



URBANDALE
COMMUNITY SCHOOL DISTRICT

7th Grade Social Studies

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice	1.0	I can analyze the connection between history, geography, and culture.	3.0
Project A	2.0		
Observational Data	3.0		
Project B	3.0		

The Anatomy of the Proficiency Scale

6th Grade Social Studies		
Learning Requirement: I can analyze the connection between history, geography, and culture.		
Prioritized Standard: SS6.20 Analyze connections among historical events and developments in various geographic and cultural contexts.		
Supporting Standard(s): SS6.21, SS6.22		
Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: • Analyze the evolution of one culture through various historical eras, tracking the changes in people's perspectives over time. (SS6.21)	For example, investigate the history of apartheid in South Africa, focusing on the changes of people's perspectives over time in South Africa and around the world.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze how two or more historical events or developments are connected through culture or geography. (SS6.20)	For example, when answering the question, "How might ethnic group differences affect who controls resources and power in a society?" students analyze historical events of genocide in the 1930s in China by the Japanese and apartheid in South Africa.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, cultural context) and perform basic processes such as: (SS6.20)</p> <ul style="list-style-type: none"> • Explain how two historical developments are connected from a geographic or cultural context. <p>The student will recognize or recall specific vocabulary (for example, cause and effect) and perform basic processes such as: (SS6.22)</p> <ul style="list-style-type: none"> • Explain causes and effects of events from the past. <p>The student will recognize or recall specific vocabulary (for example, perspectives) and perform basic processes such as: (SS6.21)</p> <ul style="list-style-type: none"> • Explain how perspectives of people have evolved over various historical eras and the reasons behind these changes. <p>The student will recognize or recall specific vocabulary (for example, historical era) and perform basic processes such as: (SS6.21)</p> <ul style="list-style-type: none"> • Identify how perspectives of people have changed throughout different historical eras. <p>The student will recognize or recall specific vocabulary (for example, cause) and perform basic processes such as: (SS6.22)</p> <ul style="list-style-type: none"> • Identify causes and effects of events/developments from the past. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade 7 Learning Requirements & Proficiency Scales

Learning Requirements	Corresponding Units
Inquiry Learning Requirements	
I can create supporting questions to compelling questions.	
I can gather and evaluate sources.	
I can develop claims using evidence.	
I can communicate and critique conclusions.	
I can take informed action.	
Content Learning Requirements	
I can examine factors that contribute to social change.	
I can analyze civic and political institutions.	
I can assess the global economy.	
I can analyze human population movements and patterns.	
I can analyze global interconnections.	
I can compare perspectives from the past with contemporary views.	
I can analyze Iowa's role in the world.	

Learning Requirement: I can create supporting questions aligned to compelling questions.

Prioritized Standard:

SS7.2 Create supporting questions to help answer the compelling question in an inquiry.

Supporting Standard(s): SS7.1

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Create an alternative compelling question for the inquiry and create supporting questions that help answer the question. (SS7.2)	For example, students change the unit compelling question from, "What ideas gave birth to the world's first modern democratic nation?" to "Is the United States truly a democratic nation?"
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Construct supporting questions that align with the compelling question of an inquiry. (SS7.2)	For example, students construct supporting questions that align with the compelling question, "How should political power be distributed in a society?"
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, (<i>compelling questions</i>) and perform basic processes such as: (SS7.2) <ul style="list-style-type: none">Differentiate between compelling questions and supporting questions.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can gather and evaluate sources.**Prioritized Standard:**

SS7.3 Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.

SS7.4 With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Independently gather information from multiple primary and secondary sources and explain the variations in origin, authority, structure, and context. (SS7.3)Independently evaluate the credibility of primary and secondary sources based on relevance.	<p>For example, students seek out additional information from additional sources to answer the compelling and supporting questions, and in addition, explain how the sources vary in origin, authority, structure, and context.</p> <p>For example, students evaluate the credibility of journal entries written during WWII to investigate struggles German citizens faced.</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Gather information from primary sources and secondary sources that is relevant to the content and context. (SS7.3) With guided practice, evaluate the credibility of the source by determining relevance and intended use. (SS7.4)	<p>For example, students explore and review the Magna Carta and the Mayflower Compact to gather information to answer the question, "What ideas gave birth to the world's first modern democratic nation?"</p> <p>For example, students evaluate the credibility of the Declaration of Independence for answering the compelling question, "Is the United States truly a democracy?" by focusing on the relevance and intended use of the document.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>relevant</i>) and perform basic processes such as: (SS7.3) <ul style="list-style-type: none">With guided practice, gather relevant information from multiple sources after determining their credibility. The student will recognize or recall specific vocabulary (for example, <i>primary</i>) and perform basic processes such as: (SS7.) <ul style="list-style-type: none">Identify primary sourcesIdentify secondary sources	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can develop claims using evidence.

