



Roosevelt School District
Report Card Rubric – Social Studies – 7th Grade

**reference your grade specific curriculum map for detailed trimester expectations*

Reporting Standard: Analyze history through writing by making a claim or argument, using evidence, and multiple primary or secondary resources.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.SP1.1	1-3	Analysis of connections among events and developments in broader historical contexts is limited, unclear, and/or not evident.	Can somewhat analyze connections among events and developments in broader historical contexts. Connections are somewhat relevant, clear, and/or evident.	Accurately analyzes connections among events and developments in broader historical contexts.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP1.2	1-3	Classification of a series of historical events and developments as examples of change and/or continuity is limited, unclear, and/or not evident.	Can somewhat classify a series of historical events and developments as examples of change and/or continuity. Classifications are somewhat relevant, clear, and/or evident.	Accurately classifies a series of historical events and developments as examples of change and/or continuity.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP1.3	1-3	Evaluation of the significance of past events and their effect on students' lives and global society is limited, unclear, and/or not evident.	Can somewhat evaluate the significance of past events and their effect on students' lives and global society. Evaluation is somewhat relevant, clear, and/or evident.	Accurately evaluates the significance of past events and their effect on students' lives and global society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP1.4	1-3	Questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant are not relevant, unclear, and/or not evident.	Can somewhat use specific and relevant questions generated about individuals and groups to accurately analyze why they, and the developments they shaped, are historically significant. Questions are somewhat relevant, clear, and/or evident.	Uses specific and relevant questions generated about individuals and groups to accurately analyze why they, and the developments they shaped, are historically significant.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.SP2.1	1-3	Analysis of multiple factors that influence the perspectives of people during different historical eras is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze multiple factors that influence the perspectives of people during different historical eras. Analysis of factors is somewhat relevant, clear, and/or evident.	Analyze multiple factors that influence the perspectives of people during different historical eras.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP2.2	1-3	Explanation how and why perspectives of people have changed over time is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how and why perspectives of people have changed over time. Explanations are somewhat relevant, clear, and/or evident.	Explain how and why perspectives of people have changed over time.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP2.3	1-3	Analysis of how people's perspectives influenced what information is available in the historical sources they created is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze how people's perspectives influenced what information is available in the historical sources they created. Analysis is somewhat relevant, clear, and/or evident.	Analyze how people's perspectives influenced what information is available in the historical sources they created.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.1	1-3	Creation of compelling questions and supporting questions that reflect enduring issues about the world, past and present are not relevant, limited, unclear, and/or not evident.	Can somewhat create compelling questions and supporting questions that reflect enduring issues about the world, past and present. Questions are somewhat relevant, clear, and/or evident.	Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.2	1-3	Evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions is not relevant, limited, unclear, and/or not evident.	Can somewhat use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. Evidence provided is somewhat relevant, clear, and/or evident.	Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.3	1-3	Detection of possible limitations in the historical record based on evidence collected from various kinds of historical sources is not relevant, limited, unclear, and/or not evident.	Can somewhat detect possible limitations in the historical record based on evidence collected from various kinds of historical sources. Limitations detected are somewhat relevant, clear, and/or evident.	Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.SP3.4	1-3	Questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources are not relevant, limited, unclear, and/or not evident.	Can somewhat use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources. Questions generated are somewhat relevant, clear, and/or evident.	Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.5	1-3	Evaluation of the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose. Evaluation of relevance is somewhat relevant, clear, and/or evident.	Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.6	1-3	Construction and presentation of arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments is not relevant, limited, unclear, and/or not evident.	Can somewhat construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments. Construction and presentation is somewhat relevant, clear, and/or evident.	Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP3.7	1-3	Construction and presentation of explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations is not relevant, unclear, limited, and/or not evident.	Can somewhat construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations. Construction and presentation of explanations are somewhat relevant, clear, and/or evident.	Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP4.1	1-3	Explanation of the multiple causes and effects of events and developments in the past and present is not relevant, unclear, limited, and/or not evident.	Can somewhat explain the multiple causes and effects of events and developments in the past and present. Explanation of causes and effects of events are somewhat relevant, clear, and/or evident.	Explain the multiple causes and effects of events and developments in the past and present.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.SP4.2	1-3	Evaluation of the influence of various causes of events and developments in the past and present is not relevant, unclear, limited, and/or not evident.	Can somewhat evaluate the influence of various causes of events and developments in the past and present. Evaluation of influences is somewhat relevant, clear, and/or evident.	Evaluate the influence of various causes of events and developments in the past and present.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP4.3	1-3	Organization of applicable evidence into a coherent argument is unclear, limited, and/or not evident.	Can somewhat organize applicable evidence into a coherent argument. Organization is somewhat clear, limited, and/or evident.	Organize applicable evidence into a coherent argument.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.SP4.4	1-3	Comparison of the central arguments in multiple secondary sources on a related topic using multiple types of sources are not relevant, unclear, limited, and/or not evident.	Can somewhat compare the central arguments in multiple secondary sources on a related topic using multiple types of sources. Comparison is somewhat relevant, clear, and/or evident.	Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Explain the role government plays in different societies and its impact on citizens rights.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.C2.1	1	Explanation of how revolutions and other changes in government impact citizens' rights is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how revolutions and other changes in government impact citizens' rights. Explanation of these changes are relevant, clear, and/or evident.	Thoroughly explains how revolutions and other changes in government impact citizens' rights. Multiple examples are given and relevant academic vocabulary is used correctly.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.C4.1	2-3	Comparison of historical and contemporary means of changing societies to promote the common good is not relevant, limited, unclear, and/or not evident.	Can somewhat compare historical and contemporary means of changing societies to promote the common good. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compares historical and contemporary means of changing societies to promote the common good.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.C4.2	1-3	Assessment of specific rules and laws (both actual and proposed) as a means of addressing public problems is not relevant, limited, unclear, and/or not evident.	Can somewhat assess specific rules and laws (both actual and proposed) as a means of addressing public problems. Assessment is somewhat relevant, clear, and/or evident.	Accurately assesses specific rules and laws (both actual and proposed) as a means of addressing public problems.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.C4.3	2-3	Analysis of the purpose, process, implementation, and consequences of decision making and public policies in multiple settings is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.C4.4	1-2	Explanation of challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places is not relevant, limited, unclear, and/or not evident.	Can somewhat explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Application a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities is evident.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
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Reporting Standard: Analyze the influence economics has on the individual, business, society, trade, and markets.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.E2.1	1-2	Explanation of how economic decisions affect the well-being of individuals, businesses, and society is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how economic decisions affect the well-being of individuals, businesses, and society. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how economic decisions affect the well-being of individuals, businesses, and society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E2.2	1-3	Evaluation of current economic issues in terms of benefits and costs for distinct groups in society is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate current economic issues in terms of benefits and costs for distinct groups in society. Evaluation of current economic issues are somewhat relevant, clear, and/or evident.	Accurately evaluate current economic issues in terms of benefits and costs for distinct groups in society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E3.1	1	Explanation of the roles of buyers, sellers, and profits in product, labor, and financial markets is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the roles of buyers, sellers, and profits in product, labor, and financial markets. Explanation of roles are somewhat relevant, clear, and/or evident.	Thoroughly explains the roles of buyers, sellers, and profits in product, labor, and financial markets.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E3.2	1-2	Analysis of the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E3.3	1-2	Analysis of the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. Analysis of the influence is relevant, clear, and/or evident.	Accurately analyzes the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.E3.4	1	Explanation of ways in which money facilitates exchange is not relevant, limited, unclear, and/or not evident.	Can somewhat explain ways in which money facilitates exchange. Multiple examples are evident and clear. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains ways in which money facilitates exchange. Multiple examples are evident and clear.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E5.1	1	Explanation of the interdependence of trade and how trade barriers influence trade among nations is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the interdependence of trade and how trade barriers influence trade among nations. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the interdependence of trade and how trade barriers influence trade among nations.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E5.2	3	Comparing the various economic systems is not relevant, limited, unclear, and/or not evident.	Can somewhat compare the various economic systems. Comparisons of the economic systems are somewhat relevant, clear, and/or evident.	Accurately compares the various economic systems.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.E5.3	1	Explanation of the benefits and the costs of trade policies to individuals, businesses, and society is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the benefits and the costs of trade policies to individuals, businesses, and society. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the benefits and the costs of trade policies to individuals, businesses, and society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Create and interpret maps to analyze human, physical, cultural, and environmental changes over time.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.G1.1	1-3	Use and construction of maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics is not relevant, limited, unclear, and/or not evident.	Can somewhat use and construct maps and other geographic representations to thoroughly explain the spatial patterns of cultural and environmental characteristics. Use and construction of maps are somewhat relevant, clear, and/or evident.	Uses and construct maps and other geographic representations to thoroughly explain the spatial patterns of cultural and environmental characteristics. <ul style="list-style-type: none"> • Maps • Globes • Aerial and other photos • Remotely sensed images • Tables • Graphs • Geospatial technology 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G1.2	1-3	Analysis of various geographic representations and use geographic tools to explain relationships between the location of places and their environments is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. Analysis of these representations are somewhat relevant, clear, and/or evident.	Accurately analyzes various geographic representations and use geographic tools to explain relationships between the location of places and their environments.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G2.2	1	Analysis of cultural and environmental characteristics that make places both similar and different is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze cultural and environmental characteristics that make places both similar and different. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes cultural and environmental characteristics that make places both similar and different.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.G3.3	2	Evaluation of the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G4.1	1-3	Analysis of cultural and environmental characteristics among various places and regions of the world is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze cultural and environmental characteristics among various places and regions of the world. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes cultural and environmental characteristics among various places and regions of the world.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G4.2	1-2	Explanation of how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Explain how changes in transportation, technology, and communication impacted human settlement and migration

