

# Proficiency Scales

Social Studies  
GRADE 8  
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**

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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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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

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**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: 8
<b>Standards:</b> 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.3 Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living			
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"><li>Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (<i>e.g., find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts</i>) <b>DOK 3</b> (SS.5-8.C.3) <b>I can tell how people of various racial, ethnic, and religious groups contribute to our national identity.</b></li></ul>		
	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"><li><i>Accommodation, adaptation, assimilation, behavior, belief, cohesion, culture, custom, dissonance, diversity, ethnic, institution, racial, religious, tradition, values</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain culture as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people</li><li>Identify significant examples of art, music, and literature from various periods in U.S. history (<i>e.g., the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride”</i>)</li><li>Explain how examples of art, music, and literature reflect the times during which they were created</li><li>Describe customs and traditions of various racial, ethnic, and religious groups in the United States</li></ul>		
	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: **Colonization of America**Grade: **8****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:

- Explain why groups of European people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain (*e.g., develop a PowerPoint that explains why groups of European people settled in the United States*) **DOK 3** (SS.5-8.TCC.6)  
**I can explain why groups of European people explored, colonized, and settled in the United States.**
- Analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party (*e.g., develop an illustrated timeline of the sequence of events prior to and during the American Revolution; analyze the causes and effects of events and present in a written format*) **DOK 3** (SS.5-8.TCC.6)  
**I can analyze the causes and effects of events prior to and during the American Revolution.**
- Summarize the results of the American Revolution, including the establishment of the United States (*e.g., write a paper based on primary and secondary sources, such as documents, letters, diaries, maps, textbooks, and photos, summarizing the results of the American Revolution*) **DOK 3** (SS.5-8.TCC.6)  
**I can summarize the results of the American 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

The student will recognize or recall vocabulary such as:

- Causality, cause and effect, change, chronology, colonized, complexity, conflict, culture, economic, historical, multiple perspectives, primary and secondary*

	<p><i>sources, religious freedom</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• Explain that the study of the past provides a representation of the history of communities, nations, and the world</li> <li>• Identify when and where groups of European people explored, colonized, and settled in the United States, beginning with the founding of St. Augustine in 1565</li> <li>• Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams</li> <li>• Identify the main events prior to and during the American Revolution</li> <li>• Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</li> <li>• Identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution and the government it established</li> </ul>	
	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: **19<sup>th</sup> Century Changes in the U.S.**Grade: **8****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"><li>Analyze the political, economic, and social changes that occurred in the United States during the 19<sup>th</sup> century (<i>e.g., increase in U.S. manufacturing, expansion of slavery, and Reconstruction</i>) <b>DOK 3</b> (SS.5-8.TCC.6)</li></ul> <b>I can analyze the political, economic, and social changes that occurred in the United States during the 19<sup>th</sup> century.</b>	
	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"><li><i>Causality, cause and effect, change, chronology, complexity, conflict, culture, economic, historical, multiple perspectives, political, primary and secondary sources, social</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that the study of the past provides a representation of the history of communities, nations, and the world</li><li>Describe the causes and effects of the War of 1812 (<i>e.g., impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing</i>)</li><li>Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States</li><li>Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny</li><li>Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War</li></ul>	

	<ul style="list-style-type: none"> <li>• Explain the effects of the Civil War, including Reconstruction and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the U.S. Constitution</li> <li>• Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups (<i>e.g., settlement of the frontier and building of the Transcontinental Railroad</i>)</li> </ul>	
	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: **8**  
Strand: **20<sup>th</sup> and 21<sup>st</sup> Century Changes in the U.S.**

**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.11 Outline the efforts and influence of Seventh-day Adventist missionaries

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"><li>Analyze various issues and events of the 21<sup>st</sup> century (e.g., <i>War on Terror and the 2008 presidential election</i>) <b>DOK 3</b> (SS.5-8.TCC.6) <b>I can analyze various issues and events of the 21<sup>st</sup> century.</b></li></ul>	
	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"><li><i>Causality, cause and effect, change, chronology, complexity, conflict, culture, historical, multiple perspectives, primary and secondary sources</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that the study of the past provides a representation of the history of communities, nations, and the world</li><li>Explain the significance of issues and events of the 20<sup>th</sup> century (e.g., <i>industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions</i>)</li><li>Identify the accomplishments and contributions of individuals and groups in the areas of civil rights, women's rights, military actions, and politics (e.g., <i>Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team</i>)</li><li>Identify the efforts and influence of Seventh-day Adventist missionaries through the years</li></ul>	
	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: **People, Places, and Environments**Grade: **8**

