



Roosevelt School District
Report Card Rubric – Social Studies – 8th Grade

*reference your grade specific curriculum map for detailed trimester expectations

Reporting Standard: Present arguments, claims, and explanations on topics in and outside of the classroom using print, oral, and digital technologies.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.SP1.1	1-3	Analysis connections among events and developments in broader historical contexts is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze connections among events and developments in broader historical contexts. Analysis is 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.
8.SP1.2	1-3	Classifications of a series of historical events and developments as examples of change and/or continuity is not relevant, 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.
8.SP1.3	1-3	Evaluation of the significance of past events and their effect on students' lives and society is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the significance of past events and their effect on students' lives and society. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates the significance of past events and their effect on students' lives and society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP1.4	1-3	Questions used and generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant are not relevant, limited, unclear, and/or not evident.	Can somewhat use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. Questions generated are somewhat relevant, clear, and/or evident.	Accurately uses questions generated about individuals and groups to 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.
8.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 is somewhat relevant, clear, and/or evident.	Accurately analyzes 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.

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8.SP2.2	1-3	Explanations on how and why perspectives of people have changed over time are 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.	Thoroughly explains 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.
8.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.	Accurately analyzes 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.
8.SP3.1	1-3	Creation and answering of compelling and supporting questions that reflect enduring issues in the field of history and social science. is not relevant, limited, unclear, and/or not evident.	Can somewhat create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science. Creation and answering of compelling and supporting questions are somewhat relevant, clear, and/or evident.	Creates and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP3.2	1-3	Detection of possible limitations in the historical record based on evidence collected from various kinds of historical sources are 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. Detections of possible limitations are somewhat relevant, clear, and/or evident.	Accurately detects 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.
8.SP3.3	1-3	Use of questions generated about multiple historical sources to identify further areas of inquiry and additional sources.is not relevant, limited, unclear, and/or not evident.	Can somewhat use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. Questions generated are somewhat relevant, clear, and/or evident.	Accurately uses questions generated about multiple historical 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.
8.SP3.4	1-3	Evaluations of the relevance and utility of historical 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 historical sources based on information such as author, date, origin, intended audience, and purpose. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates the relevance and utility of historical 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.

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8.SP3.5	1-3	Gathering of relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.is not relevant, limited, unclear, and/or not evident.	Can somewhat gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	Gathers relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP3.6	1-3	Construction and presentation of arguments based on claims and counterclaims while pointing out the strengths and limitations of the 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 the arguments. Construction and presentation of arguments based on claims and counterclaims are somewhat relevant, clear, and/or evident.	Clearly constructs and presents arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP3.7	1-3	Construction and presentation of explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.is not relevant, limited, unclear, and/or not evident.	Can somewhat construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. Construction and presentation of explanations using the aspects above are somewhat relevant, clear, and/or evident.	Accurately and constructs and presents explanations using reasoning, correct sequence, examples, details with relevant information and data, 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.
8.SP3.8	1-3	Presentation of arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies. is not relevant, limited, unclear, and/or not evident.	Can somewhat present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies. Presentations and explanations are somewhat relevant, clear, and/or evident.	Accurately presents arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.SP4.1	1-3	Explanations of the multiple causes and effects of events and developments in the past.is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the multiple causes and effects of events and developments in the past. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the multiple causes and effects of events and developments in the past.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP4.2	1-3	Evaluation of the influence of various causes of events and developments in the past is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the influence of various causes of events and developments in the past. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates the influence of various causes of events and developments in the past.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP4.3	1-3	Organization of applicable evidence into a coherent argument about the multiple causes and effects of events and issues is not relevant, limited, unclear, and/or not evident.	Can somewhat organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues. Evidence is somewhat relevant, clear, and/or evident.	Organizes applicable evidence into a coherent argument about the multiple causes and effects of events and issues.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.SP4.4	1-3	Comparison of the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media is not relevant, limited, unclear, and/or not evident.	Can somewhat compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media. Comparisons are somewhat relevant, clear, and/or evident.	Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

