guidance. • Compare, contrast, argue using social studies concepts and habits of mind: <ul style="list-style-type: none"> • Chronological Thinking • Historical Analysis and Interpretation • Historical Inquiry • Historical Understanding
Standard 2: Applies effective strategies to analyze and interpret data (chronological and thinking, spatial thinking, critical thinking, presentation skills)	<p>Consistently meets expectations for this trimester</p> <ul style="list-style-type: none"> • Thinks analytically about how past and present interactions of people, cultures, and the environment shape the American heritage with teacher guidance. • Makes observations, interprets data, and applies information with teacher guidance. • Integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • With prompting and support, describe the relationship between historical illustrations (e.g., what person, place, thing, or idea in the text an illustration depicts).