**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.5 Investigate how the concept of regions identifies the links between people in different locations according to specific criteria

SS.5-8.PPE.8 Discuss human modifications of the environment

SS.5-8.PPE.10 Analyze the roles of different kinds of population centers in a region or nation

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

The student will:

- Create a map of important physical features (*e.g., Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains*) **DOK 3** (SS.5-8.PPE.11)  
**I can create a map of important physical features in the United States.**
- Analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their *distribution* (*e.g., research to find the five largest urban areas in the United States and identify the geographic factors that explain their distribution*) **DOK 3** (SS.5-8.PPE.5)  
**I can analyze the geographic factors that influence the location of the five largest urban areas in the United States.**
- Analyze the positive and negative consequences of human modification of the environment in the United States (*e.g., interview members of the community about their position on an issue involving changes to places and the environment*) **DOK 3** (SS.5-8.PPE.8)  
**I can analyze the positive and negative consequences of human modification of the environment in the United States.**

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:

- *Climate, economic, environment, geographic, human and physical systems, location, migration, modification, natural resources, patterns of settlement,*

	<p><i>place, political, population, region</i></p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Describe political and economic regions in the United States that result from patterns of human activity</li> <li>• Describe regions in the United States based on physical characteristics (<i>e.g., landform, climate, and vegetation</i>)</li> <li>• Locate on a map important political features (<i>e.g., the five largest cities by population in the United States and the 50 states</i>)</li> <li>• Identify and describe the patterns of settlement (<i>e.g., rural, urban, and suburban</i>)</li> <li>• Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States</li> <li>• Describe how and why people have adapted to and modified their environment in the United States (<i>e.g., use of human resources to meet basic needs</i>)</li> </ul>	
	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: **Individual Development and Identity**Grade: **8**

**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.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception  
SS.5-8.IDI.4 Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and 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	The student will: <ul style="list-style-type: none"><li>Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity (<i>e.g., identify a list of goals for personal development and write a plan that demonstrates courses of action that can lead to those goals</i>) <b>DOK 3</b> (SS.5-8.IDI.4) <b>I can analyze the factors that influence individual development and identity.</b></li></ul>	
	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"><li><i>Belief, capability, change, cognitively, development, emotionally, family, groups, identity, individual, learning, motivation, perception, personality, physically, relationship</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Explain that the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time</li><li>Identify factors that influence individual development and identity (<i>e.g., physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs</i>)</li><li>Develop a personal relationship with Christ</li></ul>	
	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: **8**

**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.3 Determine how institutions are created to respond to changing individual and group needs  
SS.5-8.IGI.4 Identify ways that Seventh-day Adventist organizations work to improve life in communities  
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"><li>Determine how institutions are created to respond to changing individual and group needs (<i>e.g., make a map to show the location of religious institutions in the community; survey the institutions to determine how their services have adapted to the needs of the community</i>) <b>DOK 3</b> (SS.5-8.IGI.3) <b>I can determine how institutions respond to the needs of my community.</b></li><li>Describe ways that Seventh-day Adventist organizations work to improve life in communities (<i>e.g., choose one Seventh-day Adventist organization that serves the community and interview the leader to determine ways in which the organization improves life in the community; make a flier for the community describing issues related to the need for an exercise park in the community</i>) <b>DOK 3</b> (SS.5-8.IGI.4) <b>I can describe ways that Seventh-day Adventist organizations improve life in my community.</b></li></ul>	
	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"><li><i>Community, competition, conflict, cooperation, cultural diffusion, ethnicity, ethnocentrism, gender, group, institution, mores, norm, organization, outreach, race, role, service, socialization, status</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>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 institutions</li><li>Identify religious institutions in the community and the community services they</li></ul>	

	provide <ul style="list-style-type: none"> <li>• Identify Seventh-day Adventist organizations that work to improve life in communities (<i>e.g., ADRA and Community Services</i>)</li> <li>• Participate in age-appropriate outreach and service projects</li> </ul>	
	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: **8****Standards:** SS.5-8.PAG.1 Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land

