



# Middle School Social Studies

## **Purpose**

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

## **Philosophy Statement**

Waukee students will be inspired to actively participate in a global society as informed citizens and problem-solvers by connecting the past to the present in order to shape the future.

## 6<sup>th</sup> Grade Social Studies

Statement	Exceeds	Secure	Developing	Beginning
Understands the impact of advancing technology over time.	*Applies knowledge of how technology has changed a society/civilization over time and compares it to a modern day society.	Explains the concept of technology and gives an example of how it has changed society/civilization over time.	Explains the concept of technology and gives an example.	Explains the concept of technology and its importance.
Understands the rights, roles, and status of individuals in ancient cultures.	*Evaluates the importance of rights, roles, and status of individuals in ancient cultures and compares this to their own life in a political system.	Differentiates the importance of rights, roles, and status of individuals and their impact on ancient cultures.	Demonstrates knowledge of the importance of rights, roles, and status of individuals.	Shows understanding of rights, roles, and status of individuals.
Demonstrates an understanding of how societies have changed over time.	*Analyzes changes in modern society and predicts future trends.	Analyzes ancient societies to identify elements of change.	Provides an example of how a society has changed.	Understands that societies change.
Understands how humans learn, adapt, and internalize their culture.	*Analyzes how we continue to learn, adapt, and internalize our culture.	Describes ways that humans learn, adapt, and internalize their culture.	Describes a way that humans internalize their culture.	Understands that humans internalize their culture.
Distinguishes how culture affects the development and maintenance of societies.	*Evaluates how cultural diffusion has affected modern day societies.	Describes examples of culture and cultural diffusion that have affected ancient societies.	Understands that culture affects societies and provides an example of cultural diffusion.	Understands that culture affects societies.
Interprets how the role of individuals and groups has impacted history.	*Analyzes how the absence of a specific historical individual/group would impact today's society.	Explains how specific individuals/groups and their values impacted history.	Describes how a specific individual/group has impacted history.	Provides an example of an individual/group that has impacted history.

Explains how geography and human interaction have influenced the past.	*Researches current physical and cultural patterns and assesses how humans continue to change the land to improve the quality of life (levees, reservoirs, artificial lakes, etc.).	Analyzes physical and cultural patterns of how humans changed the land to improve their quality of life.	Explains specific examples of how humans changed the land to improve their quality of life.	Identifies how geographic features impact people's lives.
Understands the use of geographic tools to locate and analyze information.	*Selects a geographic tool to compare and contrast information about people, places, and/or environments.	Analyzes a variety of maps to draw conclusions about people, places, and environments.	Selects a specific geographic tool for a given purpose and can explain the reason for the selection.	Identifies the characteristics of a variety of geographic tools including physical, political, relief, and general purpose maps, longitude and latitude.
Creates a research project to answer a self-generated question.	*Creates research projects to answer self-generated questions and demonstrates a greater understanding through insights or connections with other cultures.	Creates research projects to answer self-generated questions by finding multiple sources.	Answers self-generated questions using only one source.	Creates a self-generated question for research.

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

## 7<sup>th</sup> Grade Social Studies

Statement	Exceeds	Secure	Developing	Beginning
Recognizes how universal economic concepts influence economic behavior.	*Applies knowledge of economic concepts throughout the world.	Recognizes economic concepts and explains how they influence behavior.	Recognizes general economic concepts.	Understands the general concept of economy.
Describes how political systems define rights and responsibilities.	*Shows the importance of rights, roles, and status of individuals and apply this to their own life in a political system.	Shows the importance of rights, roles, and status of individuals in societies.	Shows knowledge of the importance of rights of people in societies.	Shows understanding of basic human rights.
Demonstrates an understanding of how societies have changed over time.	*Compares various societies at once and explain how each has changed over time.	Articulates examples of how societies have changed over time.	Articulates the concept of change.	Understands society changes.
Determines the role and elements of culture in societies.	*Explains how humans have participated as part of a culture over historical time periods.	Describes how humans learn and participate in particular cultures.	Understands the need to be part of a culture.	Understands the concept of culture.
Interprets the relationship among historical trends and periods of time.	*Interprets knowledge of how a variety of people have impacted history through trends.	Interprets how specific individuals have impacted history.	Articulates the importance of specific historical figures.	Understands people can make a difference throughout history.

