

| Reporting Category | <p style="text-align: center;"><b>Colorado Academic Standards<br/>Summative Assessment Framework - FINAL<br/>Social Studies Grade 7</b></p> <p style="text-align: center;">(Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills.)</p>  | % of Score Points | Points |
|--------------------|---|-------------------|--------|
| 1                  | <b>History</b>  | 28%               | 20     |
|                    | <p><b>1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence</b></p> <p>a. Determine and explain the interdependence of people around the world during significant eras or events (DOK 1-3)</p> <p>b. Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts (DOK 1-3)</p> <p><b>2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another</b></p> <p>a. Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere (DOK 1-2)</p> <p>b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved (DOK 1-3)</p> <p>c. Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism (DOK 1-2)</p> <p>d. Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome "c" (DOK 1-3)</p> <p>e. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns (DOK 1-2)</p> |                   |        |
| 2                  | <b>Geography</b>  | 25%               | 18     |
|                    | <p><b>1. Use geographic tools to gather data and make geographic inferences and predictions</b></p> <p>a. Interpret maps and other geographic tools to find patterns in human and physical systems (DOK 1-3)</p> <p>b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion (DOK 1-3)</p> <p>c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (DOK 1-3)</p> <p>d. Ask and answer questions after examining geographic sources (DOK 1-3)</p> <p><b>2. Regions have different issues and perspectives</b></p> <p>a. Classify data to construct thematic maps and make inferences (DOK 1-3)</p> <p>b. Analyze and interpret data using geographic tools and create maps (DOK 1-3)</p> <p>c. Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere (DOK 1-3)</p> <p>d. Explain how the physical environment of a place influences its economy, culture, and trade patterns (DOK 1-2)</p>  |                   |        |

| Reporting Category | <p style="text-align: center;"><b>Colorado Academic Standards</b><br/> <b>Summative Assessment Framework - FINAL</b><br/> <b>Social Studies Grade 7</b><br/>         (Topics explicitly identified in the standards are legitimate content for the assessment in addition to the standards' concept and skills.)</p>   | % of Score Points | Points |
|--------------------|--|-------------------|--------|
| 3                  | <b>Economics (PFL)</b>   | 22%               | 16     |
|                    | <p><b>1. Supply and demand influence price and profit in a market economy</b></p> <ul style="list-style-type: none"> <li>a. Define supply and demand (DOK 1)</li> <li>b. Identify factors that cause changes in supply and demand (DOK 1)</li> <li>c. Define and identify factors that impact price (DOK 1)</li> <li>d. Identify examples to illustrate that consumers ultimately determine what is produced in a market economy (DOK 1-2)</li> <li>e. Explain the function of profit in a market economy (DOK 1-2)</li> <li>f. Demonstrate how supply and demand determine equilibrium price and quantity (DOK 1-2)</li> </ul> <hr/> <p><b>2. The distribution of resources influences economic production and individual choices (PFL)</b></p> <ul style="list-style-type: none"> <li>a. Give examples that illustrate connections between resources and manufacturing (DOK 1-2)</li> <li>b. Identify patterns of trade between places based on distribution of resources (DOK 1-2)</li> <li>c. Compare and contrast the relative value and different uses of several types of resources (DOK 2-3)</li> <li>d. Use supply and demand analysis to explain how prices allocate scarce goods in a market economy (DOK 1-2)</li> <li>e. Define resources from an economic and personal finance perspective (DOK 1-2)</li> <li>f. Explain the role of taxes in economic production and distribution of resources (PFL) (DOK 1-2)</li> <li>g. Define the various types of taxes students will pay as adults (PFL) (DOK 1)</li> <li>h. Demonstrate the impact of taxes on individual income and spending (PFL) (DOK 1-2)</li> </ul> |                   |        |
| 4                  | <b>Civics</b>  | 25%               | 18     |
|                    | <p><b>1. Compare how various nations define the rights, responsibilities, and roles of citizens</b></p> <ul style="list-style-type: none"> <li>a. Compare the definition of citizen in various governments (DOK 1-2)</li> <li>b. List the responsibilities of citizens in various governments (DOK 1)</li> <li>c. Define the roles of citizens in various governments (DOK 1)</li> <li>d. Give national and international examples of ethics and quality in government policies and practices (DOK 1-3)</li> <li>e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time (DOK 1-3)</li> </ul> <hr/> <p><b>2. Different forms of government and international organizations and their influence in the world community</b></p> <ul style="list-style-type: none"> <li>a. Compare different forms of government in the world and how they derive their authority (DOK 1-2)</li> <li>b. Evaluate how various nations interact, resolve their differences, and cooperate (DOK 2-3)</li> <li>c. Analyze conflicts among nations including causes and consequences (DOK 2-3)</li> <li>d. Describe common interests and evaluate examples of global collaboration (DOK 1-3)</li> <li>e. Use criteria that identify the attributes of a good government and apply to specific examples (DOK 1-2)</li> </ul>  |                   |        |
| <b>TOTAL</b>       |  | 100%              | 72     |

Notes:

Each standard may be assessed with various item types

Each standard will be assessed with items representing DOK levels 1-3

PFL = Personal Financial Literacy is included in Economics