SS.5-8.PAG.2 Compare the constitution of a country to the Ten Commandments

SS.5-8.PAG.3 Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism

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"><li>Identify and explain the basic functions of the three branches of government (<i>e.g., executive, legislative, and judicial; develop a classroom constitution as a plan for just governance</i>) <b>DOK 3</b> (SS.5-8.PAG.3) <b>I can explain the functions of the three branches of government.</b></li><li>Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (<i>e.g., summarize the system of checks and balances outlined in the U.S. Constitution in a short report</i>) <b>DOK 3</b> (SS.5-8.PAG.3) <b>I can describe the system of checks and balances in the U.S. Constitution.</b></li><li>Distinguish between national and state governments and compare their responsibilities in the U.S. federal system (<i>e.g., develop a chart that compares the responsibilities of national and state governments in the U.S. federal system; prepare and implement an action plan addressing a local public issue or problem</i>) <b>DOK 3</b> (SS.5-8.PAG.3) <b>I can compare the responsibilities of national and state governments in the U.S. federal system.</b></li></ul>	
	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"><li><i>Bill of Rights, branches of government, checks and balances, colony, constitutional, Declaration of Independence, democracy, federal, Federalism, minority rights, national, popular sovereignty, representative, rule of law, separation of church and state, separation of powers, Ten Commandments, U.S. Constitution</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Compare the systems of government of early European colonists, including</li></ul>	

	representative government and monarchy <ul style="list-style-type: none"> <li>• Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> <li>• Explain the purposes, key elements, and the importance of the Declaration of Independence</li> <li>• Explain the purposes of the U.S. Constitution of 1787 as identified in the Preamble</li> <li>• Explain the reasons for the creation of the Bill of Rights and its importance</li> <li>• Compare the purposes of the U.S. Constitution and the Ten Commandments</li> </ul>	
	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: **Production, Distribution, and Consumption** Grade: **8**  
Strand: **Free Enterprise System**

**Standards:** SS.5-8.PDC.6 Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases  
SS.5-8.PDC.9 Interpret how markets bring buyers and sellers together to exchange goods and services  
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

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"><li>Describe how the free enterprise system works in the United States (<i>e.g., participate in market simulation activities to graph the impact of prices on consumption and production decisions; write an individual solution to a problem that affects everybody in the class, then as a class chart comparisons of various opportunity costs of the solutions developed by each of the students</i>) <b>DOK 3</b> (SS.5-8.PDC.9) <b>I can describe how the free enterprise system works in the United States.</b></li><li>Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (<i>e.g., investigate the production and distribution of goods and services in the United States</i>) <b>DOK 3</b> (SS.5-8.PDC.10) <b>I can evaluate the effects of supply and demand on industry and agriculture in the United States.</b></li></ul>	
	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"><li><i>Buyer, colonial, colony, consumer, consumption, economic, free enterprise system, goods, market economy, production, seller, services, stewardship, supply and demand, tithe</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain the economic patterns of early European colonies</li><li>Identify major industries of colonial America (<i>e.g., shipbuilding and growing of cash crops</i>)</li><li>Identify the development of the free enterprise system in colonial America and the United States</li><li>Give examples of the benefits of the free enterprise system in the United States</li></ul>	



	<ul style="list-style-type: none"> <li>• Explain how supply and demand affects consumers in the United States</li> <li>• Practice responsible stewardship (<i>e.g., returning tithe and gifts to God, saving money, helping others, and planning for future purchases</i>)</li> </ul>	
	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: **Production, Distribution, and Consumption** Grade: **8**  
Strand: **Economic Development in the United States**

**Standard:** SS.5-8.PDC.8 Explain the economic gains that result from specialization and exchange as well as the trade-offs