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Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.G2.1	1-3	Explanation of how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G3.1	2-3	Explanation of how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G3.2	1-2	Analysis of how relationships between humans and environments extend or contract patterns of settlement and movement is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze how relationships between humans and environments extend or contract patterns of settlement and movement. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyze how relationships between humans and environments extend or contract patterns of settlement and movement.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G3.4	2-3	Evaluation of human population and movement may cause conflict or promote cooperation. is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate human population and movement may cause conflict or promote cooperation. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates human population and movement may cause conflict or promote cooperation.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G4.3	1-2	Analysis of how changes in population distribution patterns affect changes in land use in places and regions is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze how changes in population distribution patterns affect changes in land use in places and regions somewhat. Analysis is relevant, clear, and/or evident.	Accurately analyzes how changes in population distribution patterns affect changes in land use in places and regions	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.G4.4	2-3	Explanation of an issue in terms of its scale (local, regional, state, national, or global) is not relevant, limited, unclear, and/or not evident.	Can somewhat explain an issue in terms of its scale (local, regional, state, national, or global). Explanations are somewhat relevant, clear, and/or evident.	Accurately explains an issue in terms of its scale (local, regional, state, national, or global). Explanation is relevant to the issue.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Analyze the development of civilizations, societies, cultures, conflicts, and innovations that have influenced history and modern world today.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.H1.1	1-2	Analysis of the rise and decline, interactions between, and blending of cultures and societies is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the rise and decline, interactions between, and blending of cultures and societies. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the rise and decline, interactions between, and blending of cultures and societies.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H1.2	1	Tracing the development and impact of scientific, technological, and educational innovations within historical time periods. is not relevant, limited, unclear, and/or not evident.	Can somewhat trace the development and impact of scientific, technological, and educational innovations within historical time periods. Traces of developments and impacts are somewhat relevant, clear, and/or evident.	Accurately traces the development and impact of scientific, technological, and educational innovations within historical time periods.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H2.1	1-3	Investigation of how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. is not relevant, limited, unclear, and/or not evident.	Can somewhat investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. Investigation of conflict is somewhat relevant, clear, and/or evident.	Thoroughly investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H2.2	2-3	Comparison of the multiple causes and effects of conflict and approaches to peacemaking is not relevant, limited, unclear, and/or not evident.	Can somewhat compare the multiple causes and effects of conflict and approaches to peacemaking. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compare the multiple causes and effects of conflict and approaches to peacemaking.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Compare economic, political, and religious ideas, institutions, and patterns that have influenced history of modern world today					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
7.H3.1	1	Comparison of the origins and spread of influential ideologies and both religious and non-religious worldviews. is not relevant, limited, unclear, and/or not evident.	Can somewhat compare the origins and spread of influential ideologies and both religious and non-religious worldviews. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compares the origins and spread of influential ideologies and both religious and non-religious worldviews.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H3.2	2-3	Analysis of how economic and political motivations impact people and events is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze how economic and political motivations impact people and events. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes how economic and political motivations impact people and events.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H3.3	1	Tracing of how individual rights, freedoms, and responsibilities have evolved over time is not relevant, limited, unclear, and/or not evident.	Can somewhat trace how individual rights, freedoms, and responsibilities have evolved over time. Traces of these areas are somewhat relevant, clear, and/or evident.	Accurately traces how individual rights, freedoms, and responsibilities have evolved over time.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H3.4	1-3	Explanation of the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H3.5	2-3	Investigation of a significant historical topic from global history that has significance to an issue or topic today. is not relevant, limited, unclear, and/or not evident.	Can somewhat investigate a significant historical topic from global history that has significance to an issue or topic today. Investigation of the significance of a historical topics related to today is somewhat relevant, clear, and/or evident.	Thoroughly investigate a significant historical topic from global history that has significance to an issue or topic today.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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7.H4.1	1	Evaluation of how the diversity of a society impacts its social and political norms.is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate how the diversity of a society impacts its social and political norms. Evaluation is somewhat relevant, clear, and/or evident.	Accurately evaluates how the diversity of a society impacts its social and political norms.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
7.H4.2	1-2	Evaluation of the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility. Evaluation of changing patterns are somewhat relevant, clear, and/or evident.	Accurately evaluates the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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