Reporting Standard: Describe the role civic and political institutions have in society and the impact they have on people or groups at local, state, national, or global levels.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.C1.1	1	Analysis of ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems are not relevant, limited, unclear, and/or not evident.	Can somewhat analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. Analysis of ideas and principles are somewhat relevant, clear, and/or evident.	Accurately analyzes ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems. <ul style="list-style-type: none"> • Popular sovereignty • Consent of the governed • Social Contract • Limited government • Rule of Law • Separation of Powers • Checks & Balances • Federalism • Individual rights 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C1.2	1-3	Demonstration of civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings is not relevant, limited, unclear, and/or not evident.	Can somewhat demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings. Demonstrations are somewhat relevant, clear, and/or evident.	Accurately demonstrates civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C1.3	1-3	Analysis of the influence of personal interests and perspectives when people address issues and problems in government and civil society is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the influence of personal interests and perspectives when people address issues and problems in government and civil society	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.C1.4	1-2	Engages in projects to help or inform others such as community service and service-learning projects is limited and/or not evident.	Can somewhat engages in projects to help or inform others such as community service and service-learning projects.	Engages in projects to help or inform others such as community service and service-learning projects.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C2.1	1-2	Analysis of the powers of citizens in a variety of governmental and non-governmental contexts is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the powers of citizens in a variety of governmental and non-governmental contexts. Analysis of powers is somewhat relevant, clear, and/or evident.	Accurately analyzes the powers of citizens in a variety of governmental and non-governmental contexts.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C2.2	1-2	Explanation of specific roles, rights and responsibilities of people in a society is not relevant, limited, unclear, and/or not evident.	Can somewhat explain specific roles, rights and responsibilities of people in a society. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains specific roles, rights and responsibilities of people in a society.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C2.3	1	Analysis of concepts and ideals such as majority and minority rights, civil dissent, and the rule of law is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C2.4	1-3	Explanation of how immigrants become naturalized citizens is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how immigrants become naturalized citizens. are somewhat relevant, clear, and/or evident. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how immigrants become naturalized citizens.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.C3.1	1	Description of the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy is not relevant, limited, unclear, and/or not evident.	Can somewhat describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy. Descriptions are somewhat relevant, clear, and/or evident.	<p>Accurately describes the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.</p> <ul style="list-style-type: none"> • Political party platforms • Structure of parties on a national, state, and local level • Precincts • Primary + general elections • Conventions • Congressional elections • Congressional districts • Gerrymandering • Census • Electoral College • Interest groups • Role of media 	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C3.2	1	Examination of the origins and purpose of constitutions, laws, treaties, and international agreements is not relevant, limited, unclear, and/or not evident.	Can somewhat examine the origins and purpose of constitutions, laws, treaties, and international agreements. Examinations are somewhat relevant, clear, and/or evident.	Thoroughly examines the origins and purpose of constitutions, laws, treaties, and international agreements.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C3.3	1	Comparison of the structures, powers, and limits of government at distinct levels in the United States is not relevant, limited, unclear, and/or not evident.	Can somewhat compare the structures, powers, and limits of government at distinct levels in the United States. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compares the structures, powers, and limits of government at distinct levels in the United States.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C4.1	1-3	Comparison of the 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.