Evaluates how and why people create and change systems of power.	*Evaluates power structures throughout historical time periods and trends.	Articulates how people specific and general create and change power through a political/cultural system.	Explains how power changes throughout a society.	Understands the importance of power and the implications it presents.
Determines how geography and humans create cultures and regions.	*Demonstrates how regions have developed and interacted over time amongst a similar culture over time.	Demonstrates how regions develop and how people's interactions have been influenced by history.	Demonstrates how regions have developed over time.	Demonstrates the importance of how a region develops.
Recognizes the role of technology on the development of societies.	*Articulates how technology has changed multiple societies over historical time periods.	Interprets how technology has helped developed societies over historical time periods.	Demonstrates how technology in general has helped develop societies.	Understands the importance of technology.
Identifies cause and effect relationships to interpret events and issues.	*Interprets cause/effect relationships for historical events and time periods.	Correlates cause/effect relationships while interpreting historical events/issues.	Understands the general concept of cause/effect relationships.	Understands cause or effect in regards to a relationship.
Creates a research project to answer a self-generated question.	*Creates research projects to answer self-generated questions by finding a mix of primary and secondary sources.	Creates research projects to answer self-generated questions by finding multiple sources.	Answers self-generated questions using only one source.	Creates a self-generated question for research.

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

## 8<sup>th</sup> Grade Social Studies

Statement	Exceeds	Secure	Developing	Beginning
Analyzes the relationship between people and geography.	*Evaluates the impact of events and patterns in American History on geography.	Explains why geography has impacted American people and vice versa.	Describes examples of geography impacting people in American History and vice versa.	Identifies an example of geography impacting people in American History.
Evaluates strengths and weaknesses of the Constitution.	*Debates whether or not the Constitution is an adequate document to handle the challenges presented in American History.	Justifies, using examples from American History, strengths and weaknesses of the Constitution.	Explains strengths and weaknesses of the Constitution.	Classifies given statements as strengths or weaknesses of the Constitution.
Evaluates the impact of emerging technology on America.	*Evaluates the impacts of technology on America and debates whether its positive impacts outweigh the negative.	Evaluates both positive and negative impacts of technology on American Society.	Describes positive and negative impacts of technology on American Society.	Identifies either positive or negative impacts of technology on American Society.
Analyzes conflicts and compromises within American history.	*Articulates alternative courses of action relating to conflict and compromises in American history.	Analyzes conflicts in American history and evaluates how the concept of compromise has been used to resolve them.	Describes conflicts in American History and identify examples of how the concept of compromise has been used to resolve them.	Identifies examples of conflicts in American History and explains compromise.
Describes origins of diversity in America and the impact on American culture.	*Predicts how events in American History will impact diversity and culture in the future.	Accurately assesses the impact of cultural diversity in America.	Describes the difference between cultures and the diversity of people in America.	Lists different cultural groups in America.

Analyzes the role of American institutions in furthering continuity and change.	*Predicts what institutions will emerge in America's future as instruments of change.	Evaluates which institutions in American History have been responsible for change and describe how they have done so.	Describes examples of institutions in American History and their role in causing change.	Identifies examples of institutions in American History as well as examples of change.
Describes cause and effect relationships that resulted in change.	*Interprets cause/effect relationships for American historical events.	Explains cause/effect relationships using American historical events/issues and how they resulted in change.	Describes cause/effect relationships and how they resulted in change.	Understands cause or effect in regards to a relationship and how it results in change.
Evaluates presidential administrations.	*Predicts the success of current presidential administrations by comparing them with historic decisions and events.	Evaluates the positive and negative legacies of presidential administrations.	Compares and contrasts the effectiveness of presidential administrations.	Identifies positive and negative effects of historic presidential decisions.

*The asterisk (\*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*