

Proficiency Scales

Social Studies
GRADE 7
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

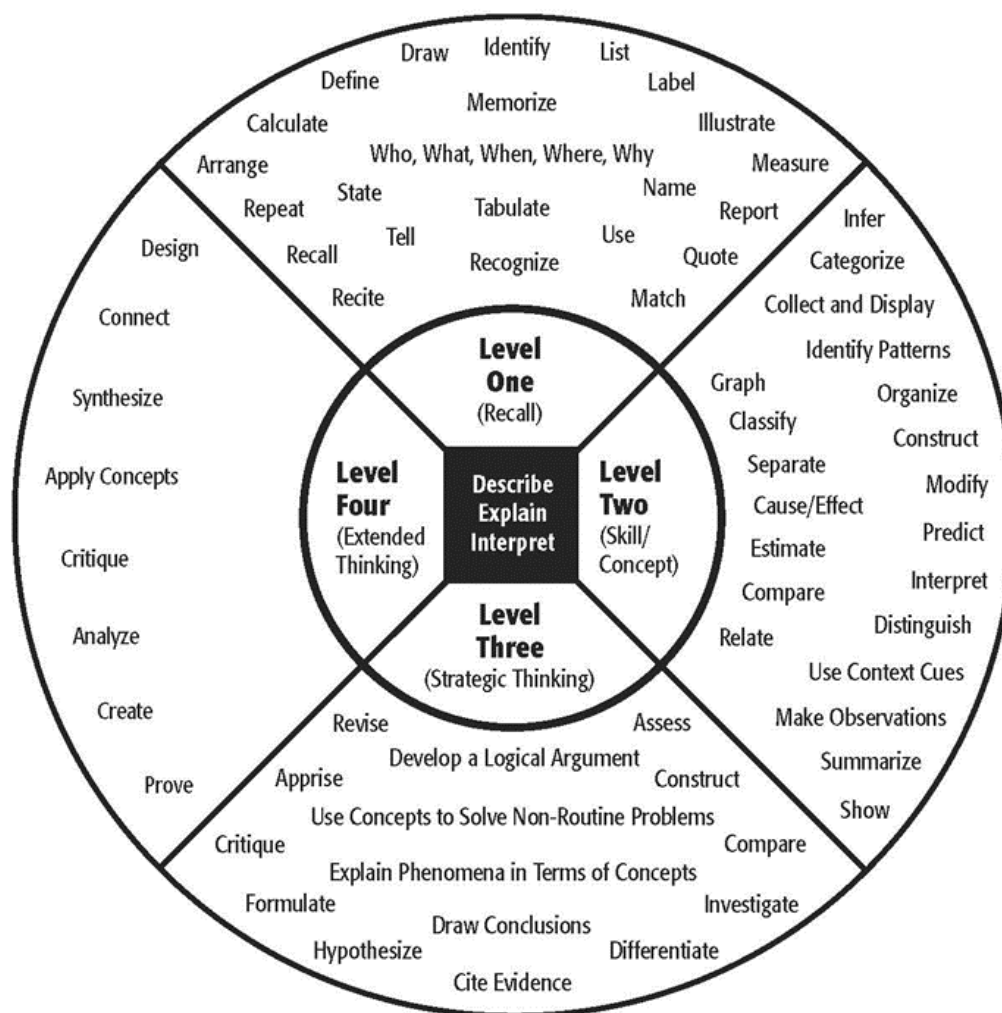
Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Social Studies Standards

The social studies standards are more thematic in nature than the standards for other content areas. Thus, you will find that some standards are referenced across grade levels, differentiated by the nature of the knowledge, processes, or products for a particular grade level.

Multiple standards will often be referenced on a proficiency scale for a particular theme and grade level. Some of the accompanying learning targets on the scale are assigned a 3.0 level status, while others are assigned a 2.0 level status. Those at 3.0 level have been prioritized for reporting purposes. The standard code has been noted after each 3.0 learning target.