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"><li>Analyze the effects of immigration and migration on the economic development and growth of the United States (<i>e.g., gather and analyze data on the effects of immigration and migration on the economic development and growth of the United States</i>) <b>DOK 3</b> (SS.5-8.PDC.8)</li></ul> <p><b>I can analyze the effects of immigration and migration on the economic development and growth of the United States.</b></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"><li><i>Division of labor, economic, exchange, geographic, mass production, region, specialization</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Compare how people in different regions of the United States earn a living, past and present</li><li>Identify and explain how geographic factors have influenced the location of economic activities in the United States</li><li>Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li></ul>	
	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: **8**

**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.3 Investigate how society often turns to science and technology to solve problems  
SS.5-8.STS.6 Understand the healthy benefits of time management and practice self-control when using technology

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"><li>Analyze how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program (<i>e.g., use graphic software to create a timeline depicting the development of a scientific idea or evolution of a technological innovation; identify its impact on the economic development of the United States</i>) <b>DOK 3</b> (SS.5-8.STS.3)</li></ul> <p><b>I can analyze how science and technology have advanced the economic development of the United States.</b></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"><li><i>Economic, empirical, science, scientific, society, technological, technology</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks</li><li>Identify the accomplishments of notable individuals in the fields of science and technology (<i>e.g., Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</i>)</li><li>Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</li><li>Practice self-control when using technology</li></ul>	
	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: **8****Standards:** SS.5-8.GC.1 Outline how global connections have existed in the past and increased rapidly in current times

SS.5-8.GC.2 Verify that global factors such as cultural, economic, and political connections are changing the places in which people live

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"><li>Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past (<i>e.g., use maps, charts, and databases to explore patterns and predict trends regarding international global connections, and develop a visual to illustrate the changes in global connections in a region of the world from a historic period until today</i>) <b>DOK 3</b> (SS.5-8.GC.1) <b>I can show the ways in which people and societies are connected globally today and in the past.</b></li><li>Describe and explain the relationships and tensions between national sovereignty and global interests (<i>e.g., in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people; survey local businesses and public agencies to determine their global connections, and annotate and label these connections on a world map</i>) <b>DOK 3</b> (SS.5-8.GC.2) <b>I can explain the relationships and tensions between national organizations and global interests.</b></li></ul>	
	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"><li><i>Community, cultural, economic, global, international, national, political, society</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level</li><li>Identify global factors (<i>e.g., cultural, economic, and political connections</i>) that are changing the community</li></ul>	
	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: **8**

**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.2 Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent  
SS.5-8.CIP.3 Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship  
SS.5-8.CIP.5 Interpret key documents and excerpts from key sources that define and support democratic ideals and practices

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"><li>Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels (<i>e.g., identify and describe the role of a citizen in various forms of government past and present</i>) <b>DOK 3</b> (SS.5-8.CIP.3) <b>I can explain why individuals have a duty to participate in civic affairs.</b></li><li>Identify leadership qualities of national leaders, past and present (<i>e.g., research several national leaders and present their leadership qualities in a PowerPoint</i>) <b>DOK 3</b> (SS.5-8.CIP.1) <b>I can identify leadership qualities of national leaders.</b></li><li>Describe the fundamental rights guaranteed in the Bill of Rights (<i>e.g., freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney</i>) <b>DOK 3</b> (SS.5-8.CIP.5) <b>I can describe the fundamental rights guaranteed in the Bill of Rights.</b></li></ul>	
	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"><li><i>Appointed, Bill of Rights, citizenship, civic, civil dissent, Congress, democratic, elected, equality, fundamental rights, ideal, individual dignity, individual rights, justice, landmark, liberty, majority and minority rights, national, patriotic, political party, responsibility, society</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Explain that the study of civic ideals and practices helps us to learn about and know how to work for the betterment of society</li><li>Explain various patriotic symbols, including Uncle Sam; national celebrations</li></ul>	

	<p>(e.g., <i>Labor Day</i>); and political symbols (e.g., <i>the donkey and elephant</i>)</p> <ul style="list-style-type: none"> <li>• Sing or recite “The Star-Spangled Banner” and explain its history</li> <li>• Recite and explain the meaning of the Pledge of Allegiance to the United States Flag</li> <li>• Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</li> <li>• Explain how to contact elected and appointed leaders in local, state, and national governments</li> <li>• Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</li> </ul>	
	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	