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8.C4.2	1	Assessments of specific rules and laws (both actual and proposed) as 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 means of addressing public problems. Assessments are somewhat relevant, clear, and/or evident.	Accurately assess specific rules and laws (both actual and proposed) as means of addressing public problems.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C4.3	1	Analysis of the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal 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 and at different levels including the national, state, local (country, city, school board) and tribal. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C4.4	1-2	Identification, research, analysis, discussion, and defense of a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue. is not relevant, limited, unclear, and/or not evident.	Can somewhat identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue. Identifications, research, analysis, and discussions are somewhat relevant, clear, and/or evident.	Accurately identifies, researches, analyzes, discusses, and defends a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.C4.5	3	Analysis of how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem. is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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
8.E1.1	2	Analysis of the relationship between education, income, and job opportunities. is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the relationship between education, income, and job opportunities. Analysis somewhat relevant, clear, and/or evident.	Accurately analyzes the relationship between education, income, and job opportunities.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.2	2	Analysis of the relationship between interest rates, saving, and use of credit is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the relationship between interest rates, saving, and use of credit. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyze the relationship between interest rates, saving, and use of credit.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.3	2	Analysis the relationship between investment and return is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the relationship between investment and return. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the relationship between investment and return.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.4	2	Examination of the factors that influence spending decisions. is not relevant, limited, unclear, and/or not evident.	Can somewhat examine the factors that influence spending decisions. Examinations are somewhat relevant, clear, and/or evident.	Thoroughly examines the factors that influence spending decisions.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.5	2	Creation of a budget and examination of the benefits of budgeting is not relevant, limited, unclear, and/or not evident.	Can somewhat create a budget and examine the benefits of budgeting. Creation and examination of budget is somewhat relevant, clear, and/or evident.	Creates a budget and examine the benefits of budgeting.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.6	2	Analysis of the impact of debt on individuals is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the impact of debt on individuals. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the impact of debt on individuals.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E1.7	2	Understanding of several types of financial investments and calculate rates of return. is not relevant, limited, unclear, and/or not evident.	Can somewhat understand several types of financial investments and calculate rates of return. Understanding is somewhat relevant, clear, and/or evident.	Understands several types of financial investments and calculate rates of return.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.E1.8	2	Identification of ways insurance may minimize personal financial risk is not relevant, limited, unclear, and/or not evident.	Can somewhat identify ways insurance may minimize personal financial risk. Identifications are somewhat relevant, clear, and/or evident.	Accurately identifies ways insurance may minimize personal financial risk.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E2.1	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.
8.E2.2	2-3	Evaluation of current economic issues in terms of benefits and costs for distinct groups is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate current economic issues in terms of benefits and costs for distinct groups. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates current economic issues in terms of benefits and costs for distinct groups.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E3.1	2	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. Explanations 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.
8.E3.2	2	Analysis of the relationship between supply, demand, and competition and their influence on prices, wages, and production. is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the relationship between supply, demand, and competition and their influence on prices, wages, and production.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E3.3	2	Analysis of the influence of institutions such as corporations, non-profits, and labor unions in a market economy is not relevant, limited, unclear, and/or not evident.	Can somewhat analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy. Analysis is somewhat relevant, clear, and/or evident.	Accurately analyzes the influence of institutions such as corporations, non-profits, and labor unions in a market economy.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E4.1	2	Explanation of how inflation, deflation, and unemployment affect distinct groups. is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how inflation, deflation, and unemployment affect distinct groups. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how inflation, deflation, and unemployment affect distinct groups.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.E4.2	2	Explanation of the influence of changes in interest rates on borrowing and investing is not relevant, limited, unclear, and/or not evident.	Can somewhat explain the influence of changes in interest rates on borrowing and investing. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the influence of changes in interest rates on borrowing and investing.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E4.3	2	Explanations of the effect of productivity on standard of living are not relevant, limited, unclear, and/or not evident.	Can somewhat explain the effect of productivity on standard of living. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains the effect of productivity on standard of living.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E5.1	2	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.
8.E5.2	2	Comparison of various economic systems such as command, mixed, and free market is not relevant, limited, unclear, and/or not evident.	Can somewhat compare various economic systems such as command, mixed, and free market. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compares various economic systems such as command, mixed, and free market.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.E5.3	2	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: Use geographic representations to understand human, physical, cultural, environmental, and population changes over time.					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.G1.1	3	Use of geographic tools and representations to analyze historical and modern political and economic issues and events are not relevant, limited, unclear, and/or not evident.	Can somewhat use geographic tools and representations to analyze historical and modern political and economic issues and events. Geographic tools and representations are somewhat relevant, clear, and/or evident.	Use geographic tools and representations to analyze historical and modern political and economic issues and events. <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.
8.G2.1	3	Examination of impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate. is not relevant, limited, unclear, and/or not evident.	Can somewhat examine the impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate. Examinations are somewhat relevant, clear, and/or evident.	Thoroughly examines impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.G2.2	1-3	Evaluation of how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.G3.1	1-3	Evaluation of the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time. is not relevant, limited, unclear, and/or not evident.	Can somewhat evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time. Evaluations are somewhat relevant, clear, and/or evident.	Accurately evaluates the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.G4.1	3	Active stance taken on a geographic issue reflecting its scale (local, regional, state, national, or global) is not relevant, limited, unclear, and/or not evident.	Can somewhat take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global) are somewhat relevant, clear, and/or evident.	Takes an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global)	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
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Reporting Standard: Explain the role government has in social and economic life and how it impacts citizens					
Performance Objective	Trimester Reported*	1 Minimal	2 Developing	3 Proficient	4 Advanced
8.H2.1	1-2	Explanation of how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.

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8.H2.2	3	Investigation of how conflict can be both unifying and divisive both domestically and internationally. is not relevant, limited, unclear, and/or not evident.	Can somewhat investigate how conflict can be both unifying and divisive both domestically and internationally. Investigation is somewhat relevant, clear, and/or evident.	Thoroughly investigates how conflict can be both unifying and divisive both domestically and internationally.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.H2.3	3	Explanation of how geographic and environmental factors shaped communities and how competition over resources have affected government policies. is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how geographic and environmental factors shaped communities and how competition over resources have affected government policies.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.H3.1	3	Explanation of how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries. is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.H3.2	1-3	Explanation of how popular movements, reform efforts, and activist groups have sought to change American society and institutions is not relevant, limited, unclear, and/or not evident.	Can somewhat explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions. Explanations are somewhat relevant, clear, and/or evident.	Thoroughly explains how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.H3.3	1-3	Comparisons of how individual rights, freedoms, and responsibilities have evolved over time around the world are not relevant, limited, unclear, and/or not evident.	Can somewhat compare how individual rights, freedoms, and responsibilities have evolved over time around the world. Comparisons are somewhat relevant, clear, and/or evident.	Accurately compares how individual rights, freedoms, and responsibilities have evolved over time around the world.	Work independently to apply content knowledge or skills to a greater depth than expected by the performance objective.
8.H3.4	1-3	Investigations of a significant historical topic from United States History that has significance to an issue or topic today are not relevant, limited, unclear, and/or not evident.	Can somewhat investigate a significant historical topic from United States History that has significance to an issue or topic today. Investigations are somewhat relevant, clear, and/or evident.	Thoroughly investigates a significant historical topic from United States 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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