In addition, fourth and seventh grades study state history. Some of the learning targets in the fourth-grade and seventh-grade proficiency scales are specific to Texas, but application can be made to other states.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

1. Culture

Essential Question: What role does culture play in God's plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

2. Time, Continuity, and Change

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

3. People, Places, and Environments

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

4. Individual Development and Identity

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

5. Individuals, Groups, and Institutions

Essential Question: What is the role of the Seventh-day Adventist Church?

Big Idea: The church is God's agent to reach individuals, groups, and institutions with the good news of the gospel.

ESSENTIAL QUESTIONS AND BIG IDEAS for SOCIAL STUDIES DOMAINS

K-8

6. Power, Authority, and Governance

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God's power, authority, and governance are absolute and rooted in His everlasting love.

7. Production, Distribution, and Consumption

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

8. Science, Technology, and Society

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

9. Global Connections

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

10. Civic Ideals and Practices

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.

Subject: **Social Studies**Domain: **Culture**Grade: **7**

Standards: SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance
SS.5-8.C.5 Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies
SS.5-8.C.6 Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study
SS.5-8.C.7 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Illustrate the value of both cultural unity and diversity, within and across groups (<i>e.g., observe and interview to develop a video illustrating the elements of a sub-culture to which they belong or have access, such as adolescents, athletes, music group, a club or other student sub-groups</i>) DOK 3 (SS.5-8.C.6) I can show the value of cultural unity and diversity in groups.• Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies (<i>e.g., develop a chart that includes a comparison of the beliefs of the Seventh-day Adventist church with selected religions</i>) DOK 3 (SS.5-8.C.5) I can compare the beliefs of the Seventh-day Adventist church with other religions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none">• <i>Accommodation, adaptation, assimilation, behavior, belief, cohesion, cultural, culture, dissonance, diversity, ethnic, ethnicity, heritage, institution, philosophy, racial, religious, respect, tradition, unity, values</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people• Explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations• Describe how people from various racial, ethnic, and religious groups attempt to	

	maintain their cultural heritage while adapting to the larger Texas culture <ul style="list-style-type: none"> • Identify examples of Spanish influence and the influence of other cultures on Texas (<i>e.g., place names, vocabulary, religion, architecture, food, and the arts</i>) • Identify contributions to the arts by Texans (<i>e.g., Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Pena Jr., Walter Prescott Webb, and Horton Foote</i>) • Identify the basic beliefs of the Seventh-day Adventist church • Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**
Strand: **Mexican National Era**Grade: **7****Standards:** SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Describe the defining characteristics of the following eras in Texas history: Natural Texas and its People, Age of Contact, Spanish Colonial, and the Mexican National (<i>e.g., develop a project or exhibit for a class museum representing an era in Texas history</i>) DOK 3 (SS.5-8.TCC.6) I can describe the characteristics of different eras in Texas history.Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas (<i>e.g., use historical methods of inquiry to locate, organize, analyze, and interpret sources to contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas; present supported findings</i>) DOK 3 (SS.5-8.TCC.9) I can contrast Spanish, Mexican, and Anglo purposes and methods of settlement in Texas.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, colonization, complexity, conflict, cultural, culture, economic, era, geographic, historical, multiple perspectives, primary and secondary sources, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldCompare the cultures of American Indians in Texas prior to European	

	<p>colonization (e.g., <i>Gulf, Plains, Puebloan, and Southeastern</i>)</p> <ul style="list-style-type: none"> Identify important individuals, events, and issues related to European exploration of Texas (e.g., <i>Alonso Alvarez de Pineda, Alvar Nunez Cabeza de Vaca; the search for gold and the conflicting territorial claims between France and Spain; 1519—the mapping of the Texas coast and first mainland Spanish settlement</i>) Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches; the contributions of individuals (e.g., <i>Fray Damian Massanet, Antonio Margil de Jesus, and Francisco Hidalgo</i>); 1718—founding of San Antonio Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, Jose Gutierrez de Lara, the Battle of Medina, independence from Spain in 1821, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin De Leon, and Green DeWitt, during the Mexican settlement of Texas 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Time, Continuity, and Change**
Strand: **Texas Revolution**Grade: **7**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
SS.5-8.TCC.5 Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher
SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto (e.g., <i>write an historical account of events of the Texas Revolution based on evidence from primary and secondary sources; identify and evaluate different perspectives on the events</i>) DOK 3 (SS.5-8.TCC.5,6) I can explain the issues surrounding events of the Texas Revolution.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, evidence, historical, multiple perspectives, point of view, primary and secondary sources</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldDescribe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Teran Report, the Law of April 6, 1830, Texas independence in 1836, the Turtle Bayou Resolutions, and the arrest of Stephen	

