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| **NAME:**  ***Report on Mastery of 7th Grade Social Studies Standards*** | |
| **Assignment Mastery Score Scale** | |
| **4 =** Exceeds end of year standard  **3.5 =** In addition to score 3.0 performance, partial success at score 4.0 content  **3 =** Has met end of year standard  **2.5** = No major errors/omissions on 2.0 content, partial success at score 3.0 content | **2 =** On target to meet end of year standard  **1.5** = Partial success at 2.0 content, major errors/omissions at 3.0 content  **1** = Not on target to meet end of year standard  **0** = With help no success |
| ***Areas left blank are not assessed at this time.*** | |

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| **7th Grade Social Studies Content Standards** | | | | |
| **Historical Inquiry and Analysis** | Q1 | Q2 | Q3 | Q4 |
| How do historians know and create accounts about the past? |  |  |  |  |
| **ERA 1 Peopling of the Earth &Agricultural Revolution** |  |  |  |  |
| Explain why did humanity spread across the earth? |  |  |  |  |
| What caused humans to transition from a life of full-time hunting gathering to living in permanent settled villages? |  |  |  |  |
| **ERA 2 Early Civilizations and Societies** |  |  |  |  |
| How did geography play a part in the development of ERA 2 River Valley Civilizations? |  |  |  |  |
| Describe the common characteristics of a civilization |  |  |  |  |
| **ERA 3 Classical Traditions & Development of Religions** |  |  |  |  |
| Describe the common characteristics of an empire that allowed some civilizations to develop into large scale empires. |  |  |  |  |
| Describe the characteristics of a world religion? |  |  |  |  |
| Describe why empires collapsed |  |  |  |  |

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| **Reading Standards for Literacy in History/Social Studies** | | | | |
| **Reading for Key Ideas and Details** | Q1 | Q2 | Q3 | Q4 |
| \*Identify and summarize important information in text.  \*Sequence events or processes described in text.  \*Identify and analyze cause and effect relationships.  \*Evaluate different explanations or arguments based upon evidence in the text. |  |  |  |  |
| **Understanding the Craft and Structure of a Text** |  |  |  |  |
| \*Build and analyze vocabulary in the context of content area texts.  \*Describe the structure and genre of texts.  \*Identify, analyze, and find evidence related to an author’s point of view or perspective. |  |  |  |  |
| **Integrating Knowledge and Ideas from Text(s)** |  |  |  |  |
| \*Analyzing and understanding information about a problem or topic across a range of texts and visuals.  \*Evaluating the arguments and claims made by others; challenging these arguments with counter-arguments supported by evidence.  \*Comparing and contrasting different accounts or ideas across a range of sources. |  |  |  |  |

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| **Character & Behavior Growth**  **1 = Almost Never · 2 = Rarely · 3 = Most of the Time · 4 = Almost Always** | | | | |
| **Grit** | Q1 | Q2 | Q3 | Q4 |
| \*Finished whatever s/he began  \*Stuck with a project or activity for more than a few weeks  \*Tried very hard even after experiencing failure  \*Stayed committed to goals  \*Kept working hard even when s/he felt like quitting |  |  |  |  |
| **Optimism** |  |  |  |  |
| \*Believed that effort would improve his/her future  \*When bad things happened, s/he thought about things they  could do to make it better next time  \*Stayed motivated, even when things didn’t go well  \*Believed that s/he could improve on things they weren’t  good at |  |  |  |  |
| **Self-Control (school work)** |  |  |  |  |
| \*Came to class prepared  \*Remembered and followed directions  \*Got to work right away instead of waiting until the last  minute  \*Paid attention and resisted distractions |  |  |  |  |
| **Self-Control (interpersonal)** |  |  |  |  |
| \*Remained calm even when criticized or otherwise  provoked  \*Allowed others to speak without interrupting  \*Was polite to adults and peers  \*Kept temper in check |  |  |  |  |
| **Gratitude** |  |  |  |  |
| \*Recognized what other people did for them  \*Showed appreciation for opportunities  \*Expressed appreciation by saying thank you  \*Did something nice for someone else as a way of saying thank you |  |  |  |  |
| **Social Intelligence** |  |  |  |  |
| \*Was able to find solutions during conflicts with others  \*Showed that s/he cared about the feelings of others  \*Adapted to different social situations |  |  |  |  |
| **Curiosity** |  |  |  |  |
| \*Was eager to explore new things  \*Asked questions to help s/he learn better  \*Took an active interest in learning |  |  |  |  |
| **Zest** |  |  |  |  |
| \*Actively participated  \*Showed enthusiasm  \*Approached new situations with excitement and energy |  |  |  |  |

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| **Writing Standards for Literacy in History/Social studies** | | | | |
| **Argumentative Writing** | Q1 | Q2 | Q3 | Q4 |
| \*Write in appropriate genres and voice with good grammar and spelling.  \*Develop arguments by providing evidence from a variety of sources.  \*Develop arguments by refuting counter-arguments.  \*Write disciplinary arguments and accounts that are organized, coherent, and supported by evidence. |  |  |  |  |
| **Explanatory Writing** |  |  |  |  |
| \*Write in appropriate genres and voice with good grammar and spelling.  \*Write narratives or descriptions that describe and analyze content area processes or concepts, taking into account multiple and possibly divergent perspectives. |  |  |  |  |
| **Production and Distribution of Writing:** |  |  |  |  |
| \*Engage in pre-writing, drafting, writing, revising, and editing based upon self-evaluation, peer feedback, and teacher feedback.  \*Use technology and multimedia in these processes to produce, distribute, and share writing. |  |  |  |  |
| **Research to Build and Present Knowledge:** |  |  |  |  |
| \*Carry out appropriate research projects answering an authentic disciplinary question using multiple sources.  \*Write extensively for different purposes and audiences (both informal and formal writing).  \*Draw evidence from informational texts to support analysis reflection, and research. |  |  |  |  |