Prioritized Standard:

SS7.5 With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.

SS7.6 With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Independently identify evidence from multiple perspectives and multiple sources to support a claim and identify its strengths and limitations. (SS7.5) Independently identify evidence from multiple perspectives and multiple sources to support a counterclaim, and identify its strengths and limitations (SS7.6) 	For example, students construct the claim, "Freedom of speech is the most relevant right of Americans," and the counterclaim, "Freedom of speech is an unnecessary freedom in the United States." Students review the evidence they use to support their claim and counterclaim, evaluating the strengths and limitations.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: With guided practice, identify evidence that draws from multiple perspectives and multiple sources to support claims and identify its limitations. (SS7.5) With guided practice, construct claims and counterclaims, identifying the strengths and limitations of each. (SS7.6)	For example, students look at past and current documents that support their answer to the question, "How should the United States conduct foreign policy?" For example, students construct the claim, "Freedom of speech is the most relevant right of Americans," then construct a counterclaim and identify the strengths and limitations of each.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, (evidence) and perform basic processes such as: (SS7.5) <ul style="list-style-type: none"> With guided practice, identify evidence that strengthens a claim. The student will recognize or recall specific vocabulary (for example, limitation) and perform basic processes such as: (SS7.6) <ul style="list-style-type: none"> With guided practice, identify a limitation of a claim. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can communicate and critique conclusions.

Prioritized Standard:

SS7.8 Independently construct responses to compelling questions supported by reasoning and evidence.

SS7.9 Present original arguments based on credible sources using a variety of media to authentic audiences.

Supporting Standard(s): SS7.7

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Develop multiple responses to a compelling question using claim, evidence, and reasoning from multiple sources, creating them in opposition of each other and evaluating them for strengths and limitations. Deliver claim/conclusion using multiple media tailored to the authentic audiences. (SS7.9) 	<p>For example, students construct two claims to the question, “Do we really have freedom of speech?” These claims are in opposition of each other, and the student identifies strengths and limitations of both.</p> <p>For example, when students address their peers, they select a clip from a social media site that supports their claim to answer the question, “What are the limitations of freedom of speech in schools?”</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Develop responses to the compelling question using claim, evidence, and reasoning. (SS7.8) Present claim, evidence, and reasoning using media purposefully to strengthen the argument. (SS7.9)	<p>For example, after constructing a claim, students develop responses with evidence and reasoning that helps support the claim.</p> <p>For example, students select a section of a brief video to support their claim, evidence and reasoning and uses it in a presentation to the class.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>argument</i>) and perform basic processes such as: (SS7.7) <ul style="list-style-type: none"> With guided practice, construct a response to a compelling question based on credible sources. The student will recognize or recall specific vocabulary (for example, <i>argument</i>) and perform basic processes such as: (SS7.8) <ul style="list-style-type: none"> Identify claims, evidence, and reasoning. The student will recognize or recall specific vocabulary (for example, <i>media</i>) and perform basic processes such as: (SS7.9) <ul style="list-style-type: none"> Present a response to a compelling question using a variety of media. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can **take informed action**.

Prioritized Standard:

SS7.11 Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.

Supporting Standard(s): SS7.10, SS7.12

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate multiple action plans to determine which will meet certain parameters that meet your needs. For example, which plan is shortest, involves the most/fewest people, has the greatest immediate impact, and greatest potential for long term change, etc. (SS7.11)	For example, students create action plans to address the issue of food deserts in their neighborhood. They evaluate the various action plans based on the time, people power, initial impact, and potential for long term change.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain challenges or opportunities people faced at different times and places when taking action to address a problem (SS7.11)	For example, student investigates the challenges that indigenous people in the United States have experienced specific to voting access and voting rights.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>consequences</i>) and perform basic processes such as: (SS7.12) <ul style="list-style-type: none">Compares the consequence(s) of their (group) actions when taking action to address problems. The student will recognize or recall specific vocabulary (for example, <i>democratic procedure</i>) and perform basic processes such as: (SS7.12) <ul style="list-style-type: none">Choose a democratic procedure to make decisions in the classroom or community.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can examine factors that contribute to social change.