	F. Austin <ul style="list-style-type: none"> Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lopez de Santa Anna, Juan N. Seguin, and William B. Travis 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies **Domain: Time, Continuity, and Change** **Grade: 7**
Strand: Republic of Texas and Early Texas Statehood

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none">Analyze the causes of and events leading to Texas annexation, such as security and public debt (<i>e.g., research the causes and events leading to Texas annexation; reconstruct and enact the events leading to Texas annexation through role playing</i>) DOK 3 (SS.5-8.TCC.6) I can analyze the causes and events leading to Texas annexation.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, culture, historical, multiple perspectives, primary and secondary sources</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldIdentify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones (<i>e.g., the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, Jose Antonio Navarro, the Cordova Rebellion, the Council House Fight, the Sana Fe Expedition, slavery, and the roles of racial and ethnic groups</i>)Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, annexation in 1845, and the Compromise of 1850	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: Social Studies **Domain: Time, Continuity, and Change** **Grade: 7**
Strand: Texas During the Civil War and Reconstruction

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas (<i>e.g., use a variety of primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, to identify the political, economic, and social effects of the Civil War and Reconstruction in Texas</i>) DOK 3 (SS.5-8.TCC.9) <p>I can explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, economic, geographic, historical, multiple perspectives, political, primary and secondary sources, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldExplain the central role the expansion of slavery played in the involvement of Texas in the Civil WarIdentify significant events concerning Texas and the Civil War (<i>e.g., Civil War begins in 1861, the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch</i>)	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Time, Continuity, and Change** Grade: **7**
Strand: **Texas from Reconstruction through the 20th Century**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world

SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect

SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures

SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world

SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier (e.g., <i>use a variety of primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, to identify the political, economic, and social effects of the agricultural industry and the development of West Texas resulting from the close of the frontier</i>) DOK 3 (SS.5-8.TCC.9) I can analyze the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, economic, geographic, historical, multiple perspectives, political, primary and secondary sources, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the worldIdentify significant individuals, events, and issues, including the adoption of the current state constitution in 1876, the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker	

	<ul style="list-style-type: none"> Identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life Identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Time, Continuity, and Change** Grade: **7**
Strand: **Texas During the late 19th, 20th, and early 21st Centuries**

Standards: SS.5-8.TCC.1 Explain how the study of the past provides a representation of the history of communities, nations, and the world
SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect
SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures
SS.5-8.TCC.7 Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White
SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world
SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries, such as political and economic controversies, immigration, and migration, on the history of Texas (e.g., <i>use a variety of primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, to identify the political, economic, and social effects of significant historical events and issues of the latter half of the 20th and early 21st centuries on the history of Texas</i>) DOK 3 (SS.5-8.TCC.9) <p>I can analyze the political, economic, and social impact of historical events and issues of the latter half of the 20th and early 21st centuries on the history of Texas.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Causality, cause and effect, change, chronology, complexity, conflict, cultural, culture, economic, geographic, historical, multiple perspectives, political, primary and secondary sources, prophecy, social</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of the past provides a representation of the history of communities, nations, and the world	

	<ul style="list-style-type: none"> • Explain how the oil industry led to the industrialization of Texas • Define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20th and early 21st centuries (<i>e.g., farming, discovery of oil at Spindletop in 1901, oil and gas production, cotton, ranching, real estate, banking, and computer technology</i>) • Describe and compare the impact of reform movements in Texas in the 19th and 20th centuries (<i>e.g., progressivism, populism, women’s suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century</i>) • Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements (<i>e.g., James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</i>) • Describe the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **People, Places, and Environments**
Strand: **Geographic Factors**

