

## Grade 5 Social Studies Proficiency Scale

I can analyze a map, chart, or graph to identify natural resources.

Reporting Category: SS 5.1.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>Map Skills:</b></p> <p>A. I can explain the function or purpose of each part of a map.</p> <p>B. I can describe how different factors influence where human activities are/were located.</p> <p>C. I can analyze and provide examples of how people change the physical environment to meet their needs.</p> <p>D. I can describe how the environment promotes and restricts human activities.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>continent, hemisphere, degree, latitude, longitude, equator, prime meridian, symbol, key, cardinal directions, scale, grid, index</i></p> <p>A-D. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Use a map, chart or graph to identify natural resources.</li> <li>-Use a map, chart, or graph to identify landforms, bodies of water, and climate.</li> <li>-Use maps to find absolute location of landforms and bodies of water in the United States.</li> <li>-Identify the parts of a map.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can locate and label each of the fifty states.

Reporting Category: SS 5.1.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b><u>The Fifty States:</u></b></p> <p>A. I can identify the distinctive shapes of each state and general location of each capital.</p> <p>B. I can locate and label each of fifty states.</p> <p>C. I can recognize the 4 main regions of the U.S. and identify the states that make up that region.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-C. I can recognize or recall academic vocabulary including: <i>state, city, capital, boundary, region</i></p> <p>A-C. I can perform basic processes such as: -Identify and describe "What is a State?" -Identify and describe "What is a Capital?"</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration.

Reporting Category: SS 5.4.1

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>Age of Exploration:</b></p> <p>A. I can analyze explanations of how people came to live in the Americas and explain how they lived, hunted, and farmed.</p> <p>B. I can explain the reasons for European exploration and the technology that made ocean exploration possible.</p> <p>C. I can trace the routes of explorers and identify the areas they claimed.</p> <p>D. I can analyze the effects of European colonization on Native Americans.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>latitude, longitude, continents, explorers, compass, compass rose, cardinal directions</i></p> <p>A-D. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Identify the routes of early explorers and the purpose of the explorations to America.</li> <li>-Identify the lines of latitude and longitude.</li> <li>-Explain the purpose of latitude and longitude lines.</li> <li>-Identify Earth's continents and oceans.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can analyze various motivations of Europeans for exploration and settlement in the Americas.

Reporting Category: SS 5.4.2

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b><u>The First Colonies:</u></b></p> <p>A. I can analyze the effects of European colonization of Native Americans.</p> <p>B. I can compare and contrast life within the English, French &amp; Spanish colonies of North America.</p> <p>C. I can explain how geographic features affected land use in the North American colonies.</p> <p>D. I can identify consequences of those early interactions of Native Americans and Europeans/Africans.</p> <p><b><u>Colonization of the Americas:</u></b></p> <p>E. I can examine how location influenced the founding of the original 13 colonies.</p> <p>F. I can discuss reasons that the groups had for founding the colonies (cultural, economic, and physical features).</p> <p>G. I can analyze the development of self-government and a free-market economy.</p> <p>H. I can discuss early democratic ideas and practices and their emergence during the colonial period.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>colonization, settlement, physical features, regions, climate, population, culture, indentured servitude, slavery</i></p> <p>A-D. I can perform basic processes such as: -Describe good/bad relationships between American Indian nations and the new settlers. -Identify the fight for control of territories in North America among the English, French, Spanish, and Indian nations. -Identify and describe various motivations of Europeans for exploration and settlement in the Americas.</p> <p>E-G. I can recognize or recall academic vocabulary including: <i>slavery, First Great Awakening, religion, allegiance, free-market economy, self-government, democracy</i></p> <p>E-G. I can perform basic processes such as: -Show where the 13 colonies were located using a map. -Identify the role of religion in the founding of the early colonies. -Describe how slavery was introduced into America.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can identify and explain key events in American history which led to the Revolutionary War.

Reporting Category: SS 5.4.3

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>Events Leading to the Revolutionary War:</b></p> <p>A. I can analyze major conflicts between the colonies and England and explain how these conflicts lead to the American Revolution.</p> <p>B. I can describe the development of self-government in the British colonies and explain the influence of this tradition on the American Revolution.</p> <p>C. I can discuss how politics, religion, and the economy all contributed to the Revolution.</p> <p>D. I can explain the arguments by Loyalists against independence and the by Patriots for independence.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>colony, opposition, enforce, East India Company, delegates, patriot, loyalist, democracy, militia, monarchy, redcoat</i></p> <p>A-D. I can perform basic processes such as:                      -Identify the cause of the American Revolution.                      -Identify significant people in the Pre-Revolutionary Period.                      -Identify taxes and fees collected and services provide by governments during colonial times.                      -Explain why the First Continental Congress was important.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can identify the major events of the American Revolution culminating in the creation of a new and independent nation.

Reporting Category: SS 5.4.4

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>Revolutionary War:</b></p> <p>A. I can describe and compare major British and American leaders and their roles in key events of the war for independence.</p> <p>B. I can describe the major contributions of women and minorities during the American Revolution.</p> <p>C. I can explain consequences of the American Revolution including changes in trade relationships and the achievement of independence by the United States.</p> <p>D. I can compare and contrast the impact of the American Revolution on different groups within the thirteen colonies that made up the United States.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-D. I can recognize or recall academic vocabulary including: <i>revolution, rebel, patriot, loyalist, parliament, treason, debt, boycott, militia</i></p> <p>A-D. I can perform basic processes such as: -Identify major British and American leaders and their roles in key events of the war for independence. -Identify contributions of women and minorities during the American Revolution.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

## Grade 5 Social Studies Proficiency Scale

I can explain Manifest Destiny and its role in American expansion.

Reporting Category: SS 5.4.5

Exceeds Standard	4	I am able to transfer this learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p><b>Westward Expansion:</b></p> <p>A. I can compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>B. I can assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>C. I can assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>D. I can map territorial expansion and settlement, as well as the locations of conflicts with the resettlement of Native Americans.</p> <p>E. I can explain the concept of Manifest Destiny and its relationship to the westward movement of settlers.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A-E. I can recognize or recall academic vocabulary including: <i>transcontinental, expansion, wilderness trail, pioneers, frontier, homestead, wagon train, trading post</i></p> <p>A-E. I can perform basic processes such as:</p> <ul style="list-style-type: none"> <li>-Define Manifest Destiny.</li> <li>-Define the Louisiana Purchase.</li> <li>-Identify reasons for westward expansion.</li> <li>-Identify important events during the timeline.</li> <li>-Identify how westward expansion affected Native Americans.</li> </ul>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.