Prioritized Standards:

SS7.13 Identify social, political and economic factors that can influence our thoughts and behavior.

Supporting Standard(s): SS7.14

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Analyze the relationship between economic factors that can influence thoughts and behaviors in society and cause social inequality (SS7.13/SS7.14)	For example, students analyze the relationship between socio-economic status and gun ownership, looking at it through a lens of social inequality.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Identify multiple factors (social, political, and economic) that can influence behavior (SS7.13) Examine causes of social inequality (SS7.14)	For example, students identify factors that contribute to someone voting in an election. For example, students examine the most common causes of poverty by looking at factors that contribute to poverty and characteristics of those who live in poverty.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, (factor) and perform basic processes such as: (SS.13) <ul style="list-style-type: none">Identify one factor such as social, political or economic that can influence behavior. The student will recognize or recall specific vocabulary (for example, social inequality) and perform basic processes such as: (SS7.14) <ul style="list-style-type: none">Identify a cause of social inequality.Examine how social inequality looks in a society.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze civic and political institutions.**Prioritized Standard:**

SS7.15 Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.

SS7.16 Examine the origins, purposes, and impact of laws, treaties, and international agreements.

SS.7.17 Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Analyze the role that interest groups and the media have had on specific laws, treaties, and international agreements (SS7.15)Analyze the impact that the legalization of medical marijuana has had on citizens in states in which it is legal. (SS7.16)	<p>For example, students examine ways in which interest groups and the media have influenced the legalization of medical marijuana in some states.</p> <p>For example, students examine ways the legalization of medical marijuana in some states and the impact on unemployment, comparing it with unemployment in states that have not legalized it.</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	<p>The student will: Evaluate the power and responsibilities of citizens and the media in a government (SS7.15)</p> <p>Examine the purpose and impact of specific laws, treaties and international agreements (SS7.16)</p> <p>Describe the roles of political, civil, and economic organizations in shaping people's lives. (SS7.17)</p>	<p>For example, students evaluate how the people of Flint, Michigan used civic engagement to draw attention to their water problem.</p> <p>For example, connect the status of civil rights for African Americans at the time with the changes that occurred as a result of Brown v. Board of Education.</p> <p>For example, students describe the roles of political, civil, and economic organizations in shaping people's lives.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>citizens</i>) and perform basic processes such as: (SS7.15)</p> <ul style="list-style-type: none">Identify responsibilities of citizens in a government <p>The student will recognize or recall specific vocabulary (for example, <i>treaties</i>) and perform basic processes such as: (SS7.16)</p> <ul style="list-style-type: none">Identify specific laws, treaties and international agreements. <p>The student will recognize or recall specific vocabulary (for example, <i>organizations</i>) and perform basic processes such as: (SS7.17)</p> <ul style="list-style-type: none">Identify roles of political, civil, and economic organizations that shape people's lives.Explain the role that political organizations have in shaping people's lives.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can assess the global economy. (Economic Policy)

Prioritized Standard:

SS7.18 Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.

SS7.19 Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.

SS7.20 Investigate the impact of trade policies and barriers on a nation and its citizens.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</p> <ul style="list-style-type: none"> Determine a solution or alternative to a current economic policy. Analyze the issues that other countries around the world (and governments) deal with issues of supply and demand and the impact it has. Investigate the impact of long term and short term trade policies and barriers on a specific nation and its citizens. (SS7.20) 	<p>For example, students investigate the success of welfare to work programs. Determine whether this is a policy that all states should adopt and what the potential impact might be.</p> <p>For example, students look at the supply and demand issues that are still occurring as a result of COVID 19 and the shipping and manufacturing impact and create a plan that could prevent this in the future.</p> <p>For example, students investigate the impact of the European Union in terms of trade and the barriers that it might create for citizens.</p>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	<p>The student will:</p> <p>Explain how economic policy impacts individuals, business, and society (SS7.18)</p> <p>Explain how supply and demand influences market value (SS7.19)</p> <p>Analyze the impact that trade policies have on a nation and its citizens (SS7.20)</p> <p>Analyze the impact that trade barriers have on a nation and its citizens (SS7.20)</p>	<p>For example, students evaluate the impact of welfare on individuals, businesses, and society.</p> <p>For example, students evaluate the impact of an oil leak in the Gulf of Mexico on gas prices in the United States.</p> <p>For example, students analyze the impact that the U.S.- Canada- Mexico Agreement (replacing the North American Free Trade Agreement) has on citizens in the United States, Canada, and Mexico.</p> <p>For example, students investigate the impact that trade barriers with Russia have on the United States and citizens in Russia.</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	