Grade: **7**

Standards: SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources
SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems
SS.5-8.PPE.4 Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts
SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present
SS.5-8.PPE.8 Discuss human modifications of the environment
SS.5-8.PPE.9 Compare and contrast the effects of sin on the environment
SS.5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the effects of physical and human factors on major events in Texas (<i>e.g., climate, weather, landforms, irrigation, transportation, and communication</i>) DOK 3 (SS.5-8.PPE.4) I can analyze the effects of physical and human factors on major events in Texas. Explain ways in which geographic factors have affected the political, economic, and social development of Texas (<i>e.g., the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources</i>) DOK 3 (SS.5-8.PPE.6) I can explain ways in which geographic factors have affected the political, economic, and social development of Texas. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Adapted, climate, cultural, demographic, economic, environment, geographic, human and physical systems, location, migration, modification, natural resources, place, political, population, region, social</i> <p>The student will perform basic processes, such as:</p>	

	<ul style="list-style-type: none"> • Explain that the study of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources • Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions • Locate and compare places of importance in Texas in terms of physical and human characteristics (<i>e.g., major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest</i>) • Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications • Compare and contrast the effects of sin on the environment 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **People, Places, and Environments** Grade: **7**
Strand: **Distribution and Migration of Population**

Standards: SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources

SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems

SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present

SS.5-8.PPE.7 Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation (<i>e.g., develop a table to compare population data such as distribution and growth rate for Texas over the last ten years; summarize the effects</i>) DOK 3 (SS.5-8.PPE.6) <p>I can analyze the effects of the changing population distribution and growth in Texas.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Climate, cultural, demographic, distribution, environment, geographic, human and physical systems, immigrant, immigration, location, migration, natural resources, place, political, population, region</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resourcesIdentify why immigrant groups came to Texas and where they settled (<i>e.g., religion and political beliefs</i>)Describe how immigration and migration to Texas have influenced TexasDescribe the structure of the population of Texas using demographic concepts (<i>e.g., growth rate and age distribution</i>)	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Individual Development and Identity**Grade: **7**

Standards: SS.5-8.IDI.1 Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time
SS.5-8.IDI.2 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities
SS.5-8.IDI.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception
SS.5-8.IDI.5 Recognize the role of useful work in personal development and maintaining self-worth
SS.5-8.IDI.6 Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity
SS.5-8.IDI.7 Embrace and cultivate a personal relationship with Christ

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Examine the relationship between individual identity and personal, social, cultural, and environmental contexts (<i>e.g., use a tool to self-assess personal, social, cultural, and environmental contexts and evaluate how they affect individual identity</i>) DOK 3 (SS.5-8.IDI.6) I can tell how personal, social, cultural, and environmental factors affect my individual identity.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Change, cognitively, cultural, development, emotional, emotionally, environmental, family, groups, identity, individual, learning, leisure, mental, motivation, perception, personal, personality, physical, physically, relationship, self-worth, social, spiritual, work</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over timeExplain the role of useful work in personal development and maintaining self-worthAchieve a balance in work and leisure which encompasses physical, intellectual, social, emotional, and spiritual activities (<i>e.g., track physical, mental, social-emotional, and spiritual activities for a week and reflect on whether they are balanced</i>)	

	<ul style="list-style-type: none"> Identify and describe factors that contribute to individual development and personal identity (<i>e.g., family, gender, ethnicity, nationality, and institutional affiliations</i>) Develop a personal relationship with Christ 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Individuals, Groups, and Institutions** Grade: **7**

Standards: SS.5-8.IGI.1 Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions
SS.5-8.IGI.2 Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender
SS.5-8.IGI.7 Assess how cultural diffusion occurs when groups migrate
SS.5-8.IGI.8 Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church
SS.5-8.IGI.10 Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result
SS.5-8.IGI.12 Participate in age-appropriate outreach and service projects