<p>2.0 Approaching Grade Level Standard</p>	<p>The student will recognize or recall specific vocabulary (for example, <i>(economic policies)</i>) and perform basic processes such as: (SS7.18)</p> <ul style="list-style-type: none"> Identify and describe economic policies. <p>The student will recognize or recall specific vocabulary (for example, <i>supply and demand</i>) and perform basic processes such as: (SS7.19)</p> <ul style="list-style-type: none"> Identify and describe supply and demand. Identify examples of competition in our economy <p>The student will recognize or recall specific vocabulary (for example, <i>(trade policies)</i>) and perform basic processes such as: (SS7.20)</p> <ul style="list-style-type: none"> Identify how trade policies impact the availability of goods and services.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

Learning Requirement: I can analyze human population movements and patterns.

Prioritized Standard:

SS7.21 Evaluate the push and pull factors involved in human population movement and patterns.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate the factors involved in population movement and patterns over a specific length of time and use the information to predict future movement and patterns in population (SS7.21) 	For example, students investigate the population shifts in the United States over the last two hundred years, and predict the future movement and patterns in population in the next fifty years. Consider factors like topography, location, natural resources, climate, political climate, and cultural climate.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Evaluate factors that impact human population movement historically (SS7.21) Evaluate factors that impact patterns in human population movement historically (SS7.21)	For example, students investigate reasons that people have historically migrated from one place to another. For example, students examine how physical features, such as topography, location, natural resources, and climate, influence where people choose to settle.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>(movement)</i>) and perform basic processes such as: (SS7.21) <ul style="list-style-type: none"> Describe factors that impact human population movement. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze global interconnections.

Prioritized Standard:

SS7.22 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.

Supporting Standard(s): SS7.23

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Analyze how global events impact the patterns of world trade and could potentially impact population and movement. (SS7.22) 	For example, students investigate how the invasion of the Ukraine by Russia has impacted the patterns of world trade and how it could potentially impact population and movement.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain in how the environment and available natural resources influence where people live (SS7.22) Explain how businesses/the production of goods and services and population distribution are connected (SS7.22)	For example, students investigate the issue of beach erosion in Florida and how it influences population movement. For example, students examine how the population of Detroit, Michigan has changed over the last twenty years in relation to the success of the industry in that area.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, (<i>natural resources</i>) and perform basic processes such as: (SS7.22) <ul style="list-style-type: none"> Describe how the location of natural resources and the production of goods influences world trade. The student will recognize or recall specific vocabulary (for example, <i>land use</i>) and perform basic processes such as: (SS7.23) <ul style="list-style-type: none"> Identify how changes in global populations affect land use in particular areas. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can compare perspectives from the past with contemporary views.

Prioritized Standard:

SS7.26 Explain multiple causes and effects of various contemporary global events and developments.

SS7.25 Explain how and why perspectives on various contemporary issues have changed over time.

Supporting Standards: SS7.24

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Analyze the cause and effect of a contemporary global event and connect it to historical events. (SS7.26/SS7.24) 	For example, students analyze the invasion of Ukraine by Russia and connect it to the Cold War.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain cause and effect of contemporary global events and developments. (SS7.26) Explain how/why perspectives on contemporary issues have changed over time. (SS7.25)	For example, students select a contemporary global event and evaluate the cause and impact on the world. For example, students select a global issue that they are concerned about and investigate why perspectives on this issue have changed over time.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>contemporary</i>) and perform basic processes such as: (SS7.24) <ul style="list-style-type: none"> Identify connections between historical events and contemporary global issues The student will recognize or recall specific vocabulary (for example, (<i>contemporary issues</i>) and perform basic processes such as: (SS7.25) <ul style="list-style-type: none"> Identify how perspectives on contemporary issues have changed over time. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze Iowa's role in the world.

Prioritized Standard:

SS7.27 Analyze the role that Iowa plays in contemporary global issues.

Supporting Standards: SS7.26

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Determine states that have similar roles in contemporary global issues as Iowa and explain. (SS7.27)	For example, students determine states that are also leaders in world food production and their response to contemporary global issues.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Evaluate the role that Iowa plays in contemporary global issues (SS7.27)	For example, students evaluate Iowa's role as a leader of food production for the world and Iowa's role in contemporary global issues.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, (contemporary world issue) and perform basic processes such as: (SS7.27) <ul style="list-style-type: none">Determine a connection between Iowa and a contemporary world issue.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	