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Analyze the role of institutions in furthering both continuity and change when groups migrate (<i>e.g., choose a group that migrated and research the role of institutions in furthering both continuity and change within the group</i>) DOK 3 (SS.5-8.IGI.7) I can analyze the role of institutions when groups migrate.Analyze the impact of tensions between groups with differing norms and beliefs (<i>e.g., use computer-based technology and media/communication research to analyze the impact of tensions between two groups with differing norms and beliefs; present findings in illustrations or essays about social conflict</i>) DOK 3 (SS.5-8.IGI.10) I can analyze the tensions between groups with different norms and beliefs.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Accommodation, belief, competition, conflict, continuity, cooperation, cultural diffusion, ethnic, ethnicity, ethnocentrism, gender, group, institution, migrate, mores, norm, outreach, race, role, service, socialization, status</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain that the study of individuals, groups, and institutions helps us know how individuals are members of groups and institutions and influence and shape those groups and institutionsIdentify groups that have migrated (<i>e.g., migration to the New World, religious</i>	

	<p><i>groups like the Jews, and Post WWII migration)</i></p> <ul style="list-style-type: none"> • Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result • Identify groups or institutions with differing norms and beliefs (<i>e.g., different religious groups</i>) • Identify the contributions of women and ethnic groups that have influenced the growth of the Seventh-day Adventist church (<i>e.g., E.G. White and Latin Americans</i>) • Participate in age-appropriate outreach and service projects 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Power, Authority, and Governance**

Grade: **7**

Standards: SS.5-8.PAG.7 Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security
SS.5-8.PAG.8 Describe the structure and organization of the Seventh-day Adventist church

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights (<i>e.g., prepare and present visuals of a comparison of the principles and concepts of the Texas Constitution to the U.S. Constitution</i>) DOK 3 (SS.5-8.PAG.7) I can compare the principles and concepts of the Texas Constitution to the U.S. Constitution. Describe the structure and functions of Texas government at municipal, county, and state levels that are created by the Texas Constitution (<i>e.g., develop a graphic organizer that identifies the structure and functions of Texas government at municipal, county, and state levels</i>) DOK 3 (SS.5-8.PAG.7) I can describe the structure and functions of Texas government at municipal, county, and state levels. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Checks and balances, concept, county, federalism, government, individual rights, limited government, municipal, popular sovereignty, principle, republicanism, revenue, separation of powers, Texas Constitution, U.S. Constitution</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights Identify major sources of revenue for Texas state and local governments (<i>e.g., property taxes, sales taxes, bonds, and fees</i>) Describe the structure and organization of the Seventh-day Adventist church (<i>e.g., General Conference, divisions, unions, and conferences</i>) 	
	Score	Partial success at score 2.0 content and major errors or omissions regarding

	1.5	score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies** Domain: **Production, Distribution, and Consumption** Grade: **7**

Standards: SS.5-8.PDC.7 Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors

SS.5-8.PDC.10 Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption

SS.5-8.PDC.11 Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught
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Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
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Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (<i>e.g., estimate the effects of inflation on future earning based on current plans for education, training, and career options; develop written career plans that recognize the relationship between human capital, productivity, and income</i>) DOK 3 (SS.5-8.PDC.11) I can explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.Analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets (<i>e.g., investigate the impact of the aerospace industry in Texas on international markets</i>) DOK 3 (SS.5-8.PDC.10) I can analyze the effect of industries in Texas on local, national, and international markets.
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Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
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Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Borrower, consumption, economic, economy, financial, free enterprise system, goods, industry, institution, investor, market economy, occupation, production, saver, service, urbanization</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Explain economic factors and the development of major industries that led to the urbanization of Texas (<i>e.g., transportation, oil and gas, and manufacturing</i>)Explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gasExplain the impact of economic concepts within the free enterprise system (<i>e.g., supply and demand, profit, and world competition</i>) on the economy of Texas
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	<ul style="list-style-type: none"> Provide examples of how banks and other financial institutions channel funds from savers to borrowers and investors 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Science, Technology, and Society**Grade: **7**

Standards: SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks

SS.5-8.STS.2 Develop a logical argument that there are gaps in access to science and technology around the world

SS.5-8.STS.4 Give evidence of how our lives today are media and technology dependent

SS.5-8.STS.5 Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present

SS.5-8.STS.7 Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities

Score 4.0

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught

Score
3.5

In addition to score 3.0 performance, partial success at score 4.0 content

Score 3.0

The student will:

- Analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (e.g., use presentation software to demonstrate taking a stand on an application of science or technology that has resulted in an interdependence among Texas, the United States, and the world, supporting the position with evidence) **DOK 3** (SS.5-8.STS.2,5)

I can analyze how science and technology have created an interdependence among Texas, the United States, and the world.

Score
2.5

No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content

Score 2.0

The student will recognize or recall vocabulary such as:

- Citizen, cultural, economic, economy, empirical, environment, media, political, science, scientific, social, societies, technological, technology*

The student will perform basic processes, such as:

- Explain how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks
- Compare types and uses of technology, past and present
- Identify Texas leaders in science and technology (e.g., *Walter Cunningham, Michael DeBakey, Denton Colley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.*)
- Analyze the effects of various scientific discoveries and technological

	<p>innovations on the political, economic, and social development of Texas (<i>e.g., advancements in the agricultural, energy, medical, computer, and aerospace industries</i>)</p> <ul style="list-style-type: none"> Evaluate the effects of scientific discoveries and technological innovations on the use of resources (<i>e.g., fossil fuels, water, and land</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Social Studies**Domain: **Global Connections**Grade: **7****Standard:** SS.5-8.GC.5 Indicate how global connections may make cultures more alike or increase their sense of distinctiveness

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding or lead to misunderstanding between cultures (<i>e.g., use the Internet to investigate language, art, music, and belief systems in diverse cultures and present findings in a “compare and contrast” paper</i>) DOK 3 (SS.5-8.GC.5) I can explain ways in which aspects of culture may lead to understanding or misunderstanding between cultures.Analyze the effects of changing technologies on global connectivity (<i>e.g., write an editorial on the effects of changing technologies on global connectivity</i>) DOK 3 (SS.5-8.GC.5) I can analyze the effects of changing technologies on global connectivity.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Belief, culture, global, technology, tradition</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify aspects of culture that may be affected by global connections (<i>e.g., language, beliefs, traditions, art, and music</i>)Construct a timeline of the last 2,500 years showing significant steps toward increased global connections, including the impact of changing technologies	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Social Studies**

Domain: **Civic Ideals and Practices**

Grade: **7**

Standards: SS.5-8.CIP.1 Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society
 SS.5-8.CIP.4 Examine the common good and the rule of law
 SS.5-8.CIP.5 Interpret key documents and excerpts from key sources that define and support democratic ideals and practices
 SS.5-8.CIP.8 Discuss the importance of becoming informed in order to make positive civic contributions

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Explain civic responsibilities of Texas citizens and the importance of civic participation (<i>e.g., analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals; create and implement a plan of action in collaboration with others on an issue of public concern, after weighing possible options for the most effective citizen action</i>) DOK 3 (SS.5-8.CIP.8) I can explain the civic responsibilities of Texas citizens. Identify different points of view of political parties and interest groups on important Texas issues, past and present (<i>e.g., develop and share policy positions of political parties and interest groups on important Texas issues in such forms as position statements, editorials, or political cartoons; develop a position on a public policy issue and defend it with evidence</i>) DOK 3 (SS.5-8.CIP.5) I can identify points of view of political parties and interest groups on important Texas issues. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Appointed, citizen, civic, common good, democratic, elected, free speech and press, ideal, rights, rule of law, society</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Explain that the study of civic ideals and practices helps us to learn about and know how to work for the betterment of society Explain rights of Texas citizens Describe the importance of free speech and press in a democratic society Identify the leadership qualities of elected and appointed leaders of Texas, past 	

	<p>and present, including Texans who have been president of the United States</p> <ul style="list-style-type: none"> Identify the contributions of Texas leaders (<i>e.g., Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. Gonzalez, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</i>) 	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	